THE IMPLEMENTATION OF PROBING PROMPTING STRATEGY TO INCREASE STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXT AT SEVENTH GRADE OF MTS YP RAUDHATUL AKMAL BATANG KUIS

THESIS

Submitted to Faculty of Tarbiyah and Teacher Training State Islamic University North Sumatra Medan as a Partial Fulfillment of the Requirements for the Degree of S-1 Program

BY:

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DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF TARBIYAH SCIENCE AND TEACHERS TRAINING

STATE ISLAMIC UNIVERSITY OFNORTH SUMATERA

MEDAN

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2018

SURAT PENGESAHAN

Skripsi yang berjudul : "**THE IMPLEMENTATION OF PROBING PROMPTING STRATEGY TO INCREASE STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXT AT SEVENTH GRADE OF MTS RAUDHATUL AKMAL BATANG KUIS**" oleh **Fadlah Yulia Lubis**, yang telah dimunaqasyahkan dalam sidang munaqasyah Sarjana Strata Satu (S1) Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Sumatera Utara Medan pada tanggal :

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Assalamualaikum Wr.Wb.

  Setelah membaca, meneliti dan memberi saran-saran perbaikan seperlunya terhadap skripsi mahasiwi **a.n. FADLAH YULIA LUBIS** yang berjudul :

"THE IMPLEMENTATION OF PROBING PROMPTING STRATEGY TO INCREASE STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXT AT SEVENTH GRADE OF MTS YP RAUDHATUL AKMAL BATANG KUIS"

  Maka kami berpendapat bahwa skripsi ini sudah dapat diterima untuk melengkapi syarat-syarat untuk mencapai gelar Sarjana Pendidikan (S.Pd) pada Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan.

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Judul   : **" The Implementation of Probing Prompting Strategy To Increase Students' Ability in Writing Descriptive Text At Seventh Grade of MTS YP Raudhatul Akmal Batang Kuis "**

Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri, kecuali kutipan-kutipan dari ringkasan – ringkasan yang semuanya telah dijelaskan sumbernya. Apabila di kemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka gelar dan ijazah yang diberikan batal saya terima.

Medan, 30 Agustus 2018

Yang Membuat Pernyataan

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ABSTRACT

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The Title : The Implementation of Probing Prompting Strategy to Increase Students' Ability in Writing Descriptive Text at Seventh Grade of MTS YP RaudhatulAkmalBatangKuis

Keyword : Ability, Probing Prompting Strategy, Writing.

This research was aimed to implementation of Probing Prompting strategy to increase students' ability in writing descriptive text. The subject of this research was Seventh grade class VII A of MTS YP Raudhatul Akmal Batang Kuis in 2018/2019 Academic Years. It consisted of 21 students as the subjects. The objective was to discover the increasing of students' ability in writing descriptive text after taught by implementing Probing Prompting strategy. This research was conducted by using classroom action research. The technique of analyzed the data applied in this research were qualitative and quantitative data. The qualitative data were taken from observation sheet, interview sheet, and diary note. The quantitative data were taken from the tests which were carried out in two cycles and the two cycles conducted in fifth meetings. The tests were given to the students in the form of pre-test, post-test I, in the first cycle, and post-test II in the second cycle. The result of data analysis showed that there was an increasing on the students' ability in writing descriptive text from each cycle. It was showed from the mean of pre-test which was 56,38 After probing prompting strategy was applied in the first cycle, there was an improvement of the result of the students' mean which was 64,09 and for the second cycle after reflection on the first cycle, there was an improvement of students' mean which was 71,80. Moreover, in pre-test session which was 9, 52% (2 students) who got the point over 65. In post-test 1 for the first cycle which was 47, 61% (11 students) who got the point over 65. In post-test 2 for the second cycle which was 90, 47% (21 students) got the point over 65. So the total percentage of the improvement from the pre-test to post-test II was 90,47%. In other words, the students' ability in writing descriptive text was improved. Based on the qualitative data, the students gave good responses and showed enthusiasm after the use of probing prompting strategy in writing descriptive text.

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Finally, the researcher is fully aware that there is still lot of weakness in this thesis. Therefore, the researcher sincerely welcomes critics and suggestions from the readers to enhance the quality of the thesis.

Medan, August 2018

The Researcher

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CHAPTER 1

INTRODUCTION

A. Background of the Study

Writing is an activity of pouring the thoughts, ideas, and feelings of a person expressed in written language. Writing is one of the four language skills which are very important to learn. As it know, writing is not easy. Among the skills, writing is the most difficult skills to be learnt, because it needs hard thinking in producing words, sentences, and paragraph at the same time.

Writing is one of the important skills in English because it takes a part as an important communication tools. Through writing, everybody is not only able to express feeling and ideas, but also to communicate with others and have remembering facts and ideas. People need to learn English writing because it is a process of transforming thoughts and ideas into written form.

In writing, there are several aspects that must be considered such as kind of letters, genres of text and many more. It should be effectively when the text included aspects such as: word choice, grammar, content, and become a good text. There are many kinds of text of writing, there are: procedure, recount, narrative, report, and descriptive.

In this research the researcher's focus on writing descriptive text. Descriptive text is a text which has the specific function to give description about an object (humans, animals, things, places) as detail. At a glance this text has the similarity with report text but actually they are different. In report text information is presented generally to the reader, whereas in descriptive text information is presented as specific because it the focus in one object.

Writing descriptive text is a part of many others types of writing, you might use description to report on a scientific experiment, explain a historical event, or discuss a painting, story, or

movie. Later in life, you might have to describe yourself in a college essay or job application. Tell about a product you're trying to sell, write a progress report, or provide a job description.

In teaching writing descriptive text teachers should be able to help students to write texts because students sometimes have unclear writing results. Teachers need to direct students to pay attention to the content, organization, vocabulary, language use, and mechanics. Most teachers when they teach writing descriptive text, they just ask students to write descriptive text based on instruction from the book, and then correct it. This method of teaching makes the classroom become bored. Teachers need to make students more active in understanding the text.

In fact, the problem of teaching writing can still be seen in the students of one of the school in Batang Kuis which is the seventh grade junior high school of YP. Raudhatul Akmal Batang Kuis, Kabupaten Deli Serdang. Based on the information one of students in that school, the researcher found that the process of teaching learning in the classroom is still passive. The students do not understand clearly about descriptive text, the students have less vocabulary to make their writing good, and the student's grammar is not good. Besides that, the teacher uses the old strategy in teaching descriptive text (Grammar Translation Method) which makes the students felt bored and difficult to understand the material when teaching learning process conducted.

This situation happen because the students have less mastery vocabulary, grammar especially tenses so that difficult for them to know the kind of the text, and to know the main idea of the text. More than that, the students also have low interest in studying English, so the teaching learning process difficult to gain the purpose. This caused by the students' perspective that studying English is difficult. And the important problem, the strategy that the teacher used was not variety so that make the students not interested in writing.

In order, to make the teaching process interesting and the purpose of the teaching learning process reached, the teacher need a special technique, strategy and method. The purpose of using them is to make the students easy to learn and understand the lesson. In this case, the researcher would like to use the strategy.

Strategy is method of approaching a problem or task, modes of operation for achieving particular end, planned designs for controlling and manipulating certain information. There are so many strategies to increase the students' ability in writing descriptive text. Such as, Mind mapping strategy, Think-talk-write strategy, Probing Prompting and etc.

In this study, the researcher interested with probing prompting strategy to increase the students' ability in writing descriptive text. Probing prompting strategy is one model of cooperative learning. Based on the origin he said, probing means investigation, examination while prompting means encouraging or guiding. The learning model of Probing Prompting is related to a question known as Probing question and Prompting question. Probing Prompting strategy is an appropriate strategy to teach writing, here the students will get the explanation about text from the teacher before they write and the students could enhance their comprehension about the text by doing discussion. So the statements above can conclude that students' prior knowledge of grammar and vocabulary is needed in writing process, if the students have good prior knowledge of vocabulary and grammar, the students will be easy to writing the text.

Based on the background above, the researcher takes a title of "***The Implementation of Probing Prompting Strategy To Increase Students' Ability In Writing Descriptive Text At Seventh Grade Of MTs YP Raudhatul Akmal Batang Kuis".***

B. Statement of the Problem

Based on the background of the problem above, the researcher found some problems that can be identified in this research follow:

1. The students' have less interest in studying English especially writing
2. The students' do not understand clearly about descriptive text
3. The students' have less vocabulary
4. The students' grammar is not good

C. Research Question

Based on the statement of the problem above, the research question of this study can be seen follow:

1. How is the implementation of probing prompting strategy in writing descriptive text?
2. How is the students' ability in writing descriptive text after taught by probing prompting strategy?

D. Purposes of the Study

Based on the research question of study above, the purpose of study can be seen follow:

1. To describe how the implementation of probing prompting strategy in writing descriptive text.
2. To describe how the students' ability in writing descriptive text after taught by probing-prompting strategy.

E. Significance of Study

The result of this research was expected to be useful for:

1. Teachers

    a. To improve the quality of English teaching and learning process

    b. The output of the study will be useful and to give contribution of developing English teaching especially in writing descriptive text

2. Students

    a. To motivate students to learning English especially in descriptive text

    b. To improve their mastering in writing descriptive text

3. Other researcher as a source for another researcher who want to compile a thesis as a reference or related study

F. Limitation of Study

Based on the problem mentioned above, the researcher limited to the implementation of probing prompting strategy to increase students' ability in writing descriptive text at seventh grade of MTs YP Raudhatul Akmal Batang Kuis. The researcher is conducted by classroom action research.

CHAPTER II

LITERATURE REVIEW

A. Review of Literature

To support the idea of this research, some theories and some information will include for help the researcher form the design of this research.

1. Writing

1.1 The Definition of Writing

Writing is a tool of communication that contains a thought, message, information, feeling for expression in written form. Writing is one of the skills which must be acquired in language learning. Experience, events, ideas, information, and feeling can be expressed though writing. Writing is demanding mental activity, where the writer should think what they are going to write deeply by clear thinking skill. Most writing involves deliberate planning. In writing, write should be able to find so many knowledge and idea in order to make a written information that easily comprehended by the readers. When the readers successfully comprehend the writing, it means that writer is success.

In another definition, writing is the expression language in the form of letters, symbols, or words. The primary purposed of writing is communication. People have used many tools for writing including paint, pencils, pens, typewriters and computers.[1] In order argument, States that writing is a central to our personal experience and social identities. Writing is a state that writing is the most difficult skill in learning process that allows the writer to explore thoughts and idea.[2]

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[1]Utami, Dewi. 2010. *How to write.* Medan : La TansaPress. p.2

[2]Hyland, Ken. 2002. *Teaching and Researching Writing*. Person Education, p.2

Meanwhile, according to Donn Byrne writing can be said to be the act of forming symbols: making marks on a flat surface of some kind. But writing is clearly much more than the production of graphic symbols, just as speech is more than the production of sounds.[3]

Writing involves the *encoding* of a message of some kinds: that is, we translate our thoughts into language.

In addition, by writing the students can express their feelings, ideas and thoughts. Allah SWT also tells us to write trough says in Al-Qur'an, surah Al- Alaq verse 4-5 as follows:[4]

الَّذِي عَلَّمَ بِالْقَلَمِ (٤)

عَلَّمَ الإنْسَانَ مَا لَمْ يَعْلَمْ (٥)

Translation: Who teacheth by the pen (4) . "Teacheth man that which he knew not"(5).[5]

Based on the definition above, the researcher can conclude that writing is the activity or skills to express the idea or information in written form (symbols) to make the people can explore their ideas.

