



**IMPROVING THE STUDENTS' ABILITY IN WRITING DESCRIPTIVE
TEXT THROUGH FIVE SENSES TECHNIQUE AT EIGHTH GRADE OF
MTS CERDAS MURNI TEMBUNG**

A SKRIPSI

**Submitted to the Faculty of Tarbiyah and Teacher's Training State Islamic
University of North Sumatera Medan as a Partial Fulfillment of the
Requirements for the Degree of *Sarjana Pendidikan***

By :

WAMRO ADDINA
NIM. 34.15.3.115

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH AND TEACHER'S TRAINING
STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA
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By :

WAMRO ADDINA
NIM. 34.15.3.115

Advisor I

Advisor II

Prof. Dr. Didik Santoso, M. Pd
NIP. 19660616 199403 1 006

Maryati Salmiah, S.Pd., M.Hum
NIP: 19820501 200901 2 012

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH AND TEACHER'S TRAINING
STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA**

MEDAN

2019



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Willièm Iskandar Psr. V Medan Estate 20371 Telp. 6622925, Fax. 6615683

SURAT PENGESAHAN

Skripsi yang berjudul : “Improving the Students’ Writing Skills of Narrative Text Through Beyond Centres and Circle Time Method at 10th Grade Vocational High School Citra Abdi Negoro Batu Bara in the Academic Year 2018/2019” oleh Eli Sriningsih, yang telah dimunaqasyakan dalam sidang munaqasah Sarjana Strata (S1) Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Sumatera Utara Medan pada tanggal:

8 Juli 2019 M

12 Syawal 1440 H

dan telah diterima sebagai persyaratan untuk memperoleh gelar Sarjana Pendidikan (S.Pd) pada jurusan Pendidikan Bahasa Inggris Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Sumatera Utara Medan.

Panitia Sidang Munaqasyah Skripsi
Fakultas Ilmu Tarbiyah dan Keguruan UIN SU Medan

Ketua

Sekretaris

Dr. Sholihatul Hamidah Daulay, M.Hum
NIP. 19750622 200312 2 002

Maryati Salmiah , S.Pd., M.Hum
NIP. 19820501 200901 2 012

Anggota Penguji

1. **Prof. Dr. Didik Santoso, M. Pd**
NIP.19660616 199403 1 006

2. **Maryati Salmiah , S.Pd., M.Hum**
NIP. 19830610 200912 2 002

3. **Drs. H. A. Ramadhan, MA**
NIP. 19660115199403 1 002

4. **Utami Dewi, M.Hum**
NIP. 19820227 200801 2 009

Mengetahui
Dekan Fakultas Ilmu Tarbiyah dan Keguruan

Dr. Amiruddin Siahaan, M.Pd
NIP. 19601006 199403 1 002

No : Istimewa
Lamp :
Hal : Skripsi
A.n. Wamro Addina

Medan, 05 Agustus 2019
Kepada Yth,
Bapak Dekan Fakultas Tarbiyah
UIN Sumatera Utara

Assalamu'alaikum Wr. Wb.

Dengan Hormat,

Setelah membaca, meneliti dan memberi saran-saran perbaikan seperlunya terhadap skripsi saudara:

Nama : Wamro Addina

NIM : 34.15.3.115

Jurusan/Prodi : Pendidikan Bahasa Inggris

Judul : Improving The Students' Ability in Writing Descriptive Text Through Five Senses Technique at Eighth Grade of MTs Cerdas Murni Tembung.

Maka kami menilai bahwa skripsi ini dapat diterima untuk dimunaqasyahkan dalam sidang munaqasyah Fakultas Tarbiyah dan Keguruan UIN-SU Medan. Demikianlah kami sampaikan atas perhatian Bapak kami ucapkan terimakasih.

Wassalamu'alaikum Wr. Wb,

Advisor I

Dr. Didik Santoso, M. Pd
NIP. 19660616 199403 1 006

Medan, 05 Agustus 2019

Advisor II

Maryati Salmiah, S.Pd., M.Hum
NIP: 19820501 200901 2 012

SURAT PERNYATAAN KEASLIAN SKRIPSI

Saya yang bertanda tangan di bawah ini

Nama : Wamro Addina

NIM : 34.15.3.115

Jur/Program Studi : Pendidikan Bahasa Inggris/ S1

Judul Skripsi : **”Improving The Students’ Ability in Writing
Descriptive Text through Five Senses Technique at
Eighth Grade of MTs Cerdas Murni Tembung”**

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

Medan, August 2019

Yang membuat pernyataan

Wamro Addina
NIM. 34.15.3.115

ABSTRACT



Name : Wamro Addina
Nim : 34.15.3.115
Faculty/Department : Faculty of Tarbiyah Science and
Teacher Training/ English Education
Adviser I : Dr. Didik Santoso, M.Pd
Adviser II : Maryati Salmiah, S.Pd., M.Hum
Title : Improving the Students' Ability in
Writing Descriptive Text through Five
Senses Technique at Eighth Grade of
MTs Cerdas Murni Tembung

Keywords: Writing, Descriptive text, Five Senses Technique.

This research was aimed to find out the implementation of five senses technique to improve the students' writing ability in writing descriptive text. The subject of this study were 32 students at VIII grade of MTs Cerdas Murni Tembung. This research was conducted by using Classroom Action Research. The qualitative data were obtained from observation sheet and interview sheet. The quantitative data were obtained from test which carried out at the end of every cycles. the tests were given to the students in pre-test, post-test I and post-test II. The result of data analysis showed that the students' score increased from the first test, post-test of cycle I to the post-test of cycle II. It could be seen from the mean of pre-test was 56,68. There were 21,88% (7 students) who passed the Minimum Passing Grade (MPG). In the post test of cycle I, the mean was 71,84. There were 56,25% (17 students) who passed MPG. In the post test of cycle II, the mean was 77,78. There were 78,13% (23 students) who passed MPG. It indicated that was improvement of the students' ability in writing descriptive text through Five Senses Technique.