1.2 The Purpose of Writing

According to Nancy the purpose of writing that stated: To think on paper and organize thoughts, to inform, to persuade, and to entertain.[6]

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[3]Byrne, Donn. 2002. *Teaching Writing Skill.* UK: Longman, p.1

[4]   http://ayatalquran.net/2015/02/surah-al-alaq-%D8%A7%D9%84%D8%B9%D9%84%D9%82-the-clot-terjemah-bahasa-inggris/

[5]Muhammad, Muhsin. *The Nobel Quran English Translation of Meaning and the Commentary,* Madinah: King Fahd Complex of the Holy Qur'an, p. 824

[6]Nancy M. Kreml. at. All, 2014. *The Use' s Guide to Collage Writing.* USA: Person Education, p. 17.

a. To think on paper and organize thoughts

you may write things down to help you remember them, or to learn new material, or to help you think through a problem or issues, usually the personal writing you do for this purpose; notes, outlines, free writing, journals, memos to yourself will be meaningful and useful to you rather than to another audience.

b. To inform

When you write to inform, you want your audience to understand a concept, procedure, or fact. You may write to teach your audience (such as writing interaction for a friend who will take care of your pets while you are on vocation), to demonstrate your knowledge (such as writing an exam), or to explain how to use a piece of equipment at work.

c. To persuade

When you write to persuade, you want to convince your audience to act or believe in a certain way, you want them to agree with you. You may write a personal latter urging a friend to move to a new house, or you may write an evaluation of an employee, asking for a higher salary for that person. In collage, you may write an essay arguing that one view of history is more valid then another.

d. To entertain

You may write to entertain your audience, to make them laugh, to tell them a story. You want your audience to enjoy what you have written. A letter to a friend may describe in an amusing way your problems learning to use a computer.

1.3 The Types of Writing

There are many types of writing. The various types can be grouped into modes, a word that refers to the central purposes of a piece of writing. Writing can also be divided into two broader categories: reflexive, based on the source of inspiration and audience for a piece of writing.

a. Reflexive Writing

When you write reflexively, you choose what to write, what format to used, and whether to share your writing with others. Reflexive writing- such as a journal entry, a person essay, or a list – is writing you do for yourself.

b. Extensive Writing

Which focuses on topics outside of your imagination and experience is writing that you do for others. Examples of extensive wiring include research papers, persuasive essays, and book theater reviews.[7]

Many states are assessing students writing in these modes as well. Mode determination is one way to go because each mode has a build in purpose. Traditionally, the modes have been defined as follows:

1.   Narrative: Tell a story to your audience, either, true, partly true, or invented

2.   Imaginative: Tell a story to your audience but include elements of fantasy and make believe

3.   Descriptive: describe someone, something, or some placed clearly for your audience.

4.   Expositive: Explain a topic and inform your audience on it

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[7]Platinum Level, 2001.*Writing and Grammar,* America: Prantice Hall. P.3.

5.   Persuasive: Convince your audience that they should agree with your position on a topic.

6.   Reflective: Think about your learning on a topic, you are your own audience.

1.4 Genre of Writing/ kinds of writing

Genre is an organizing concept for cultural practices. Genre is place occasion, function, behavior, and interactional structure. There are fundamental genres of writing: describing, instructing, arguing, explaining, and narrating. Briefly, one might describe them as follow: the genres of describing deals with classifying things and experiences, and putting their characteristic and behavior into word.[8]

Before students write their own writing, they first study about kind of writing. Students who are writing with a certain genre need to consider a number of different factors. They need to have the knowledge of the topic, the convention and style of genre, and the context in which their writing will be read by whom. Asking the students imitate a given style could be seen as extremely perspective, encouraging them to see writing as a form of reproduction rather than as a creative act. There are the following kinds of writing for junior high school:

a. Recount

Recount text is reported events, circumstances, activities, experiences a person done by someone.

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[8]Knapp, Peter& Megan Watkins, 2005.*Genre text & Grammar,* Sidney : university of new south Wales

b. Procedure

Procedure for remember type this text instructions on steps or ways of doing things.

c. Narrative

Narrative dealing with a real, imaginary, or complex event that led to a crisis that finally found a solution

d. Report

Report text is the text about the event or events that deserve to know the public

e. Descriptive

Descriptive text is a portrait a person, object, or a specific place so that it becomes clear and specific.

1.5 Testing of Writing

According to Heaton[9] there are five components in scoring writing test such as content, organization, language use, vocabulary, and mechanical skill.

a. Content

Content of writing covers clear main ideas, detailed and substantive: all material are relevant to main idea.

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[9]J. B. Heaton, 1989. *Writing English Language Test.* New Eddition. New York: Longman, p.146

b. Organization

A writer is expected to demonstrate an understanding of how texts are structured as a whole piece of writing. It included understanding that each paragraph contains a topic sentence and that all other sentences in the paragraph related to the sentence.

c. Vocabulary

The writer chooses and uses words appropriately in order to make the writing will not be considered ambiguous. Absolutely, the choice of words, phrase, idiom should be effective.

d. Language use

The writer should concern to the rules of grammatical structure such as tense, part of speech, subject verb agreement, sentence construction, etc.

e. Mechanics

In mechanics, the writer concern with the technical rules of writing includes the right punctuation spelling and paragraphing.

Table

Table of writing skill

Score	Level	Criteria
Content	**30-27**	- **Excellent to very good:** knowledge, substantive, thought development of thesis, relevant to assigned topic.

	2 **6-22**	-	**Good to average:** some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic, but lucks detail.
	2 **1-17**	-	**Fair to poor:** limited knowledge of subject, little substance, inadequate development of topic.
	1 **6-13**	-	**Very poor:** does not show knowledge of subject, no-substantive, not pertinent, or nor enough to evaluate.
Organization	**2** **0-18**	-	**Excellent to very good:** fluent expression, ideas clearly stated/supported, well organized, logical sequencing, cohesive.
	1 **7-14**	-	**Good to average:** somewhat choppy, loosely organized but main idea stand out, limited support, logical but incomplete sequencing.
	1 **3-10**	-	**Fair to poor:** non-fluent ideas confused or disconnected, lacks logical sequencing and development.
	9 **-7**	-	**Very poor:** does not communicate no organized, or not enough to evaluate.
Vocabulary	**2** **0-18**	-	**Excellent to very good:** sophisticated range, effective word/idiom choice and usage, word

		-	from mastery, appropriate register.
	1 **7-14**	-	**Good to average:** adequate range, occasional error of word/idiom form, choice, usage, but *meaning not obscured*.
	1 **3-10**	-	**Fair to poor:** limited range; frequent errors of word/idiom form, choice, usage; meaning confused or obscured.
	9 **-7**	-	**Very poor:** essentially translation; little knowledge of English vocabulary, idioms, word form; or not enough to evaluate.
Languag e Use	**2** **5-22**	-	**Excellent to very good:** effective complex, construction; few errors of agreement, tense, number, word order function, articles, pronouns, preposition.
	2 **1-18**	-	**Good to average:** effective but simple construction; minor problem in complex contraction; several errors of agreement, tense number, word order function, articles, pronouns, preposition but *meaning seldom obscured*.
	1 **7-11**	-	**Fair to poor:** major problem in simple/complex construction/frequent errors of negation, agreement, tense, number, word order

		function, articles, pronouns, preposition and or fragments, run-ons, deletion; *meaning confused or obscured.*
	1 **0-5**	- **Very poor:** virtually no mastery of sentence construction rules; dominated by errors; does not communicate; or not enough to evaluate.
Mechanics	**5**	- **Excellent to very good:** demonstrates mastery of convention; few errors of spelling, punctuation, capitalization, paragraphing.
	4	- **Good average:** occasional errors of spelling, punctuation, capitalization, paragraphing but *meaning not obscured.*
	3	- **Fair to poor:** frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting; *meaning confused or obscured.*
	2	- **Very poor:** no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing; hand writing illegible; or not enough to evaluate.[10]

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[10] Arthur ,Huges.2003.*Testing for Language Teachers Second Edition,* New York: Cambridge University Press, p.104

2. Descriptive Text

2.1 Definition of Descriptive Text

Descriptive text is one of genre of texts. This text is one of the texts that have to be taught in junior high school students. Descriptive text is difficult enough to learn by the students. If the students want to gives a description of an object, living or non living things to be readers. The students can write it into the text, that is descriptive text. And this text is good if the students want to write the descriptive text.

Descriptive text is a text which has a specific function to give description about an object living or non living.[11] Descriptive writing vividly explained about a person, place or thing which can make the readers as imagine it. Descriptive text is kind of text which is aimed to describe a particular person, place or things.

In another definition, descriptive text is a text which says what a person or a thing is like, a text that describes the feature of someone, something, or a certain place. Its purpose is to describe and reveal a particular person, place, or thing.

Meanwhile, descriptive text is a description of an object, whether animate or inanimate, including humans and animals. The focus of the writing lies in the description of the parts, the characteristics, features, quality, or quantity, with using adjectives or attributes.[12]

Based on the definition above, the researcher concluded that descriptive text is a text that describe about specific object like human, things or a certain place.

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[11]Pardiyono, 2007. P*asti Bisa! Teaching Genre-Based writing*. Yogyakarta: Andi, P.29

[12]Pardiyono. 2006. *12 writing clues for better writing competence.* Yogyakarta: Andi, p.165.

2.2 Types of Descriptive Text

In writing descriptive text there is some type of descriptive text. Most writing contains description. Following are a few type of writing that depend heavily on descriptive language:

a. Description of a persons or things contains sensory details that bring to life actual people, places, and things.

b. Observation described an event the writer has witnessed. Often, the event takes place over an extended period of time.

c. Travel brochures contain factual information as well as persuasive language to encourage tourism.

d. Character sketches describe fictional characters their appearances, personalities, hopes, and dreams.[13]

2.3 The part of Description Text

In descriptive text writing, there are several things that should be understands as the following.[14]

a. Social Function

The social function of writing text is to describe a particular person, place, things, object or animal.

b. Generic Structure

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[13]Platinum Level, 2001 *Writing and Grammar,* America: Prantice Hall. p. 101

[14]Carol, et AL.2001 *Writing and Grammar Communication and Action* New Jersey: Prentice Hall

The generis structure of descriptive text consist of identification, and description

Identification : Identifying the phenomenon to be described

Description   : Describing the phenomenon in parts, qualities, and characteristic.

c. Linguistic Features

Linguistic features are about general and grammatical pattern to form the information, message, and idea in effective sentence especially in this case, in a form of descriptive text. There are several grammatical features of descriptive writing as the following:

1. In descriptive text, simple present tense in predominantly used then past tense is used to describe something in the past.
2. The use of action verb is used adjectives, adverb, and adverbial phrases are used most often.

2.4 Language Feature of Descriptive Text

a. The use adjectives and compound adjectives.

Adjectives are words that describe or modify another person or thing in the sentences. Adjective are words that describe nouns or pronoun. They may come before the word they describe (that is cute puppy) or they may follow use of linking verbs/relating verbs.

b. The use of linking verbs/relating verbs.

Verbs that describe or rename the subject are called linking verbs. A linking verb implies a state of being or condition for the subject, nor an action. It links the subject to an equivalent word in the sentence.

c. The use of simple present Tense

The simple present tense is use to describe an action that is regular, true or normal (everyday).

d. The use degree of comparison

e. The use of attributive has and have

3. Ability

Ability is individual characteristic such as intelligence, skills, traits, which are a potential power someone to do and it stable. Students' ability concerned with how the students do in relation to a particular course or program.

According to Martin H Manser, he states that "Ability is skill of Power".[15] It can be conclude that ability is power of skill need to do something. The people who have better knowledge than other people, they know that we created by Allah SWT on the best structure. So it means that we have ability since we born and balance in form and nature.

Meanwhile, Allin and Bacon stated that the ability is potential or power to do something physical or mental nature power to do something well.[16]

According to Al-Qur'an has the ability to achieve and develop the knowledge by the permit from Allah. Therefore many verse of Al-Qur'an order human being to achieve the knowledge in

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[15] Martin H. Manser. 2008. *Oxford Learners Pocket Dictionary,* Oxford University Press, p. 1

[16] Allin & Bacon, *Psychology The Science of Behavior*, (London: Longman, 2001), p. 96

many different ways, and Al-Qur'an claims a high position to anybody who has knowledge. Allah says in Mujadalah verse 11: [17]

يَا أَيُّهَا الَّذِينَ آمَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا يَفْسَحِ اللَّهُ لَكُمْ وَإِذَا قِيلَ انْشُزُوا فَانْشُزُوا

يَرْفَعِ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ (١١)

The meaning: *"O you who have believed, when you are told, "Space yourselves" in assemblies, then make space; Allah will make space for you. And when you are told, "Arise," then arise; Allah will raise those who have believed among you and those who were given knowledge, by degrees. And Allah is Acquainted with what you do.*

According Hadist Bukhori Muslim:

عَنْ أَبِي هُرَيْرَةَ عَبْدِ الرَّحْمَنِ بْنِ صَخْرٍ رَضِيَ اللهُ عَنْهُ قَالَ : سَمِعْتُ رَسُولَ اللهِ صَلَّى اللهُ عَلَيْهِ وَسَلَّمَ يَقُولُ: مَا

نَهَيْتُكُمْ عَنْهُ فَاجْتَنِبُوهُ، وَمَا أَمَرْتُكُمْ بِهِ فَأْتُوا مِنْهُ مَا اسْتَطَعْتُمْ، فَإِنَّمَا أَهْلَكَ الَّذِينَ مَنْ قَبْلَكُمْ كَثْرَةُ مَسَائِلِهِمْ وَاخْتِلاَفُهُمْ

From Abu Hurairah Abdurrahman bin Sakhr Radhiallahu'anhu He said: I heard the Messanger Shallallahu'alahi Wassalam said: what I forbid let you avoid and what I tell then let you carry as much as you. Actual destruction of the people before you is due to the many questions they (useless) and their opposition to their prophet. (Bukhari Muslim). [18]

[17] Tim Penerjemah Al-Qur'an Terjemah Indonesia Inggris. 2008. *Al-Qur'an Terjemah Indonesia Inggris.* Solo: PenerbitAl-Qur'an Qamari , P. 1304

[18] https://haditsarbain.wordpress.com/2007/06/09/hadits-9-melaksanakan-perintah-sesuai-kemampuan/Monday, 09th April 2018 at 8.26 P.M.

According to Hadist above, Who is not able to do anything that was ordered as a whole, and he was only able to partially only then he should do what he is able to perform.

4. Strategy

According to Brown Doglas, strategy is a method of approaching a problem or task, modes of operation for achieving particular end, planned design for controlling and manipulating certain information. They are contextualized "battle plans" that might vary from the moment, or day to day, or year to tear. Strategy varies intra individually, each of us has a number of possible ways to solve a particular problem, and we choose one or several sequence for given problem.[19]

Strategy is the important way for the teacher to improving their ability in teaching their students, to make the students more active and easy to understand the material according to their goals as good teacher. Teacher must be creative in their ways to teach lessons to their students. The strategies of teaching should be easy, enjoyable, motivate, and improve students' ability. A good strategy of teaching will make the students learn effectively.

In creating the students' interesting of their study, the teacher should apply many strategies to transfer knowledge to the students. Because by using various strategies the students will be easy

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[19]Brown, Doglas. 2009. *Dimension of learning teacher's manual.* Sanfransisco: Longman p. 36

to understand the material and the teacher can help to manage their activity in classroom. The students' ability in mastering subject will be determined by the teachers teaching knowledge.

Students who are taught with a strategy are more highly motivated than those who are not taught with a strategy. This is can lead to a more effective learning. The reason why it is important is that teaching strategy includes what are involved actively in learning. How much are the students responsible and how learning is assessed.

In Islam, using strategy is one of strategy in teaching learning process. It state in Al-Qur'an in An-Nahl: 125[20]

$$\text{ٱدۡعُ إِلَىٰ سَبِيلِ رَبِّكَ بِٱلۡحِكۡمَةِ وَٱلۡمَوۡعِظَةِ ٱلۡحَسَنَةِ وَجَٰدِلۡهُم بِٱلَّتِي هِيَ أَحۡسَنُۚ إِنَّ رَبَّكَ هُوَ أَعۡلَمُ بِمَن ضَلَّ عَن سَبِيلِهِۦۖ وَهُوَ أَعۡلَمُ بِٱلۡمُهۡتَدِينَ ١٢٥}$$

Meaning: invite to the way of your lord with wisdom and good instruction, and argue with them in a way that is best. Indeed, your lord is most knowing of who has strayed from his way, and he is most knowing of who is (rightly) guided.

5. Probing-Prompting Strategy

5.1 Definition of Probing-Prompting Strategy

Probing prompting is one model of cooperative learning. Based on the origin he said, probing is investigation and examination, while prompting is encouraging or guiding. Learning probing

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[20] Muhammad Habib Shakir, *The Qur'an Translation Muhammad Habib Shakir English Only*. New York: Tahrike Qur'an. P.127

prompting is learning by presenting a series of questions that are guiding and exploring the ideas of students so that it can jump-start the thinking process that can link the knowledge and experience of students with new knowledge being study.[21] Furthermore, students construct concepts and principles into new knowledge, and with new knowledge are not disclosed.

Probing prompting learning is closely related to the question. Questions raised during this lesson are called probing questions. Probing question is a digging question to get a deeper answer from the intended student to develop the quality of the answer, so that the next answer is clearer, grounded, and grounded.

Probing question can motivate students to understand a problem more deeply so that students are able to reach the intended answer. During the search process and the discovery of answers to the problem, they attempt to relate the knowledge and experience they have with questions to be answered.[22]

5.2 Steps of Probing-Prompting Strategy

The steps of learning probing prompting are elaborated through seven stages of probing technique which is then developed by prompting as follows:[23]

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[21] Diasputri Ajeng, dkk. 2013. *The Influence of The Learning Model Probing Prompting with The help of structured work structures to the learning outcomes.* Journal pendidikan: vol. 7 no.1

[22] Huda Miftahul, 2013. *Model-Model Pengajaran dan Pembelajaran,* Yogyakarta: Pustaka Pelajar. P. 281

[23] Ibid, p. 282

1. Teacher gives a new situation which contains a riddle (present a problem) by using picture.

2. Waiting for a while (5-10 seconds) to let the students think about the problem.

3. Teacher gives question based on indicators to all the students.

4. Waiting for a while (5-10 seconds) to let the students formulate their answer.

5. Teacher asking the students to answer the question.

6. If the answer relevant, the teachers will prompt the student by giving a series of question based on the indicator (picture).

7. Teacher gives a series of question based on the indicators (picture) to probe the students' knowledge. It will prove that the indicators (pictured) have been reached.

5.3 The Advantages of Probing-Prompting Strategy

The advantages of the probing prompting learning model are as follows:

1. Encourage students to think actively.

2. Give students the opportunity to ask things that are less clear so that teachers can explain again.

3. Disagreements between students can be compromised or directed at a discussion.

4. Questions can attract and focus the attention of the students, even when the students are is noisy, the sleepy back sleepy and sleepy.

5. Develop the courage and skills of students in answering and expressing opinions.

5.4 The Disadvantages of Probing-Prompting Strategy

1. Students are afraid, especially less teachers can not encourage students to be brave by creating an atmosphere that is not tense but familiar.

2. It is not easy to create questions that match the level of thinking and easy to understand students.

3. Time is often wasted if students can't answer questions up to two, or three people.

4. A large number of students may not have enough time to question each student.

B. Conceptual Framework

Writing is one of the skills which must be acquired in language learning. Experience, events, ideas, information, and feeling can be expressed though writing. Writing is demanding mental activity, where the writer should think what they are going to write deeply by clear thinking skill.

Descriptive text is a text to describe and reveal a particular person, place, or thing. In making a good descriptive text, the students still have difficult in write it. So, it needs apply a strategy to make them more easy to make it. In teaching the subject, the teacher should have a strategy to increase the learning process in order to improve students' ability especially in writing descriptive text.

So, in solve this problem in order to improve the students' ability in writing descriptive text, probing prompting strategy as a correct strategy to solve this problem. Probing prompting is one effective strategy to be applied in teaching learning. This strategy is important for students to write a text, especially in descriptive text. Considering of conceptual framework of this research is expected that the students' ability in writing of descriptive text will be improved through the

probing prompting strategy. Strategy is expected can influence to their ability in writing descriptive text.

Probing prompting is strategy by way of teacher presents a series of questions that are guided and explore so that it becomes a process of thinking that relates the knowledge of each student and his experience with new knowledge being studied then the students construct the concept of principles into knowledge new, thus new knowledge is not disclosed. By using probing prompting strategy, it is hoped that students' writing descriptive text will be improve. In this case, this research use classroom action research that consist of qualitative and quantitative data, and the data will be taken by observation, interview, diary note, and after give the writing descriptive text test to the students.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research applied Classroom Action Research (CAR). Classroom Action Research was the research in which combination the research procedures with substantive action, an action which going on inquiry discipline, or somebody's effort to comprehend what will happened while join the process of improving and increasing. [24] There are many ways to improve knowledge about teaching. Many teachers practice personals reflection on teaching, others conduct formal empirical studies on teaching and learning.

This research was conducted systematically to the various action performed by a teacher as well as a researcher where is the planning has been neatly until the assessment of real action in classroom that in the form of teaching and learning activity to improve the learning conditions undertaken. Thus, it consists of four steps namely planning, action, observations, and reflection.

The main concept of classroom action research is four concept, they are: planning, acting, observing, and reflecting. The researcher conducted two cycles in this research. These cycles of the classroom action research include: planning, action, observation and reflection. In the end of cycle I, the obstacles that were faced by the students in cycle I was to be reflected and they were improved in cycle II.

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[24] Rochiati Wiriaatmadja, 2014. *Metode Penelitian Tindakan Kelas*. (Bandung: PT Remaja Rosdakarya, p. 11

Based on the explanation above, Classroom Action Research is good to be uses in order to see increasing students' ability in writing descriptive text through probing prompting strategy. It is expected that by using action research, the improvement students' ability in writing descriptive text.

B. Research setting and Sample

According to Ari, sample is a portion of a population.[25] In this research, the researcher only took one class that consisting of 21 students. This research was conducted in the 7th grade students at MTs (Madrasah Tsanawiyah Swasta) Raudhatul Akmal Batang Kuis in the academic years of 2017/2018. In choosing the classes, the researcher had a discussion with the English teacher as a collaborator in this research. After the discussion, the researcher and the collaborator agreed to choose class 7 A as the subject of the research because it had the most complicated problem to be solved.