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah, Most Compassionate, Most Merciful

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This thesis which is entitled “**Improving The Students’ Ability in Writing Descriptive Text through Five Senses Technique at Eighth Grade of MTs Cerdas Murni Tembung In 2019/2020 Academic Year**” is written to fulfill one of requirements to obtain the *Sarjana Pendidikan* degree at the Department of English Education, Faculty of Tarbiyah and Teachers’ Training, State Islamic University of North Sumatera.

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Medan, August 2019

The Writer

Wamro Addina
NIM. 34.15.3.115

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CHAPTER I INTRODUCTION

A. Background of the Study

The objective of teaching English in writing descriptive text for Junior High School is that the students are expected to be able to write identification, description and all of the language elements in writing descriptive text about people, things and animals.¹ In writing descriptive text, there are two elements which are arranged based on its generic structures. They are identification and description.

Identification is a generic structure which identifies phenomenon that will be describe. It means that it is a statement introducing or illustrating about the topic or the subject of description. The statement must be interesting and can attract the readers.

Description is a generic structure which describes about parts, qualities or characteristic of something. In this part, descriptions contain sensory language concerned with the five senses which helps create a dominant impression, figurative language, vivid verb. For the other words, in this element gives the detail of the characteristic features, condition of the subject that we would like to describe such as people, animals and things.

The government has standardized the curriculum, particularly for the basic ability of students in English writing. As a matter of fact, there are still many Indonesia students who are not able to communicate through English in written form.

Based on the experience of the researcher, when doing teaching practice program (PPL) in MTs Cerdas Murni Tembung, the researcher found that the most of

¹ Kemendikbud, 2013, *Kurikulum 2013: Kompetensi Dasar SMP/MTs*. p. 69

students faced difficulties in writing process particularly in writing descriptive text. In the planning process, a number of students are still confused how to figure ideas out. They tend to use only sight as one of senses in figuring ideas. In the final version, the students have some problems such as having problem in the generic structure, grammar and spelling.

In the line with the reality above, there are some factors that influence students' ability in writing descriptive text such as students' cognitive background, students' interest and teaching technique in the classroom, etc. The factors are connected and influenced each others. In this case, to make students enjoy and more interested in learning English in the classroom, teacher needs to use several appropriate techniques in teaching which depends on the goal of learning that want to reach such as mapping, fishbone, think talk write, five senses technique, and etc.

Based on the data which are gotten from the condition of the research subjects, The most crucial problem faced by students, there are still difficulties in figuring ideas out to write descriptive text. Perhaps, it can be developed more through the help of their five senses. It is strengthened by Kane, Description is about sensory experience how something looks, sounds and tastes.² In writing descriptive text, students need to use their sensory experience.

According to Wilhem, once students see something in their minds, they find it much easier to write about.³ It means that students will be easy and interested in writing descriptive text if students have chance to bring ideas not only using their sight

² Thomas S. Kane, 2000, *Oxford Essential Guide to Writing*. New York: Oxford University Press, p. 351.

³ J. D. Wilhem, 2008, *You Gotta be the Book: Teaching engaged and reflective reading with adolescents*. 2nd ed., New York: Teachers College Press.

or hearing senses but also using all the senses they have. The visualization based on five senses can engage students in writing.

In addition, this research has similar problem with the research of Refri Nisa at the eight grade of PGRI 6 Junior High School in Bandar Lampung.⁴ The students faced difficulties in writing descriptive text such as in figuring ideas out. She finds out that there is influence of using five senses technique towards students' writing ability in descriptive text.

Therefore, the researcher is interested in using five senses technique to solve the problem in writing descriptive text. It can be used as guide to bring or figure out idea of something. It can evoke all the senses by identifying the object that want to be described. This technique is hoped to be able to improve the students' ability in writing descriptive text.

Based on the explanation above, the researcher would like to conduct the research on the five sense techniques in writing descriptive text at MTs Cerdas Murni Tembung. The researcher interests in doing research entitled, **“Improving Students' Ability in Writing Descriptive Text through Five Senses Technique at Eighth Grade of MTs Cerdas Murni Tembung”**.

B. Identification of the Problem

Based on the number of problems that have found above, the identification of the problems in this research are as follow:

⁴ Refri Nisa, 2017, *The Influence of Using Five Senses Technique Towards Students' Descriptive Text Writing Ability, Bandar Lampung*.

1. The most of students frequently are confused of what to write and how to start writing.
2. The most of students find difficulties in building and developing their ideas
3. The most of students have some problems in choosing and arranging words, mastering grammar and lacking of vocabulary in writing descriptive text.
4. The teacher's technique is still using common technique in teaching writing descriptive text.

C. The Limitation of the Study

Based on the identification of problem, the most of students have many problems in writing. As the matter of fact, the students have their own experience to describe their surroundings caught by using their five senses to visualize what they can see, smell, touch, hear, taste and to help students in describing. In the line with that, the researcher limits the study to focus on students' ability in writing descriptive text and five senses technique.

D. The Research Problem

In line with the limitation of problem, the problem can be formulated as follows: "How can five senses technique improve students' ability at writing descriptive text at eighth grade of MTs Cerdas Murni Tembung?"

E. The Objective of the Study

Based on the research problem, the objective of this research is to describe the five senses technique can improve the students' ability in writing descriptive text.

F. The Significances of the Study

This study concerns with the use of five senses technique to improve students' ability in writing descriptive text, the findings of this research are hoped to be useful in some ways:

1. Theoretically :
 - a. The research can be used as reference for everyone who has the interest in the same field.
 - b. The research can be useful as the references in choosing technique in teaching writing, particularly in teaching writing descriptive text.
2. Practically :
 - a. The students, the result of this research can help students to improve their ability in writing, especially in figuring ideas out to write descriptive text .
 - b. The teachers, the result of this research can be useful for teachers to enrich their knowledge and it can be as reference to teach English and it can show to the teacher an affective technique that can be used in teaching writing descriptive text.
 - c. The stakeholders, the result of this research can enlarge their knowledge and give inspiration to do the further research and to make appropriate policy in education.

CHAPTER II LITERATURE REVIEW

A. Theoretical Framework

To support the idea or concept of this research, some theories are needed to explain the concept or terms in this research. The following terms are used some basic and relevant theories.

1. **The Ability in Writing Descriptive Text**

Ability reflects the capacity needed to do something well or to perform various tasks that an individual currently possesses and particularly in writing descriptive text. There are some basic terms that are used in this theory.

a. Ability

Ability is the quality of state of being able competence in doing (skill) or natural attitude proficiency.⁵ It means that ability is as same as potencial. Every human has ability to do something. According Slameto⁶, ability is a skill that consists of three types: the ability to confront and adapt to new situations quickly and effectively, to know or use abstract concepts effectively, to know relationships and learn them quickly. It means that ability has large definition, but it can be classified into three major points. Skill to adapt with their new surrounding, ability to know the abstract concept or thinking process, and good behavior to interact with other people and build relationship.

According to Allyn and Balcon,⁷ Ability can be defined as potencial capacity or power to do something both physical and mental activity or special natural power to

⁵ Merriam Dictionary, *Ability*.<http://www.merriamwebster.com/dictionary/ability>, Accessed on March 19th 2019.

⁶ Slameto, 2010, *Belajar dan Faktor-Faktor yang Mempengaruhinya*. Jakarta: Rineka Cipta, p.56.

⁷ Allyn and Baccond, 1964, *Psychology The Science of Behavioral*, London: Longman, p.2.

do something well. This theory is strengthened by Soehardi,⁸ stated that ability is natural capacity that adhere on someone to do physical and mental activity which is gotten from innate, learning and experience.

According to Robert,⁹ Ability is general and enduring or other qualities that are needed in order to do something. It means that ability is the capacity of someone such as the hearing, vision, intellect, knowledge that are needed to do activity in daily life.

Allah SWT says in Holy Qur'an:

وَاللَّهُ أَخْرَجَكُمْ مِنْ بُطُونِ أُمَّهَاتِكُمْ لَا تَعْلَمُونَ شَيْئًا وَجَعَلَ لَكُمُ السَّمْعَ
وَالْأَبْصَارَ وَالْأَفْئِدَةَ لَعَلَّكُمْ تَشْكُرُونَ ﴿٧٨﴾

Meaning: *And Allah has brought you out from the wombs of your mothers while you know nothing. And He gave you hearing and sight and heart that you might give thanks (to Allah). (An-Nahl: 78).*¹⁰

Based on the definitions of ability above, the researcher can be concluded that ability is individual's power or capacity such as the hearing, vision, intellect, knowledge or other qualities that are needed to do something well.

b. Writing

⁸ Soehardi, 2003, *Esensi Perilaku Organisasional*. Yogyakarta: Fakultas Ekonomi Sarjanawiyata Tamansiswa. p.24.

⁹ Robert N. Singer, 1980, *Motor Learning and Behaviors*, New York: The Florida States University, p.31.

¹⁰ M. Taquiddin Al-Hilali and M. Mukhsin Khan, 1996, *The Noble Qur'an*, Madinah Maktaba Darussalam, p. 358

In the holy Al- Qur'an, there are verses that existence of writing that be stated in Surah Al-‘Alaq: 4-5:

الَّذِي عَلَّمَ بِالْقَلَمِ ۖ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ﴿٥﴾

Meaning: *Who has taught (the writing) by the pen. He has taught man that which he knew not.*¹¹

The command to write as in both of verses have a goal is that people need to have knowledge and information. Generally, Allah SWT gives knowledge through the intermediary of *qalam* (pen). There are two signals that can be captured to obtain and to develop science: Allah SWT teaches with pens that have been known to other humans previously, and teaches people (without pens) that he has not yet known. The first way is to teach with a tool or on a basis human effort. The second way is to teach without tools and without human effort.¹²

Based on the explanation of the verses, Allah SWT created the *qalam* as media that can be used by people for knowing, understanding something through writing. It means that writing is an activity to give information in written form that are connected with three components to write well such as thought, heart and hand. People can write and transfer their knowledge or information to the next generation and they can explore all their idea become something useful for others. so that the people who did not know firstly about something become know something.

¹¹ Ibid., p. 842

¹² Mustolehudin, *Pemikiran: Tradisi Baca Tulis Dalam Islam Kajian Terhadap Teks Al-Qur'an Surah Al- Alaq ayat 1-5*, Jurnal Analisa Vol. XVIII, No. 01 Januari-Juni 2011.