C. Data Collection

The data of this research was collected by using the qualitative and quantitative data. The qualitative data, it used writing test as the instruments to measure the students' ability in writing. Data collection instruments used in this study is learning test result (LTR). The test instrument

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[25]Donal, Ary, *Introduction to Research in Education*, (8th edition), (Canada: Wardsworth, Cengage Learning, 2002), p.148.

measuring tool for data collection in which response to the question in the instrument, participants are encouraged to show maximum performance.

1. Qualitative Data

The qualitative data is conducted to know the situation during the teaching process, such as observation, interview, diary notes, there are:

a. Observation

The observation was to record the learning and teaching process. Before the implementation, the researcher conducted the preliminary observation in the teaching learning process to identify the problem. The observation also conducted during the action to note down related to some aspects occurring in the classroom. Those aspects were dealing with the students' attitudes in the writing activity, and the teacher's action in the class including the strengths and weakness.

b. Interview

This technique was used to gather detailed information and from the students and the collaborator about the action. The interviews were recorded and then the researcher made the interview transcript.

c. Diary Note

A diary is a record (originally in handwritten format) with discrate entries arranged by date reporting on what has happened over the course of a day or other period. A personal diary may include a person's experiences, and/or thoughts or feelings, including comments on current events outside the writer's direct experience

2. Quantitative Data

The quantitative data is conducted to know the situation during the teaching process, there are:

a. Pretest and Posttest

Writing descriptive tests were conducted to gain the information about how successful the actions increase the students' ability in writing descriptive texts. It consisted of two tests which were administered before and after the actions. The one namely the pre-test was conducted before the actions. The other one namely the post-test was conducted after the actions. The test was aim to measure the students' ability in writing descriptive text. In measuring the students' writing descriptive text, the test used the language assessment theory. Some specifications commonly used in measuring writing descriptive text are: main idea (topic), expression/idiom/phrases in content, vocabulary, language use, and mechanic.[26]

D. Data Analysis

This research applied quantitative and qualitative. Qualitative data is analysis by using Miles and Huberman[27] Technique. There are data reduction, data display and verification.

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[26]Doughlas Brown, 2004 *Language Assessment Principle and Classroom Practices*, (San Fransisco State University: Pearson Eduacation, p.206

[27] Miles, Matthew B. 1994. *Qualitative Data Analysis.* United Stated of America: SAGE Publication, P.10

1. Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written up field notes or transcript. Data reduction is occurring as the researcher decides (often without full awareness) which conceptual framework, which case, which research question, and which data collection approaches to choose. In the stage, the researcher need separate the researcher focuses on the data that was be analyzed. It can easier the researcher to continuous the collecting the data.

2. Data Display

The second major flow of analysis activity is data display. A display is an organized, compressed assembly of information that permits conclusion, draw, and action. Looking at displays helps us to understand what is happening and to do something-either analyze further or take action based on that understanding. In the stage, the researcher was be present the data into design that was be done in from of short statement, charts, graphs, matrices, and networks.

3. Conclusion Drawing or Verification

Conclusion drawing in our view is only half of a Gemini configuration. Conclusions are also verified as the apalyst proceeds. Verification may be as brief as fleeting second thought crossing the analyst's mind during writing, with a sorht excursing back to the field notes, or it may be through and elaborate, with lengthy argumentation and review among colleagues to develop inter subjective consensus or with extensive efforts to replicate a finding in another data set. In this stage, the researcher was be made a conclusion. The conclusion is a form of thick description. The conclusion is the answer of the researcher problem that has been formulated.

While the quantitative data used for asses the test include of pretest and posttest. There tests were analyzed by comparing the result of the test in each cycle.

To gets the students' score in writing test, the researcher will use the writing rubric assessment and scoring by:

> Score = content + organization + vocabulary + language use + mechanics
>
> Total Score= 100

To know the means of students' score in each cycle, the researcher would apply the following formula:

$$P = \frac{R}{T} x \; 100\%$$

Where:

P   : The percentage of students got score 65

R   : The percentage of students got score above 65

T   : Total number of students who participate in the test

To know the mean of the students' score for each cycle, the researcher applied the following formula:

$$\bar{X} = \frac{\Sigma X}{N}$$

Where:

$\bar{X}$: Mean

$\sum X$: The total score

N : Total number of students

E. Research Procedure

The procedure of the data collection of the study was conduct by administrating fifth meeting and two cycles. Each of the cycle consisted of three meetings. Each of the cycle consisted of four steps namely planning, action, observation, and reflection. The cycle two did if cycle one is not successful. Cycle one and cycle two is same, the different is only topic.

In line with the type of the research, figure action research proposed by Kemmis and Mc Taggart cited in Hopkins there were two steps in conducting the research, namely:[28]

Figure of Research

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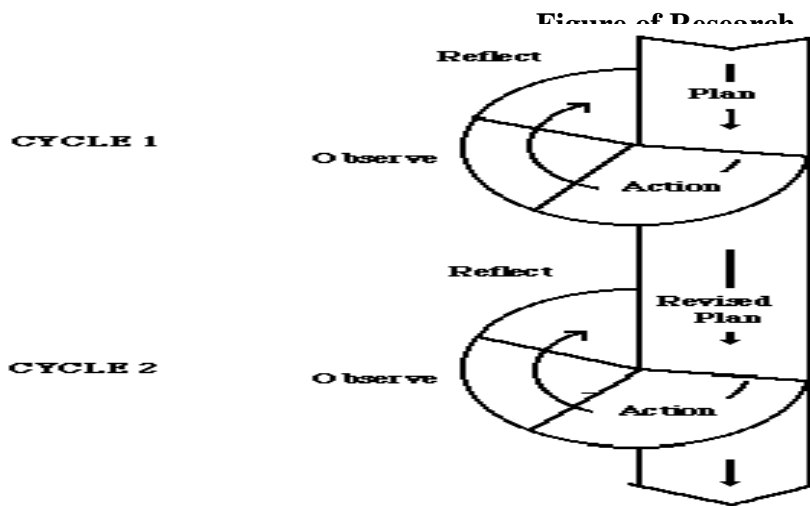
[28]Kemmis, S., & McTaggart, R., 1990. *The Action Research Reader*, (Victoria: Deakin University, p.122.

1. **Cycle I**

   1.1 Planning

   Planning is arrangement for doing something. In planning, it is considered everything which related to the action that is done and it also prepared everything that was be needed in teaching learning process. In this phase, the researcher prepared some activities done by the researcher, the related to the material they are:

   - Making lesson plan.
   - Doing first observation to identify the problems that need to be solved. In this step. The researcher will do the observation on learning process to Seventh Grade students and the English Teacher.
   - Preparing the pre test as instrument to collect the data about the students; problem or building simple present tense.
   - Preparing research instrument, such as: interview, sheet, observation sheet, and diary notes.
   - Compiling teaching planning program that was be implemented in learning activity.
   - Deciding the material that is suitable with the study
   - Designing the procedure of teaching learning writing descriptive text through probing prompting strategy.
   - Analyzing the weakness in learning process and reflecting the result of teaching learning process.
   - Preparing the test to measure the result of the study.

1.2 Action

Action is the process of doing things. Action is the implementation of planning. The action should be dynamic, need immediately decision for what was to be done, and completed simple evaluation. In this phase, the researcher did everything that had been planned. There were many activities in action as seen in the following:

1) First Meeting:

   a. The teacher set the class rules during teaching-learning process.

   b. The teacher reviewed students' ability in cycle I and gave some comments on students' opinion and motivation in order to do the best in the second cycle.

   c. Based on the students' opinion, the teacher explained the definition of Probing Prompting Strategy and its procedure more early and emphasizes the important of Probing Prompting Strategy for them.

   d. The teacher presents the information to students about the text that they was be write

   e. Students divided into some groups.

   f. The teachers give a text to every student.

   g. Every one wrote their result taught in a piece of paper.

   h. Teacher gave opportunity to the students who want to ask about the lesson.

2) Second Meeting:

   a. The teacher explained the definition of writing descriptive text and also the element of paragraph, such as main sentence, supporting sentence, and also the conclusion.

   b. The teacher introduced the Probing prompting strategy that is used in writing activity, include how the strategy works.

   c. The teachers give a text to every student.

d. The teachers ask the students to listen to teachers when teachers write a text.

e. The teachers ask the students to write a text selection. The content should be similar to the material presented during the "listen" portion of the lesson.

f. The students are given example descriptive text for writing descriptive text.

g. The teacher leads a classroom discussion of the material. Encourage the students to reflect on any differences between their writing of the content and the teacher presentation

h. The students wrote their taught result in a piece of paper. They should identify the main sentence in every paragraph of the text.

i. The students write about two paragraphs or more based on the descriptive text.

3) Third Meeting:

a. The teacher recalled the students' memory of previous topic by asked question orally.

b. The teacher asked the students the main idea of the text in the second meeting.

c. The teacher concluded the lesson.

1.3 Observation

Observation was done to record the process during teaching-learning process. It was about the behavior, attitude and all activities while giving action and doing their work group by using documentation, they were: photos, and diary notes. The purpose of observation is to find out the information in action, such as the students' attitudes that happened. The observation was be put on diary notes.

1.4 Reflection

Reflection is the feedback process from the action that has been done before. Reflection is the movement or beyond (the outside) ability, consciousness as something that comes from the outside; muscle movement because something from the outside. By having the reflection, the researcher helped the students to make decision for what to do or to revise. The researcher took feedback on teaching learning process from the observation, the problem that existed and the causes of the problem. If the result does not reach the goal that is determined, there would be the second cycle.

2. Cycle II

This cycle was the follow up of the first cycle. This cycle was conduct because the students' score were still low and there were many aspects that should be improved. Based on the reflection in the first cycle, the researcher was be able to decide the better way to make a strategy to more effective in teaching learning process and the researcher made the planning to increase the students' ability in writing descriptive text. The researcher made a planning based on difficulties and the weakness in the previous cycle in teaching writing descriptive. Therefore, the researcher revised the plan for increasing the students' ability in writing descriptive text.

2.1 Planning

Based on the reflection in the first cycle, the researcher rearranged the plan based on the students' needs. Many activities that were done in this phase, they were:

1) Preparing and designing the lesson plan.

2) Preparing the texts that used during the cycles and evaluation.

3) Preparing the observation sheet and diary note in order to know the development that exist during the applying of Probing Prompting Strategy and also to see the students reaction and the condition as a whole.

4) Preparing media that is needed when doing the teaching learning.

5) Giving the motivation to the students to motivate the students in order to be able to cooperate well, share their knowledge each other, and help one to another.

6) Determining the partner who helps the researcher to do the research, to analyze the weakness in learning process and to reflect the result of teaching learning process.

7) Making an evaluation and improvement toward the students' problem.

8) Giving more explanation about the strategy and make sure all of the students understand.

9) Reminding all the students to participate and responsible in their activity.

2.2 Action

Action in the second cycle was aimed to apply the revising plan of the first cycle. There were some aspects and procedures that were changed in order to improve students' ability in writing descriptive text. This phase was conducted in three meeting. The activity in this phase was describe in the following:

1) First Meeting:

   a. The teacher set the class rules during teaching-learning process.

   b. The teacher reviewed students' ability in cycle II and gave some comments on students' opinion and motivation in order to do the best in this cycle.

c. Based on the students' opinion, the teacher explained the definition of Probing Prompting Strategy and its procedure more early and emphasized the important of Probing Prompting Strategy for them.

d. The teacher presents the information to students about the text that they was to be writing.

e. The students are given example descriptive text for writing descriptive text.

f. The teachers give a text to every student.

g. The students translated the passage and identify the main idea in each paragraph.

h. Everyone wrote their taught result in a piece of paper.

i. Teacher gave opportunity to the students who want to ask about the lesson.

2) Second Meeting:

a. The teacher announced the best and complete group in the previous meeting.

b. The teachers give a text to every student.

c. The teachers ask the students to listen to teachers when teachers write a text.

d. The teachers ask the students to write a text selection. The content should be similar to the material presented during the "listen" portion of the lesson.

e. The students are given example descriptive text for writing descriptive text.

f. The teacher leads a classroom individual of the material. Encourage the students to reflect on any differences between their writing of the content and the teacher presentation

g. The students wrote the result in a piece of paper. They should identify the main idea of the descriptive text.

h. The students write one or more paragraph based on the text.

3) Third Meeting:

    a. The teacher recalled the students' memory of previous topic by asked question orally.

    b. The teacher asked the students the main idea of the text in the second meeting.

    c. The teacher concluded the lesson.

2.3 Observation

The observation was still done in this cycle. The activities of the students and the teachers were observed and the students showed that most of their ability better than in the cycle I. The students more active in finishing their material and they were look more enthusiasts in learning. The observation was to be put on diary notes.

2.4 Reflection

After collecting the answer sheet of the students' test, observation sheets, and field notes of the second cycle, the researcher and the partner evaluated was held to know the surplus and the lack of the application of the revised plan done in the second cycle. In the phase reflection, the students' writing descriptive showed improvement.

F. Trustworthiness

Lincoln and Guba state that trustworthiness of research study is important to evaluating its worth. In another definition, trustworthiness is the re-conceptualization of validity and its appropriation to action research. In this research, trustworthiness was ensures by triangulation

techniques. According to Burns [29], there are four triangulation techniques namely time triangulation, space triangulation, investigator triangulation and theoretical triangulation.

The researcher only uses two triangulation techniques. They are investigator triangulation and theoretical triangulation. Investigator triangulation means more than one observer was involved in the same research setting to avoid the biased interpretation. More than one observer, they were the researcher lf and the English teacher. Moreover, in theoretical triangulation, the researcher analyzed the data from many perspectives which are based on more than one theoretical review.

Talking about validity, the researcher used Process Validity. Process validity is related to reliability and competency of the research. To gain the process validity, the researcher had the data of observation during the action through the observation checklist and field notes. Those data were collected by the collaborator. The researcher also interviewed the students and the collaborator to know their opinion about the process of implementation.

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[29]Devo Yilmaz Devrim, *Teaching Grammatical Metaphor: Designing Pedagogical Interventions*, (United Kingdom: Cambridge Scholars Publishing, 2015), p. 49.

CHAPTER IV

DATA ANALYSIS AND RESEARCH FINDING

A. The Data

The data was applied by qualitative and quantitative data. The qualitative data were taken from observation, interview, and diary note. The quantitative data were taken from the mean of students' score in the taking test (pre-test and post-test). This research was conducted is one class (VII A) with 21 sample. It was accomplished in two cycles. Each cycles consisted of six steps of action research (planning, action, observation, and reflection). The first cycles including pre-test was conducted in two meetings. The second cycles was conducted in two meeting also. In the last meeting of each cycle, the students were taken the test as the post test.

1. The Quantitative Data

The quantitative data were taken from the test result, which was carried out in two cycles. In two cycles, there were six meetings were conducted. The test was given to the students in forms of pre-test of cycle I and cycle II the result of students score could be seen in the following table.

Table 1.The Students' Score from the first until the last meeting

No	INITIAL OF STUDENTS	VALUE		
		Pre-test	Pos-Test I	Pos-Test II
1	AA	55	65	74
2	AA	53	61	68
3	AH	49	61	66
4	APS	48	56	64
5	AR	62	67	75

6	DA	53	61	73
7	DAP	57	68	73
8	EN	57	63	72
9	FB	63	69	73
10	GP	57	57	66
11	IFL	56	72	80
12	MN	47	56	60
13	MR	62	68	73
14	NA	51	63	74
15	RA	70	77	85
16	R	54	60	67
17	SDP	60	68	75
18	S	53	56	68
19	SH	68	73	78
20	TPS	55	65	75
21	WA	54	60	69
Total		$\sum X = 1.184$	$\sum X = 1.346$	$\sum X = 1.508$
Mean		$\bar{X} = 56{,}38$	$\bar{X} = 64{,}09$	$\bar{X} = 71{,}80$

2. The Qualitative Data

The qualitative data was taken from test, observation sheet, interview sheet and Diary note.

a. Observation

The observation sheet could be seen in the first cycle of the study, some of the students were not interested in learning descriptive text. But after using probing prompting strategy, most of them realize that learning descriptive text is enjoyable activity. In the second cycle they were more active and serious in learning descriptive text and students had good interest in learning it (see on appendix II page 90).

b. Interview

The interview was done before conducting the first cycle. It was found out that the teachers' problems in teaching writing were lack of strategy in writing. The interview also found that the students' difficulties in mastering writing especially in learning writing descriptive text, the understanding about text and the low motivation to study about writing. The interview also was done after using the strategy to the English teacher and some students who got the low and high value during learning process (see on appendix III page 92).

c. Diary Note

Diary note were used to write down situation when teaching learning process was done. The diary notes were useful for knowing all the students' activities, students' difficulties and students' interested during teaching and learning process (see an Appendix IV page 95).

B. Data Analysis

1. Quantitative Data

The researcher gave tests in the end of each cycle. There was increasing students' ability in writing descriptive text from each cycle. It was showed from pre-test until post-test of the cycle II. It can be see below:

Table 1.1 The Result of Students' Score for Pre-Test

No	Students' Initial	Pre-Test	
		Score	Got Score Over 65
1	**AA**	**55**	Failed

2	**AA**	**53**	Failed
3	**AH**	**49**	Failed
4	**APS**	**48**	Failed
5	**AR**	**62**	Failed
6	**DA**	**53**	Failed
7	**DAP**	**57**	Failed
8	**EN**	**57**	Failed
9	**FB**	**63**	Failed
10	**GP**	**57**	Failed
11	**IFL**	**56**	Failed
12	**MN**	**47**	Failed
13	**MR**	**62**	Failed
14	**NA**	**51**	Failed
15	**RA**	**70**	**Passed**
16	**R**	**54**	Failed
17	**SDP**	**60**	Failed
18	**S**	**53**	Failed
19	**SH**	**68**	**Passed**
20	**TPS**	**55**	Failed
21	**WA**	**54**	Failed
Total $\sum X$		**1.184**	
The Mean Score		**56,38**	

From the table of Pre-Test, the total score of the students was 1184 and the number of the students who took the test was 21 students, so the students' mean was:

Formula, $X = \frac{\sum X}{N}$

$$\bar{X} = \frac{1.184}{21} = 56{,}38$$

Formula, $P = \frac{R}{T} x\ 100\%$

$$P_1 = \frac{2}{21} x\ 100\% = 9{,}52\%$$

Table 1.2. The Result of Students' Score for Post-Test I

No	Students' Initial	Post-Test 1	
		Score	Got Score Over 65
1	AA	65	Passed
2	AA	61	Failed
3	AH	61	Failed
4	APS	56	Failed
5	AR	67	Passed
6	DA	61	Failed
7	DAP	68	Passed
8	EN	63	Failed
9	FB	69	Passed
10	GP	57	Failed
11	IFL	72	Passed
12	MN	56	Failed
13	MR	68	Passed
14	NA	63	Failed
15	RA	77	Passed
16	R	60	Failed

17	SDP	68	Passed
18	S	56	Failed
19	SH	73	Passed
20	TPS	65	Passed
21	WA	60	Failed
Total $\sum X$		1.346	
The Mean Score		64,09	

From the table of Pre-Test, the total score of the students was 1.346 and the number of the

students who took the test was 21 students, so the students' mean was:

Formula, $X = \frac{\sum X}{N}$

$$\bar{X} = \frac{1.346}{21} = 64{,}09$$

Formula, $P = \frac{R}{T} x \ 100\%$

$$P_2 = \frac{10}{21} x \ 100\% = 47{,}61\%$$

Table 1.3 The Result of Students' Score for Post-Test II

No	Students' Initial	Post-Test II	
		Score	Got Score Over 65
1	AA	74	Passed
2	AA	68	Passed
3	AH	66	Passed
4	APS	64	Failed
5	AR	75	Passed
6	DA	73	Passed
7	DAP	73	Passed
8	EN	72	Passed

9	FB	73	Passed
10	GP	66	Passed
11	IFL	80	Passed
12	MN	60	Failed
13	MR	73	Passed
14	NA	74	Passed
15	RA	85	Passed
16	R	67	Passed
17	SDP	75	Passed
18	S	68	Passed
19	SH	78	Passed
20	TPS	75	Passed
21	WA	69	Passed
Total $\sum X$	1.508		
The Mean Score	71,80		

From the table above, the students' ability in writing descriptive text by probing prompting strategy. The standard of criteria maximum was scored by mean 71.80. From the total score of the students was 1.508 divided the number of the students who took test was 21 students, so the students' mean was:

Formula, $X = \frac{\sum X}{N}$

$$\bar{X} = \frac{1.508}{21} = 71,80$$

Formula, $P = \frac{R}{T} x\ 100\%$

$$P_3 = \frac{19}{21} x\ 100\% = 90,47\%$$

Writing descriptive text was classified very good when doing action research on cycle II. Based on the findings all of the result analysis above, the researcher concluded that probing

prompting strategy can increase the students' ability in writing descriptive text. The number of the students' who passes the exam was calculated by the following formula:

Formula, $P = \frac{R}{T} x\ 100\%$

$P_1 = \frac{2}{21} x\ 100\% = 9{,}52\%$

$P_2 = \frac{10}{21} x\ 100\% = 47{,}61\%$

$P_3 = \frac{19}{21} x\ 100\% = 90{,}47\%$

Where:

P= the percentage of students' who get point up to 65

R= the number of students' who get point up 65

T= the total number of students' who took the test

P1= the percentage of students' who point up to 65 in pre-test

P2= the percentage of students' who point up to 65 in post-test 1

P3= the percentage of students' who point up to 65 in post-test 2

Table 1.4 The Percentage of Students' who got up 65

Meeting		Students who got up 65	Percentage
Pre-test	I	2	9.52%
Cycle I	II	10	47.61%
Cycle II	III	19	90.47%

Based on the table above, the result showed the improvement of students' score from the pre-test to post-test of cycle II. In the pre-test, students who got up 65 there were only 2 of 21 students (9, 52%). In the post-test of cycle I, students who got up 65 there were 10 of 21 students (47, 61%). In the post-test of cycle II, the students who got up score 65 there were 19 of 21 students (90, 47%).

2. Qualitative Data

The researcher was conducted in two cycles and each cycle consisted of two meetings.