This case is line with the hadith *Al-Bukhari: 113*, there are some companions of the prophet Muhammad SAW who have narrated more hadiths because they always wrote them. The hadith was narrated by Abu Huraira:

حَدَّثَنَا عَلِيُّ بْنُ عَبْدِ اللَّهِ، قَالَ حَدَّثَنَا سُفْيَانُ، قَالَ حَدَّثَنَا عَمْرُو، قَالَ أَخْبَرَنِي وَهْبُ بْنُ مُنَبِّهٍ، عَنْ أَخِيهِ، قَالَ سَمِعْتُ أَبَا هُرَيْرَةَ، يَقُولُ مَا مِنْ أَصْحَابِ النَّبِيِّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ أَحَدٌ أَكْثَرَ حَدِيثًا عَنْهُ مِنِّي، إِلَّا مَا كَانَ مِنْ عَبْدِ اللَّهِ بْنِ عَمْرٍو فَإِنَّهُ كَانَ يَكْتُبُ وَلَا أَكْتُبُ. تَابِعَهُ مَعْمَرٌ عَنْ هَمَّامٍ عَنْ أَبِي هُرَيْرَةَ.

Meaning : He told us 'Ali bin' Abdullah said that he had narrated to us Sufyan said, had told us' Amru said, had told me Wahhab bin Munabbih from his brother said, I heard Abu Hurairah said, There is none among the companions of the Prophet who has narrated more Hadiths than I except 'Abdallah bin Amr (bin Al-'As) who used to write them and I never did the same, Ma'mar also narrated from Hammam from Abu Hurairah. (HR. Al-Bukhari: 113).¹³

Writing is the process of thinking to figure ideas out, thinking about how to express good writing, and arranging the ideas into paragraph or written form clearly.¹⁴ It means that writing is a complex process. Through writing, it can encourage someone to think, explore and organize ideas into good and appropriate arrangement of words or paragraph which have meaning. It is strengthened by Brown,¹⁵ the nature of composing process of writing that written products are often the result of thinking,

¹³ M. Mukhsin Khan, 2009, *The Translation of the Meanings of Sahih Al-Bukhari Arabic-English* Vol. 1, Book 3, Darussalam, Riyadh, Saudi Arabia, p. 121.

¹⁴ Caroline Linse and David Nunan, 2003, *Practical English Language Teaching*, New York: McGraw-Hill, p.88.

¹⁵ H. Douglas Brown, 2001, *Principles of Language Learning and Teaching 5th Ed.* New York: Pearson Education, Inc., p.335.

drafting and revising procedures that requires specialized skills. The crux of compositional nature of writing focuses students on how to generate ideas, how to organize ideas coherently, how to use discourse markers and rhetorical conventions to put them cohesively into a written text, how to revise text for clearer meaning, and how to edit text for appropriate grammar, and how to produce a final product.

According to Alice,¹⁶ writing is a progressive activity. Firstly, you write something down, you have already been thinking about what and how you are going to say it. It means that someone have to write about what they think in their mind, state and write it. Writing needs process, a writer must have some procedures which help to produce his/her writing from at beginning to the final written form well. In this process, there are some components connected each other to build the writing well, they are our thought, sight and hand.

According to Harmer¹⁷, writing (as one of the four skills) has always formed part of the syllabus in the teaching of English. it can be used for a variety of purposes, ranging from being merely a ‘backup’ for grammar teaching to a major syllabus strand in its own right, where mastering the ability to write effectively is seen as a key objective for learners.

Harmer stated that there are four steps in the writing process.¹⁸ The first step is planning, writers need to make the detail notes. They have to think about three main issues. They have to consider the purpose of their writing, the audience, they are writing for, and they have to consider the content structure of the piece how best to

¹⁶ Alice Oshima and Hogue, 1997, *Introduction to Academic Writing*, London: Longman, p.1.

¹⁷ Jeremy Harmer, 2004, *How to Teach Writing*, England: Longman, p.31.

¹⁸ Ibid. p.4.

sequence the facts, ideas, or arguments which they have decided to include. The second step is drafting, in this step, a writer can refer to the first version of a piece of writing as a draft which is often done on the assumption that it will be amended later. The third step is editing, writers have produced a draft. Then, writers can read through what they have written to see where it works and where it doesn't. The fourth step is final version, writers have edited their draft, then, they make the changes of the writing. In this step, the writer is now about to send the written text to its intended audience.

There are some genres of text in writing, they are:¹⁹ (1) Descriptive text is a text that describe or illustrate the object, person or idea by his/her eyes physically. (2) Recount text is a text that retelling or recounting of an event or an experience (3) Narrative text is a text that amuse and to deal with actual or vicarious experience in different ways. (4) Report text is a text that describe the way things in around of our environment are described. (5) Procedure text is a text that discusses and explains how something works or how something is done. (6) Explanation text is a text that explaining a process of formation. (7) Discussion text is about problematic discourse. (8) Hortatory exposition text is text that belongs to the class of argumentation.

The other genres of text are (9) Analytical exposition text is the writer's idea about the phenomenon surrounding. (10) News item text is a about the daily and real factual happenings in human life. (11) Spoof text is about a funny incident or event that has happened in the past. (12) Anecdote text is about an account of an unusual or amusing incident. (13) Commentary text is about analysis and interpretation to find patterns of meaning in events, trends and ideas. (14) Book review text is both

¹⁹ I Wy. Dirgeyasa, 2014, *Collage Academic Writing: A Genre-Based Perspective*. Medan: Unimed Press. p.3.

description and an evaluation of a book. (15) Critical review text is the summarization and evaluation of the ideas and information in an article.