2.1 First Cycle

In this cycle, there were two meetings which were conducted to the students. First meeting was used as the pre-test. A test was administrated in the end of teaching learning process. The steps of this action research were:

a. Planning

Before conducting the researcher, the researcher prepared the instrument of the research as follows: (1) Lesson Plan: making lesson plan and designing the steps in doing action. In order to control the teaching process, the researcher used the lesson plan as guidance for the researcher's activities in the class. (2) Material: in the first cycle, the researcher was giving the material to the students and explains about the definition, type and part descriptive text. (3) Sheet for classroom observation: sheet for classroom observation was prepared in order to know the condition of teaching learning process when probing prompting strategy was implemented. (4)Test: (pre-test and post test), pre-test was a test that was given to the students before the teaching learning

process. Meanwhile, post-test was a test that was given to the students after learning process was conducted (see on appendix and V, VI, and VII page 100-102).

b. Action

The action of cycle 1 was done on Monday 30th July 2018) and Wednesday 01th august 2018. The researcher implemented the teaching learning process based on the lesson plan had been made. In this phase, there were some activities done by researcher, they were: (a) The researcher explained the material. (b) The researcher gave the topic about descriptive text. (c) The researcher ask the students and given they time for the answer. It is accordance with the procedure of probing prompting strategy. (d) The researcher motivated the students and closed the meeting.

c. Observation

In the first cycle, the observer tried to notice all activities in the physical classroom activity. It might be about the teacher performance, class situation and students' response. And after teaching learning process finished, the researcher was carried out the pot-test 1 exactly on the second action of the first cycle to know how well the students, ability had been improved.

From the observation sheet, the researcher found that some students active during teaching learning process, the situation of the teacher explanation and instruction (see on appendix II page 89). However, in the first meeting the students confused about descriptive text but with explanation that has been given by teacher, the major of students have started to understand of descriptive text.

d. Reflection

From the previous steps that has been done by the researcher, the researcher conclude that the improvement of students score in the pre-test and post-test 1 are not qualified enough. The researcher tried to improve the technique of teaching in order to make the students success in understand the material and at least students in the class could pass the Minimum Mastery Criterion (KKM) because in the result of post test 1 showed only 10 of students who passed the Minimum Mastery Criterion (KKM).

Based on the observation sheet and post test 1 result, the second cycle need to conducted. The researcher decided to make some actions to increase the action that was conducted. The researcher decided to make actions to increase students understanding of descriptive text for the second cycle and should have better preparation.

2.2 Second Cycle

In this cycle, there were two meetings which were conducted to the students. Second meeting was used as the post-test 1 and post test 2. A test was administrated in the end of teaching learning process. The steps of this action research were:

a. Planning

Based on the planning in the first cycle, the researcher rearranged the plan tend to the students' needs. Many activities that were done in this phase, they are: (1) Lesson plan: making lesson plan and designing the steps in doing action. In order to control the teaching process, the researcher used the lesson plan as guidance for the researcher's activities in the class (see on appendix II page 89). (2) Material: in the second cycle, the researcher was giving the material used probing prompting strategy to the students and explains about definition, type, and part of

descriptive text. (3) Sheet for classroom observation: sheet for classroom observation was prepared in order to know the condition of teaching learning process when probing prompting strategy was implemented (see on appendix II page 90). (4) Test (post-test II): post-test was a test that given to the students after learning process was conducted (see on appendix VII page 102).

b. Action

The action of the second cycle was done on Saturday 04th August 2018 and Monday 06th August 2018. After reviewing the previous lesson by using clearly and slowly explanation, the researcher give the students questions about descriptive text and the students answer the questions.

For the second meeting the second cycle, the researcher applied same as the previous meeting. Before the second cycle was be finished, the researcher gave the post test II for students to know their progress in understanding of descriptive text.

c. Observation

In the second cycle, the classroom atmosphere in teaching learning process can be seen the students were more curious and silent. Related to the researcher's performance, it's showed some progresses. It meant the students more easily in understanding of descriptive text. In the second action of cycle two, the researcher was held post-test II regarding students' ability in writing descriptive text.

From the observation, the researcher found that some students active during teaching learning process, the situation of the class was good since the students paid their attention to the

teacher explanation and instruction. In this cycle the students have understood about descriptive text with the explanation that has been given by teacher.

d. Reflection

In this phase, the feedback of the teaching learning process was taken from the result of the observation. As the observation and result test, the researcher could be concluded that the researcher could be increased on the students' ability in writing descriptive by using probing prompting strategy. It was based on the observation sheet that showed to improve every meeting. Every student learned enthusiastic, many students were they don't understand yet and gave their opinion

Students' score had improved too. It was based on the percentages of the students' score. At the pre-test was 9, 52% at the post-test 1there was 47, 61%, and at post-test II (90, 47%).

C. Research Finding

The result was indicated that there was an improvement on the students understanding in learning descriptive text by using probing prompting strategy. It could be seen by the mean that the students' score in each cycle interested. The mean of the pre-test was 56, 38 the mean of post-test I was 64, 09 and the mean of post-test II was (71, 80).

The percentages of students who got point to 70 grew up also, in pre-test, students who got point up to 65 were only 2 of 21 students (9,52%), in the post-test 1, there were 10 students of 21 students (47,61%) and in the post-test II, there were 19 students of 21 students (90,47%).

The researcher organized all quantitative and qualitative data from all meetings evaluation. From the first evaluation, it was found that the students' increasing in understanding descriptive

text was still low. They were confused how to differentiate between descriptive texts. Next, the first cycle of classroom action research was conducted and students were given treatment of probing prompting strategy. Although they still had problem, the result of second evaluation was better than first evaluation. After the researcher did the second cycle, the result was better than first cycles.

The researcher also analyzed data to support the quantitative data, namely the qualitative data which were taken from diary notes, observation. Observation result showed that the students gave good responses and good attitude during the teaching learning process. Even thought they got problem at the first time but they could handle their difficulties and interesting in writing. The diary notes and interview sheet showed the application of probing prompting strategy had helped them in understanding descriptive text. These all qualitative data support the research finding which is based on the quantitative data. Based on the result of quantitative data, it found that the application of probing prompting strategy had successfully increase students' ability in writing descriptive text.

D. Discussion

According to the result pre-test and post-test, it shows the teaching learning writing descriptive text using probing prompting strategy to increase students' ability at seventh grade of MTs YP Raudhatul Akmal Batang Kuis. Teaching learning writing descriptive text using probing prompting strategy makes the students interest to study and learn more. Students feel comfortable to learn and researcher is also teaches well. The students are active in teaching leaning process.

The interpretation of the data result among the pre-test, post-test of cycle 1 and cycle II are as following: in the pre-test, the mean score of students on essay test is 56,38. Meanwhile, the class percentages which passes Minimum Mastery Criterion is 9,52%. It means that there are only 2 students who passed the Minimum Mastery Criterion 65 and there are 19 students out of target.

Furthermore, the mean score in the post-test 1 is 64,09%. It means that there are some students score improvement from the previous test (pre-test), that is 7,71 (64,09% - 56,38). Meanwhile, the class percentages which passed the Minimum Mastery Criterion in the post-test 1 is 47,61%. It shows there are 10 students who passed the Minimum Mastery Criterion and there are 21 students whose score still under the target. However, it is still need more improvement because it could not increase the target of success Classroom Action Research, that 65 % from the class percentage. That is why the researcher and teacher continue to the second cycle.

Next, the mean score in the post-test II is 71,80%. It shows students' improvement score 7,71 (71,80 – 64,09) from the post-test II. Meanwhile, the class percentages which passed the Minimum Mastery Criterion is 90,47%. It means that are 21 students' whose score passed the Minimum Mastery Criterion and there are 2 students' are under the target of Minimum Mastery Criterion. Automatically, it can be said that the Classroom Action Research is success and the cycle is stopped.

CHAPTER V

CLOSING

A. Conclusion

After applied Classroom Action Research and according to the result of students' post-test in the seventh grade of MTs Raudhatul Akmal Batang Kuis, the researcher found that the students who were taught descriptive text through Probing Prompting strategy got higher result. So the students' ability in writing descriptive text was increased. It could be seen from the pre-test (9,52), post-test 1 (47,61), and post-test II (90,47) result. The result of post-test both classroom action research was conducted after doing the treatment.

Based on the finding of the research, it can be seen that there is a score in post-test II (90,47%). It can be concluded that using probing prompting strategy significantly to increase the students' ability in writing descriptive text. From the qualitative data, researcher found that the students were left really helpful to understand the material through probing prompting strategy and they were getting better on understanding writing descriptive text.

As the conclusion of the whole chapters, it could be interpreted that students' ability in writing descriptive text is better taught by probing prompting strategy, especially for the seventh grade students of MTs Raudhatul Akmal Batang Kuis.

B. Recommendation

Based on the conclusions above, the researcher proposes the following recommendations that will be directed for the English teacher, the students, and the other researchers. (1) The

students, to increase their ability on writing by use appropriate ways to develop their skills by themselves. (2) The English teachers, as a reference to increase the students` ability in writing descriptive text and give information about responding to students` learning style and strategies that plays an important role in the successful learning. (3) The headmaster is expected to suggest the teachers of English to use Probing Prompting Strategy. (4) Other researchers, who are interested in doing further probing prompting strategy research so increase students` ability in writing descriptive text.

C. Implication

Implications are drawn from the research finding. The research came with a finding that there is a significant implementation on the students' ability in writing descriptive text students are taught by using probing prompting strategy. Moreover, this research implies that the use of probing prompting strategy is needed in teaching writing especially descriptive text.

Students are motivated and enthusiastic in learning writing when they are taught by using probing prompting strategy. Therefore, implies that the use of probing prompting strategy can keep students' interest and help them to master writing descriptive text.

In summary, the use probing prompting strategy during the research can increase the students' ability in writing descriptive text. Therefore, the application of probing prompting strategy needs to be applied continuously in teaching writing. It is because the use of probing prompting strategy can be affective learning to help the students' enthusiastic increased so that the standard competence of learning process can be achieved.

D. Suggestions

On this occasion, the research would like to give some suggestion to the stakeholders and the researcher. It can get benefits from this research. The suggestions are as follow: (a) The principle of MTs Raudhatul Kmal Batang Kuis give direction to English teachers about there are some strategies in English teaching that suitable for students one of them is probing prompting strategy, that contributed on the students' ability in writing descriptive text. (b) The English teachers, should be implemented strategy in learning about writing so that the students can more actively, enthusiastically and enjoy during teaching process. The last, the material can be gotten by the students easier. (c) The students, it is the better to make a pair discussion to share their opinion and it make the students more active in learning process, so that the students do not get bored, because generally, they just write the explanation from their teachers that wrote on the black board, it is so monotonously, and (d) Other research, the finding of this research is subject matters which can be developed widely and deeply by adding other variable or to enlarge the samples.

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RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Nama Sekolah	: MTs Raudhatu Akmal Batang Kuis
Kelas/semester	: VII/ Genap
Mata Pelajaran	: Bahasa Inggris
Topik	: Writing
Standar Kompetensi	: Junior High School
Alokasi Waktu	: 2 x 40 Minutes

A. KOMPETENSI INTI

- KI I Menanggapi dan mengamalkan ajaran agama yang dianut

- KI 2 Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli, (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaanya.

- KI 3 Memahami pengetahuan (faktual, konseptual, dan procedural)   berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata

- KI 4 mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, mengggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. KOMPETENSI DASAR

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

- 2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.

- 3.10 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks descriptif dengan menyatakan dan menanyakan tentang descripsi orang, binatang, dan beda Sangat pendek dan sederhana, sesuai dengan konteks penggunaaanya.

- 4.14 Menyusun teks descriptif lisan dan tulisan, sangat oendek dan sederhana, tentang orang ,binatang, dan benda. Dengan memperhatikan fungsi social, structure text, dan unsur kebahasaan, secara benar dan sesuai konteks

C. INDIKATOR

- Para siswa dapat Mengidentifikasi penjelasan tentang definisi Dantujuan writing descriptive text

- Para siswa dapat menyebutkan rumus dari writing descriptive text

- Para siswa dapat menuliskan contoh kalimat writing descriptive text

- para siswa dapat Melengkapi teks yang rumpang

D. TUJUAN PEMBELAJARAN

- Agar para siswa dapat mengidentifikasi penjelasan tentang definisi dan tujuan writing descriptive text

- Agar para siswa dapat menyebutkan rumus daro writing descriptive text

- Agar Para siswa dapat menuliskan contoh kalimat writing descriptive text

- Agar para siswa dapat Melengkapi teks yang rumpang

E. MATERI PEMBELAJARAN

- *Descriptive Text*

F. METODE PEMBELAJARAN

- Metode : Probing Prompting Strategy

G. KEGIATAN PEMBELAJARAN

1. KegiatanAwal (10 menit)

a. Menyapa para siswa (greeting)

b. Mengecek absen siswa

c. Memeriksa dan mempersiapkan kondisi kelas

d. Memimpin Doa

e. Memberitahu tujuan pembelajaran

f. Menjelaskan strategy probing-prompting beserta langkah-langkahnya.

g. Menjrelaskan tentang descriptive text, generic structure, rumus, tujuan dan contoh descriptive text.

2. **Kegiatan Inti (60 menit)**

   a. Guru memberikan situasi baru yang berisi teka-teki (menyajikan masalah) dengan menggunakan gambar.

   b. Menunggu beberapa saat (5-10 detik) untuk membiarkan siswa berpikir tentang masalah.

   c. Guru memberikan pertanyaan berdasarkan indikator kepada semua siswa.

   d. Menunggu beberapa saat (5-10 detik) untuk membiarkan siswa memformulasikan jawaban mereka.

   e. Guru meminta siswa menjawab pertanyaan.

   f. jika jawabannya relevan, guru akan meminta siswa dengan memberikan serangkaian pertanyaan berdasarkan indikator (gambar).

   g. Guru memberikan serangkaian pertanyaan berdasarkan indikator (gambar) untuk menggali pengetahuan siswa. Ini akan membuktikan bahwa indikator (gambar) telah tercapai.

3. **Kegiatan Akhir (10 menit)**

   a. Menanyakan apakah siswa sudah memahami tentang descriptive text, generic structure, rumus, tujuan dan contoh descriptive text.

   b. Guru menyimpulkan pembelajaran yang baru saja dipelajari.

H. MEDIA PEMBEAJARAN

- Papan Tulis

- Spidol.

I. SUMBER BELAJAR

- Buku paket siswa

- Kamus

- Internet

J. PENILAIAN HASIL PEMBELAJARAN

1. Keterampilan

- **Teknik penilaian   : Unjuk Kerja**

- **Bentuk istrumen   : Tes Essay Keterampilan Menulis**

- **Kisi-kisi   :**

No	Keterampilan/Indikator	Butir Instrumen
1	Peserta didik diminta untuk menuliskan descriptive text secara individu	Lampiran karya peserta didik

- **Pedoman penilaian   :**

No	Name	Focus						Total Score	Nilai
		Text Org.	Target Content	Grammar	Vocabulary	Mechanic	Tidiness and deadline		
1.									
2.									
3.									
4.									

5.										
6.										
7.										
8.										
9.										
10.										

Rubric of writing skill

Score	Level	Criteria
Content	**30-27**	- **Excellent to very good:** knowledge, substantive, thought development of thesis, relevant to assigned topic.
	26-22	- **Good to average:** some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic, but lucks detail.
	21-17	- **Fair to poor:** limited knowledge of subject, little substance, inadequate development of topic.
	16-13	- **Very poor:** does not show knowledge of subject, no-substantive, not pertinent, or nor enough to evaluate.
Organization	**20-18**	- **Excellent to very good:** fluent expression, ideas clearly stated/supported, well organized, logical sequencing,

			cohesive.
	1 **7-14**	-	**Good to average:** somewhat choppy, loosely organized but main idea stand out, limited support, logical but incomplete sequencing.
	1 **3-10**	-	**Fair to poor:** non-fluent ideas confused or disconnected, lacks logical sequencing and development.
	9 **-7**	-	**Very poor:** does not communicate no organized, or not enough to evaluate.
Vocabular y	**2** **0-18**	-	**Excellent to very good:** sophisticated range, effective word/idiom choice and usage, word from mastery, appropriate register.
	1 **7-14**	-	**Good to average:** adequate range, occasional error of word/idiom form, choice, usage, but *meaning not obscured*.
	1 **3-10**	-	**Fair to poor:** limited range; frequent errors of word/idiom form, choice, usage; meaning confused or obscured.
	9 **-7**	-	**Very poor:** essentially translation; little knowledge of English vocabulary, idioms, word form; or not enough to evaluate.
Language use	**2** **5-22**	-	**Excellent to very good:** effective complex, construction; few errors of agreement, tense, number, word order function, articles, pronouns, preposition.
	2 **1-18**	-	**Good to average:** effective but simple construction; minor problem in complex contraction; several errors of

			agreement, tense number, word order function, articles, pronouns, preposition but *meaning seldom obscured.*
	1 **7-11**	-	**Fair to poor:** major problem in simple/complex construction/frequent errors of negation, agreement, tense, number, word order function, articles, pronouns, preposition and or fragments, run-ons, deletion; *meaning confused or obscured.*
	1 **0-5**	-	**Very poor:** virtually no mastery of sentence construction rules; dominated by errors; does not communicate; or not enough to evaluate.
Mechanics	**5**	-	**Excellent to very good:** demonstrates mastery of convention; few errors of spelling, punctuation, capitalization, paragraphing.
	4	-	**Good average:** occasional errors of spelling, punctuation, capitalization, paragraphing but *meaning not obscured.*
	3	-	**Fair to poor:** frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting; *meaning confused or obscured.*
	2	-	**Very poor:** no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing; hand writing illegible; or not enough to evaluate.

- **Note:**

Score = content + organization + vocabulary + language use + mechanics

Total Score= 100

Rubrik Penilaian Aspek Sikap

No	Aspek yang Dinilai	Kriteria	Score
1	Santun (Respect)	Sangat sering menunjukan sikap santun	5
		Sering menunjukan sikap santun	4
		Beberapa kali menunjukan sikap santun	3
		Pernah menunjukan sikap santun	2
		Tidak pernah menunjukan sikap santun	1
2	bertanggungjawab (responsible)	Sangat sering menunjukan sikap bertangungjawab	5
		Sering menunjukan sikap bertanggungjawab	4
		Beberapa kali menunjukan sikap bertanggungjawab	3
			2
		Pernah menunjukan sikap bertanggungjawab	1
		Tidak pernah menunjukan sikap bertanggung	
3	Jujur (honest)	Sangat sering menunjukan sikap kerjasama	5
		Sering menunjukan sikap kerjasama	4
		Beberapa kali menunjukan sikap kerjasama	3
		Pernah menunjukan sikap kerjasama	2
		Tidak pernah menunjukan sikap kerjasama	1
4	Disiplin	Sangat sering menunjukan sikap disiplin	5

		Sering menunjukan sikap disiplin	4
	(discipline)	Beberapa kali menunjukan sikap disiplin	3
		Pernah menunjukan sikap disiplin	2
		Tidak pernah menunjukan sikap disiplin	1
5	Percaya diri	Sangat sering menunjukan sikap percaya diri	5
	(confidence)	Sering menunjukan sikap percaya diri	4
		Beberapa kali menunjukan sikap percaya diri	3
		Pernah menunjukan sikap percaya diri	2
		Tidak pernah menunjukan sikap percaya diri	1

K. CONTOH PELATIHAN

My Rabbit

I have a rabbit. His fur is white and has black spots. He has long ears and a short tail. He also has cute red big eyes! My rabbit likes to eat carrot and other vegetables. When I release my rabbit out of his cage, he used to jump everywhere and hard to catch. So, I could just put him on his cage because I'm afraid that he might running away. I don't wanna lost my rabbit because I love him very much.

Mengetahui, kepala MTs Raudhatul Akmal Batang kuis, 30 Juli 2018

Kepala MTs　　　　**Guru Bahasa Inggri**　　　　　**Peneliti**

Raudhatul Akmal

(Masyita,S.Ag)　　　**(Devina Sari Lubis,S.Pd)**　　　**(Fadlah Yulia Lubis)**

　　　　　　　　　　　　　　　　　　　　　NIM. 34143099

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Nama Sekolah   : MTs Raudhatu Akmal Batang Kuis

Kelas/semester   : VII/ Genap

Mata Pelajaran   : Bahasa Inggris

Topik   : Writing

Standar Kompetensi : Junior High School

Alokasi Waktu   : 2 x 40 Minutes

A. KOMPETENSI INTI

- KI I Menanggapi dan mengamalkan ajaran agama yang dianut

- KI 2 Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli, (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaanya.

- KI 3 Memahami pengetahuan (faktual, konseptual, dan procedural)   berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata

- KI 4 mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, mengggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. KOMPETENSI DASAR

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

- 2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.

- 3.10 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks descriptif dengan menyatakan dan menanyakan tentang descripsi orang, binatang, dan beda Sangat pendek dan sederhana, sesuai dengan konteks penggunaaanya.

- 4.14 Menyusun teks descriptif lisan dan tulisan, sangat oendek dan sederhana, tentang orang ,binatang, dan benda. Dengan memperhatikan fungsi social, structure text, dan unsur kebahasaan, secara benar dan sesuai konteks

C. INDIKATOR

- Para siswa dapat Mengidentifikasi penjelasan tentang definisi Dantujuan writing descriptive text

- Para siswa dapat menyebutkan rumus dari writing descriptive text

- Para siswa dapat menuliskan contoh kalimat writing descriptive text

- para siswa dapat Melengkapi teks yang rumpang

D. TUJUAN PEMBELAJARAN

- Agar para siswa dapat mengidentifikasi penjelasan tentang definisi dan tujuan writing descriptive text

- Agar para siswa dapat menyebutkan rumus daro writing descriptive text

- Agar Para siswa dapat menuliskan contoh kalimat writing descriptive text

- Agar para siswa dapat Melengkapi teks yang rumpang

E. MATERI PEMBELAJARAN

- *Descriptive Text*

F. METODE PEMBELAJARAN

- Metode   : Probing Prompting Strategy

G. KEGIATAN PEMBELAJARAN

1. **KegiatanAwal (10 menit)**

   a. Menyapa para siswa (greeting)

   b. Mengecek absen siswa

   c. Memeriksa dan mempersiapkan kondisi kelas

   d. Memimpin Doa

   e. Memberitahu tujuan pembelajaran

   f. Menjelaskan strategy probing-prompting beserta langkah-langkahnya.

   g. Menjrelaskan tentang descriptive text , generic structure, rumus, tujuan dan contoh descriptive text.

2. **Kegiatan Inti (60 menit)**

   a. Guru memberikan situasi baru yang berisi teka-teki (menyajikan masalah) dengan menggunakan gambar.

b. Menunggu beberapa saat (5-10 detik) untuk membiarkan siswa berpikir tentang masalah.

c. Guru memberikan pertanyaan berdasarkan indikator kepada semua siswa.

d. Menunggu beberapa saat (5-10 detik) untuk membiarkan siswa memformulasikan jawaban mereka.

e. Guru meminta siswa menjawab pertanyaan.

f. jika jawabannya relevan, guru akan meminta siswa dengan memberikan serangkaian pertanyaan berdasarkan indikator (gambar).

g. Guru memberikan serangkaian pertanyaan berdasarkan indikator (gambar) untuk menggali pengetahuan siswa. Ini akan membuktikan bahwa indikator (gambar) telah tercapai.