Based on the explanation above, the researcher can conclude that writing is a progressive and complex process which is as a form of communication that allow students to be able to invent ideas or feeling, to organize them, to convey meaning in well-constructed sentences and to write it down on paper with the appropriate procedure.

c. Descriptive Text

Descriptive text is a genre that asks the students to describe experience, emotion, situation, qualities and characteristics, etc. This genre encourages the students' ability to create a written account of a particular experience. What is more, it allows for a great deal of artistic freedom (the goal of which is to paint an image that is vivid and moving in the mind of the reader).²⁰ The students have their own experience in doing or having something. They are able to describe the things, people or place which can be described with the vivid image, from students' mind to written form.

Description gives sense impression, such as the feel, sound, taste, smell and look of things. Good descriptions usually have three important qualities. They have a dominant impression supported by specific details, a clearly recognizable mood, and logical development.²¹ The function of descriptive text is to describe something in detail so that the readers are able to see, hear, feel and touch something directly and involve themselves in the event.

²⁰ *Ibid*, p. 56.

²¹ George E. Wishon Julia M. Burks, 1980, *Let's Write English*, New York: Litton Educational Publishing. Revised Ed., p.128

There are some types of writing descriptive text, the first is description of a person, place or thing contain sensory details that bring to life actual people, places and things. The second is observations describe an event the writer has witnessed. Often, the event takes places over an extended period of time. The third is travel brochures contain factual information as well as persuasive language to encourage tourism. The fourth is character sketches describe fictional characters, their appearances, personalities, hopes and dreams. In writing descriptive text, we need to give attention to arrange the writing agrees with its generic structures.

There are two generic structures of descriptive text which have to be fulfilled or mastered by the writer. They are: identification is a statement describing and illustrating about the topic or theme to be described. The statement must be interesting and able to attract and to provoke the reader so that the reader becomes interested in reading the complete description. Then, the use of adjective and degree of comparison is advisable. Description is a complete description about the condition of object that can evaluated from several aspect: location, means of transport, people, weather, size, etc.²²

The writers have to give attention to make their writing well through fulfilling the procedure particularly the generic structures of descriptive text, linguistic feature which consists of the relevant grammatical patterns and the related vocabulary usages. The linguistic Feature of descriptive text consists of the relevant grammatical pattern covers about using present tense and present perfect, adjective to describe or illustrate the condition of the topic/theme described, passive sentences and attribute and identifying process. The next feature is the related vocabulary usages covers using the

²² Pardiyono, 2007, *Teaching Genre-Based Writing*, Yogyakarta: Andi Offset, p. 36-37.

verb such as seems, looks, sounds and like, etc., epithets and classifiers in nominal group, focus on specific participant.²³

Based on the explanation above, Descriptive text is a kind of text with a purpose to give information about the things, people or places which can be described with the vivid image concerned with sensory experience, how something looks, sounds, smells, touches and tastes.

2. Five Senses Technique

There are a number of techniques that can be used to improve writing ability. One of techniques in improving writing descriptive text is five senses technique. It can evoke our sensory actively through identifying the object which would like to describe by using the senses.

a. Definition

Generally, five senses are sight, hearing, touch, smell and taste. Senses are psychological capacities of organism that provide data for perception. Five senses technique is a technique that uses the five senses namely: sight, sound, taste, smell and touch to write a descriptive paragraph easier. This technique focuses on the detail to create a descriptive paragraph.²⁴ According to Katherine,²⁵ on five senses what we touch, see, smell, hear and taste can be used as a technique to get ideas down on paper.

Based on the explanation above can be concluded that the five senses technique is one of techniques in teaching learning writing by engaging senses of students such as sight, smell, taste, hearing and touch to help them explore or figure

²³ I Wy. Dirgeyasa, 2016, *College Academic Writing: A Genre-Based Perspective*. Jakarta: Kencana. p.59-60.

²⁴ J. A. Carroll, E. E. Wilson, "et.all", 2001, *Writing and Grammar, Upper Saddle River*, New Jersey: Prentice Hall, p.105.

²⁵ Katherine Carter, 2015, *Teaching Descriptive Writing Through Visualization and The Five Senses*. English Teaching Forum. p.37.

idea out in writing. Students can gather information, through their senses can respond to stimulate students concerned with about people, animals, things or their environment because they use the part of body to get information. Five senses can be used as a technique in writing descriptive text that can stimulate the senses of students.

b. Principle

In using five senses technique in the class, the teacher needs to pay attention to the principle of five senses as technique in teaching English.²⁶ (1) in applying five senses, teacher needs to bring media such as visual image, things, etc. that can stimuli students' sensory impression. (2) teacher needs to prepare the lesson with a 5-column chart which every charts should be headed by one of the five senses. (3) teacher instructs students to use information from all five senses as they write a descriptive text.

c. Design

When describing people, animal or things in your writing, you have to engage the readers fully by making them see, hear, feel, taste and smell that you are described. You should spark off certain responses by using language which appeals to the senses. This is known as sensory imagery. According to Ela, humans gather information about their environment through the use of sight, hearing, smell, taste, and touch. Each of the five senses uses a unique part of the body to take information.²⁷

It means that five senses can influence our imagination in life. Our senses have their own function, the following function of each senses: (1) the sense of sight helps

²⁶ Joanna Wolanski, Evergeen Elementary School in Collegeville, Pennsylvania, https://www.educationworld.com/a_tsl/archives/03-1/lesson010.shtml, accessed on 28th of February 2019.

²⁷ Ela & Literacy Curriculum, 2013, *The Five Senses*, New York: Core Knowledge Language Arts, p.2

us recognize each other and learn about color, motion and distance, (2) the sense of hearing helps us learn through communication, sound can produce patterns. (3) the sense of touch helps us learn through feeling and learning the size, texture and shape of things. (4) the sense of smell helps us learn about unsafe conditions. (5) the sense of taste helps us learn to select and enjoy something such as food, etc.²⁸ The following is the example of the chart list the five senses:

Table 1. Chart of Five Senses

Topic	Sight	Smell	Taste	Touch	Sound
Fishing	- A lot of bog apple trees - A basket of fishes	- The smell of the fruit that had dropped to the ground	- The clean fresh air. - The taste of the sweet apple.	- The smooth trek. - Cold morning air.	- Sound of the birds. - Sound of the water.

The students do not need to fill all the details of the Five Senses Chart. They can choose some of details that are more appropriate to complete the paragraph. They need to combine the description of each senses into good arrangement of descriptive paragraph.

²⁸ Refri Nisa, *Op. cit.* p. 26.

d. Procedure

There are some procedures of five senses technique that can be applied in teaching and learning in the classroom. The following is procedure of five senses technique :

Table 2. Procedure of Five Senses Technique

NO	ACTIVITIES	
	TEACHER	STUDENTS
1	Gives students the object that want to describe.	Give attention to the object that want to describe.
2	Explains and directs students to make a chart of five senses on the board and gives example.	Gives attention to the teacher and make a chart of five senses.
3	Asks students to visualize an object and take notes in the chart of five senses.	visualize an object and take notes in the chart of five senses.
5	Gives students time to write a descriptive text based on the notes.	write a descriptive text based on the notes.
6	Arranges students in pair and asks them to read the text aloud to a partner and to give question or comments on the piece.	Do in pair and read the text aloud to a partner, give question or comment on the piece.
7	Asks students to revise based revision on their partner. The final draft of a text can be submitted.	revise the text based revision on their partner. The final draft of a text can be submitted

e. Advantages and Disadvantages

The following are the advantages and disadvantages of using five senses technique:²⁹

²⁹ Dila Tamala, 2015, *The Effectiveness of Five Senses Technique to Improve Students' Ability in Writing Descriptive Paragraph at Eleventh Grade of MAS Darul-Azhar Kuta Cane*, Educational English Department, State Islamic University of North Sumatera Medan, p.28.

Table 3. Advantages and Disadvantages of Five Senses Technique

NO	ADVANTAGES	DISADVANTAGES
1	Encouraging the students more creatively based on their experience of a subject will be described using their senses.	the characteristics of the object may be difficult to write by some of the senses.
2	Giving the opportunities for the students to think with their own sensory actively.	difficult to retell the object from all the senses into a good descriptive paragraph
3	Allowing the students to learn individually or cooperatively with their pair in group.	
4	Helping the students in figuring out the ideas to describe something.	

B. Related Study

There are many researchers had implied some techniques to improve students' ability at writing in different field of this research. They proved the application of some techniques have good effect in learning process especially in teaching writing.

The research of Carter,³⁰ entitled *Teaching Descriptive Writing through Visualization and the Five Senses*. She focused on the implementation of visualization and five senses technique at the intermediate-level English class, first-year university students in Namibia. The research showed that visualization and five senses technique were able to engage and improve the students' writing skills, particularly in figuring the ideas out in writing descriptive text.

The research of Nisa,³¹ entitled *The Influence of Using Five Senses Technique Towards Students' Descriptive Text Writing Ability*. She took two classes of students that consisted of one class as the experimental class and another class as the control class.

³⁰ Katherine Carter, *op.cit.*, p. 39.

³¹ Refri Nisa, *op.cit.* p. 54.

The result of research showed that using five sense technique is one of good technique in motivating students in learning English. There is influence of using five senses technique towards students' descriptive text writing ability at the eight grade of SMP PGRI 6 Bandar Lampung in 2017/2018 academic year.

The research of Tamala,³² entitled *The Effectiveness of Five Senses Technique to Improve Students' Ability in Writing Descriptive Paragraph at Eleventh Grade of MAS Darul-Azhar Kuta Cane in 2015/2016 Academic Year*. The research found that the students' score improve continuously in each writing test. From the improvement, it can be concluded that the five senses technique can improve the students' ability in writing descriptive paragraph.

The research of Rahmah,³³ entitled *Improving Students' Ability in Writing Descriptive Paragraph through Team Pair Solo Strategy at Eight Grade at MTS Habibullah Labuhan Batu in 2017/2018 Academic Year*. The researcher found that teaching descriptive paragraph by using Team Pair Solo strategy can develop the students' ability at understanding descriptive paragraph.

The research of Susanti,³⁴ entitled *Improving Students' Ability at Writing Descriptive Text by Using The Learning Cell Learning Strategy at The First Year of MTS Yayasan Islamiyah Medan in 2016/2017 Academic Year*. The researcher found that learning cell learning strategy can improve students' ability at writing descriptive text.

³² Dila Tamala, *op.cit.* p.56.

³³ Rika Rahmah, 2017, *Improving Students' Ability in Writing Descriptive Paragraph through Team Pair Solo Strategy at Eight Grade at MTS Habibullah Labuhan Batu*. Educational English Department, State Islamic University of North Sumatera Medan.

³⁴ Inda Susanti, 2016, *Improving Students' Ability at Writing Descriptive Text by Using The Learning Cell Learning Strategy at The First Year of MTS Yayasan Islamiyah Medan*, Educational English Department, State Islamic University of North Sumatera Medan.