3. **Kegiatan Akhir (10 menit)**

a. Menanyakan apakah siswa sudah memahami tentang descriptive text, generic structure, rumus, tujuan dan contoh descriptive text.

b. Guru menyimpulkan pembelajaran yang baru saja dipelajari.

H. MEDIA PEMBEAJARAN

- Papan Tulis

- Spidol.

I. SUMBER BELAJAR

- Buku paket siswa

- Kamus

J. PENILAIAN HASIL PEMBELAJARAN

1. Keterampilan

- **Teknik penilaian** : **Unjuk Kerja**

- **Bentuk istrumen** : **Tes Essay Keterampilan Menulis**

- **Kisi-kisi** :

No	Keterampilan/Indikator	Butir Instrumen	
1	Peserta didik diminta untuk menuliskan descriptive text secara individu	Lampiran karya peserta didik	

- **Pedoman penilaian :**

No	Name	Focus						Total Score	Nilai
		Text Org.	Target Content	Grammar	Vocabulary	Mechanic	Tidiness and deadline		
11.									
12.									
13.									
14.									
15.									
16.									
17.									
18.									

19.									
20.									

Rubric of writing skill

Score	Level	Criteria
Content	**30-27**	- **Excellent to very good:** knowledge, substantive, thought development of thesis, relevant to assigned topic.
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	17-14	- **Good to average:** somewhat choppy, loosely organized but main idea stand out, limited support, logical but incomplete sequencing.

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	9 -7	- **Very poor:** does not communicate no organized, or not enough to evaluate.
Vocabulary	**2 0-18**	- **Excellent to very good:** sophisticated range, effective word/idiom choice and usage, word from mastery, appropriate register.
	1 7-14	- **Good to average:** adequate range, occasional error of word/idiom form, choice, usage, but *meaning not obscured*.
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	2 1-18	- **Good to average:** effective but simple construction; minor problem in complex contraction; several errors of agreement, tense number, word order function, articles, pronouns, preposition but *meaning seldom obscured*.
	1 7-11	- **Fair to poor:** major problem in simple/complex construction/frequent errors of negation, agreement, tense,

			number, word order function, articles, pronouns, preposition and or fragments, run-ons, deletion; *meaning confused or obscured.*
	1 0-5	-	**Very poor:** virtually no mastery of sentence construction rules; dominated by errors; does not communicate; or not enough to evaluate.
Mechanics	5	-	**Excellent to very good:** demonstrates mastery of convention; few errors of spelling, punctuation, capitalization, paragraphing.
	4	-	**Good average:** occasional errors of spelling, punctuation, capitalization, paragraphing but *meaning not obscured.*
	3	-	**Fair to poor:** frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting; *meaning confused or obscured.*
	2	-	**Very poor:** no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing; hand writing illegible; or not enough to evaluate.

- **Note:**

Score = content + organization + vocabulary + language use + mechanics Total Score= 100

Rubrik Penilaian Aspek Sikap

No	Aspek yang	Kriteria	Score

	Dinilai		
1	Santun (Respect)	Sangat sering menunjukan sikap santun	5
		Sering menunjukan sikap santun	4
		Beberapa kali menunjukan sikap santun	3
		Pernah menunjukan sikap santun	2
		Tidak pernah menunjukan sikap santun	1
2	bertanggungjawab (responsible)	Sangat sering menunjukan sikap bertangungjawab	5
		Sering menunjukan sikap bertanggungjawab	4
		Beberapa kali menunjukan sikap bertanggungjawab	3
			2
		Pernah menunjukan sikap bertanggungjawab	1
		Tidak pernah menunjukan sikap bertanggung	
3	Jujur (honest)	Sangat sering menunjukan sikap kerjasama	5
		Sering menunjukan sikap kerjasama	4
		Beberapa kali menunjukan sikap kerjasama	3
		Pernah menunjukan sikap kerjasama	2
		Tidak pernah menunjukan sikap kerjasama	1
4	Disiplin (discipline)	Sangat sering menunjukan sikap disiplin	5
		Sering menunjukan sikap disiplin	4
		Beberapa kali menunjukan sikap disiplin	3
		Pernah menunjukan sikap disiplin	2
		Tidak pernah menunjukan sikap disiplin	1
5	Percaya diri	Sangat sering menunjukan sikap percaya diri	5

(confidence)	Sering menunjukan sikap percaya diri	4
	Beberapa kali menunjukan sikap percaya diri	3
	Pernah menunjukan sikap percaya diri	2
	Tidak pernah menunjukan sikap percaya diri	1

K. CONTOH PELATIHAN

My Sister

My sister is four years older than me. Her name is Erna yanti. I usually call her Mbok Tu. "Mbok" is a Balinese nick name for calling an elder sister.

She has same hair like my mother, black and quite curly. My sister, mother and I have almost the same body tall. Her height is about 157 cm.

Like our father, she is a government employee. She wears glasses for helping her see clearly. She occasionally wears contact lenses. She is very kind to me. She always helps me to find a solution for my problems.

Mengetahui,   kepala MTs Raudhatul Akmal Batang kuis, 30 Juli 2018

Kepala MTs   Guru Bahasa Inggri   Peneliti
Raudhatul Akmal

(Masyita,S.Ag)   (Devina Sari Lubis,S.Pd)   (FadlahYulia Lubis)
NIM. 34143099

APPENDIX III

OBSERVATION SHEET

Observation Sheet Teacher in Cycle I

NO	ACTIVITIES OBSERVED	CYCLE I	
		Yes	No
1.	The teacher come to the class on time	✓	
2.	The teacher greats the students	✓	
3.	The teacher does orientation	✓	
4.	The teacher gives chance to the students to answer the question	✓	
5.	The teacher open the teaching learning process	✓	
6.	The teacher is serious in teaching learning process	✓	
8.	The teacher concludes the material	✓	
9.	The teacher monitor all the students	✓	

APPENDIX IV

Observation Students

in Cycle I

NO	ACTIVITIES OBSERVED	CYCLE I	
		Yes	No

1 .	The students come to the class on time	✓	
2 .	The students answer enthusiastic in teaching learning process		✓
3 .	The students are enthusiastic in teaching learning process	✓	
4 .	The students make noisy in the class	✓	
5 .	The students listen to the teacher's explanation and attentively		✓
6 .	The students do all the task cooperatively	✓	

APPENDIX V

Observation Sheet Teacher in Cycle II

NO	ACTIVITIES OBSERVED	CYCLE II	
		Yes	No
1.	The teacher come to the class on time	✓	
2.	The teacher greats the students	✓	
3.	The teacher does orientation	✓	
4.	The teacher gives chance to the students to answer the question	✓	
5.	The teacher open the teaching learning process	✓	
6.	The teacher is serious in teaching learning process	✓	
7.	The teacher gives task to the students	✓	
8.	The teacher concludes the material	✓	
9.	The teacher monitor all the students	✓	

Observation Students in Cycle II

NO	ACTIVITIES OBSERVED	CYCLE II	
		Yes	No
1.	The students come to the class on time	✓	
2.	The students answer enthusiastic in teaching learning process	✓	
3.	The students are enthusiastic in teaching learning process	✓	
4.	The students make noisy in the class	✓	
5.	The students listen to the teacher's explanation and attentively	✓	
6.	The students do all the task cooperatively	✓	
7.	The students are brave in giving their opinion.	✓	
8.	The students interaction in the group discussion	✓	
9.	Being active in the group discussion	✓	
10.	Class order in teaching learning process.	✓	

The known by,

English Teacher

Deviana Sari Lubis,S.Pd

APPENDIX VII

INTERVIEW SHEET

Interview repost with teacher in the first session

Researcher   : Assalamu'alaikum Miss.

Teacher   : Wa'alaikumussalam.

Researcher   : What do you think about this class in learning process

               especially in writing descriptive text Miss?

Teacher   : The students difficult to write English text because some of them also do not

               how to write descriptive text

Researcher   : How is your best way to teach students in writing descriptive text miss?

Teacher   : I just ask the students to write the text.

Researcher   : are your students to do well when they write?

Teacher   : not all. There are some students can't write the text well.

Interview with the students before applying Probing Prompting Strategy:

Researcher   : What do you think about learning process?

Students 1   : I think this learning make us become more understand the text.

Students 2   : Yea.. I think it make us better.

Researcher   : What do you know about learning writing descriptive text?

Students 1   : I'm understands a little about writing descriptive text.

Students 2   : I think writing descriptive text is the more difficult one in

                   Learning English beside Speaking and Listening.

Interview with the students after applying Probing Prompting Strategy

Researcher   : What do you think after we use the probing prompting strategy in learning

                   writing descriptive text?

Students 1   : It makes us become usually to use it. I think this strategy is

                   suitable for us.

Students 2   : Yea..miss it make our writing descriptive text improve.

Researcher   : What do you think about probing prompting strategy?

Students 1   : I think this strategy is makes afraid but is good

Students 2   : We must use this strategy when learning writing descriptive. I think this strategy

                   is good for us.

DIARY NOTE

First Meeting (Monday, 30th July 2018)

In the first meeting, the researcher introduced herself to the students in front of the class. The researcher explained the purposed of her coming. The researcher told that she would be there for five meetings. After that she called the students name based on attendance list. At the first time the researcher felt difficult to handle the class because the class is very noisy, but after that the class can be controlwell.

Second Meeting (Wednesday, 01ᵗʰ August 2018)

In the second meeting, the researcher gave the explanation about descriptive text and the researcher gave the pre-test. Most of the students answered the question. During the test, the students seemed very difficult to do the test because they did not have good preparation based on the students' score result of pre-test still had difficulties at writing descriptive text. This statement is also proved when the writer interviewed them in the first session.

Third Meeting (Saturday, 04th August 2018)

In the third meeting, the researcher explained about Descriptive Text using Probing Prompting strategy. The students still confused about this strategy. The researchers make it clearly about the strategy and then gave the student the topic of writing (writing descriptive text). After that the researchers give the post-test 1 to the students. The students tried to answer the question well although some of them still feel difficult to answer the question.

Fourth Meeting (Monday, 06rd August 2018)

In the fourth meeting, the researcher announced the students score was in proved. Then, explained about the descriptive text clearly and give the students post test II. How to get the improving when they write the text.

APPENDIX X

The Instrument of Pre Test

Essay Test 1

Subject : English

Material : Descriptive Text

Class : VII MTs Raudhatul Akmal Batang Kuis

Times : 50 Minutes

Instructions:

1. Write your name on the above of paper sheet!

2. Make a descriptive text at least 100 word!

Questions:

1. Write a descriptive text based on the topic "My Classmate" at least 100 words which consist of one paragraph or more!

The Instrument of Post Test

Essay Test 1

Subject : English

Material : Descriptive Text

Class   : VII MTs Raudhatul Akmal Batang Kuis

Times   : 50 Minutes

Instructions:

1. Write your name on the above of paper sheet!

2. Make a descriptive text at least 100 words!

Questions:

1. Write a descriptive text based on the topic "My Classmate" at least 100 words which consist of one paragraph or more!

The Instrument of Post-Test

Essay Test 2

Subject   : English

Material   : Descriptive Text

Class   : VII MTs Raudhatul Akmal Batang Kuis

Times   : 50 Minutes

Instructions:

1. Write your name on the above of paper sheet!

2. Make a descriptive text at least 100 word!

Questions:

1. Write a descriptive text based on the topic "My Mom" at least 100 words which consist of

    one paragraph or more!