C. Conceptual Framework

Five senses technique can improve the students' ability in writing descriptive text because it is concerned with what we see, hear, smell, touch and taste can be used as a technique to get ideas down on paper. The sense of sight, it is what we use most and comes naturally to write what you see such as the details of color, shape, size. e.g. blue sky, green grass, etc. The sense of hearing, it helps us learn through communication, sound can produce patterns. e.g. loud, soft yell, whisper, angry and all kinds of other adjectives are used for sound. The sense of smell helps us learn about unsafe conditions e.g. the wind changed to something foul, dead, wafting up from the darkened pit. The sense of touch helps us learn through feeling and learning the size, texture and shape of things. The sense of taste helps us learn to select and enjoy something such as food. In writing descriptive text, students need to use their sensory experience.

In this case, the ability in writing descriptive text related to the ability of a writer in developing the technique that can evoke all the senses by identifying the object that want to be described. The five senses technique is useful in encouraging the students more creatively based on their experience of a subject will be described using their senses, giving the opportunities for the students to think with their own sensory actively, allowing the students to learn individually or cooperatively with their pair in group and helping the students in figuring out the ideas to describe something.

D. Actional Hypothesis

The hypothesis of this research is that the five senses technique can improve the students' ability in writing descriptive text in MTs Cerdas Murni Tembung.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Setting

This research was conducted in MTs Cerdas Murni which is located on Jl. Beringin Tembung. The subject of this research was the eighth grade of MTs Cerdas Murni Tembung. The school was selected as the setting of the research because Cerdas Murni School was as a place which the writer did PPL III, there was no similar research conducted previously. The researcher also found that most of the students were still having problem in writing particularly in figuring ideas out to write descriptive text.

B. Data and Data Source

The data of the research consisted of two kinds. There were qualitative and quantitative data. The qualitative data were used to get and describe the situation of teaching and learning process. They were taken from interview result and observation sheet. Then, the quantitative data in this research were the students' scores that were taken from pre-test and post-test.

The data sources were taken from the eighth grade students of MTs Cerdas Murni Tembung in academic year 2019/2020 which consisted of 32 students. Then, the researcher got the data from English teacher in conducting the action research.

C. Research Method

This research was classified as classroom action research. According to Edward L. Vockell and J. William Asher, they stated that action research is the practical application of scientific method or other forms of disciplined inquiry to the

process of dealing with every day problems. It is particularly focused on teachers and other educators doing action research in order to make their educational activities more productive.³⁵ In addition, the action research focusses on the specific problem or issues arising out of the professional practice.³⁶ It means that classroom action research is a study in the classroom to identify the problem and solving the problem during teaching and learning process.

According to Anne Burns, there are some common features that can be considered as the characteristic of action research: (1) Action research is contextual, small scale and localized. It identifies and investigates problem with a specific situation. (2) It is evaluative and reflective which has aim to bring about change and improvement to practice. (3) It is participatory as it provides for collaborative investigation by colleagues, practitioners and researchers. (4) Changes the practice are based on the collection of information or data which provides to change.³⁷

This action research was conducted using the spiral model of action research proposed by Kemmis and Mc Taggart, the research design could be illustrated as follows:

³⁵ Edward L. Vockell and J. William Asher, 1995, Educational Research, Second Edition, Englewood Cliffs: Merrill, an Imprint of Prentice Hall, p.10

³⁶ Michael J. Wallace, 1998, Action Research For Language Teacher, Cambridge: Cambridge University Press, p.15.

³⁷ Anne Burns, 1999, Collaborative Action Research for English Language Teachers, Cambridge: Cambridge University Press, p. 21.

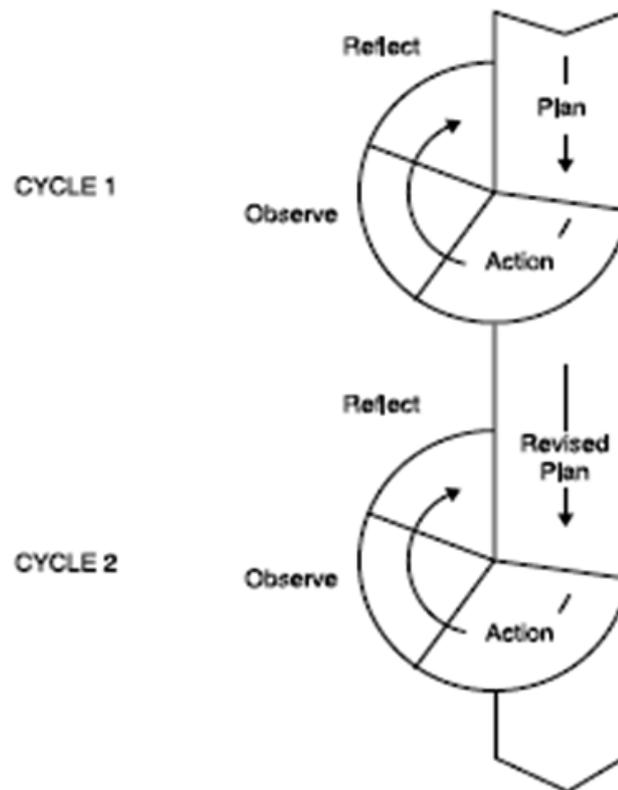


Figure 1. Cyclical Action Research Model Based on Kemmis and McTaggart

Basically, it is an approach to improve teaching practice through starting with a problem. Faced the problem, the action research will go through a series of cycles and steps. The figure 1 shows that according to Kemmis and McTaggart, action research has four major steps: planning, acting, observing and reflecting. According to Chandra Wijaya and Syharum suggested that there are four steps (planning, acting, observing and reflecting) involve in one cycle and there is no limitation of applying cycle in the research. It was based on the satisfactory of researcher.³⁸

Planning, it is arrangement for doing something such as preparing lesson plan, conducting the pre-test as the instrument to know the basic ability at writing descriptive text of students, preparing the learning material, media, writing test and the

³⁸ Chandra Wijaya and Syharum, 2013, *Penelitian Tindakan Kelas*, Bandung: Citapustaka Media Perintis, p. 61

instrument for collecting data such as interview sheet and observation sheet. Action is the process of doing things. It is the implementation of planning. The researcher should be flexible and welcome to the changing situation in school. So, the action should be dynamic, need immediately decision for what was done and complete simple evaluation. Observation is purposed to find out information of action. Such as the students attitudes even the obstacles that happen. So, it is collected as the data which were used as a basic of reflection. The observing must be done carefully. Reflection is a feedback process from the action which has been done before. Reflection is used to help the teacher make a decision. Reflection has evaluative aspect to evaluate the effect of spacious issue and suggest the way to handle it.

D. Technique of Collecting Data

The technique of collecting data in this research were used both quantitative and qualitative data. The quantitative data consisted of giving test to the students. Then, the qualitative data consisted of observation sheet, interview, and documentation. The complete explanation as follows:

1. Quantitative Data

The quantitative data were used to know the students' mastery through giving scores of the subject that they had learned. In collecting quantitative data, the researcher used:

a. Test

Test was be given to measure students' ability in writing descriptive text. The test which were used consisted of two kinds, pre-test and post-test. Pre-test was done by students before applying five senses technique to know the basic students' ability in writing descriptive text. Then, post-test was done by students after applying five

senses technique to know the improvement of students' ability in writing descriptive text. In the pre-test, the researcher gave the test to write descriptive text after teaching or explaining the lesson through conventional method. In the post-test, the researcher gave a test to write descriptive text after teaching or explaining the lesson through five senses technique.

In scoring the test of writing descriptive the researcher applied the writing scoring technique by Jacobs. The technique applied five indicators of writing descriptive text. They are content, organization, vocabulary, language use and mechanics.³⁹

Table 4. The scoring of Writing Descriptive Text

Components	Point	Criteria
Level		
1. Content:		
Very good to excellent	27-30	Clear main idea through the development of main idea, detailed and substantive, all material relevant to main idea.
Average to good	22-26	Limited development of the main idea to assigned the topic, lack of detailed and support.
Poor to pair	17-21	The limited of knowledge the subject and little substance in adequate of the development topic
Very poor	13-16	The writing does not show knowledge of subject, non substantive or not enough to evaluate.

³⁹ Sara Chusing Weigle, 2002, *Assessing Writing*, United Kingdom: Cambridge University Press, p. 144.

<p>2.Organization</p> <p>Very good to excellent</p> <p>Average to good</p> <p>Poor to pair</p> <p>Very poor</p>	<p>18-20</p> <p>14-17</p> <p>10-13</p> <p>7-9</p>	<p>Well organized with introduction, body and conclusion for an essay, appropriate opened, body and conclusion, logical sequencing, well paragraph with topic sentence, expressing only one main idea.</p> <p>Paragraph, but not always logically or choppy, loosely organized but main idea stands out.</p> <p>The students are confusing of idea and disconnected, lack logical sequencing or development, paragraph unclear or non-existent.</p> <p>The students no paragraphing or organization not enough to evaluate.</p>
<p>3. Vocabulary</p> <p>Very good to excellent</p> <p>Average to good</p> <p>Poor to pair</p> <p>Very poor</p>	<p>18-20</p> <p>14-17</p> <p>10-13</p> <p>7-9</p>	<p>Sophisticated range, effective word or idiom choice and usage, appropriate register</p> <p>The students who adequate range, occasional errors of word or idiom form, choice and usage.</p> <p>Limited range, frequent errors of words idiom form, choice and usage.</p> <p>The students how little knowledge of English vocabulary, idiom, or enough to evaluate.</p>
<p>4. Language Use</p> <p>Very good to excellent</p>	<p>22-25</p>	<p>The students' who effective complex instruction, few errors of</p>

<p>Average to good</p> <p>Poor to pair</p> <p>Very poor</p>	<p>18-21</p> <p>11-17</p> <p>5-10</p>	<p>agreement, tense and number, article, pronoun and preposition.</p> <p>Effective but simple instruction, minor problem in complex construction, several error of agreement, tense, article, preposition and pronoun but meaning seldom secured.</p> <p>Major problem in simple construction, frequent errors of negation, agreement, tense, article, number, word order, pronouns, preposition and fragment, meaning something obscured.</p> <p>The students who virtually no sentence construction rules, dominated by errors, obscured meaning and not enough to evaluate.</p>
<p>5. Mechanism</p> <p>Very good to excellent</p> <p>Average to good</p> <p>Poor to pair</p> <p>Very poor</p>	<p>5</p> <p>4</p> <p>3</p> <p>2</p>	<p>Demonstrate mastery of convention, few errors of spelling, uncton, capitalization and paragraphing.</p> <p>Occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured</p> <p>The frequent errors of spelling, punctuation, paragraphing, poor handwriting, meaning confused or obscured</p> <p>The students who no mastery of conventions, error of spelling, punctuation, capitalization,</p>

		paragraphing, handwriting illegible or not enough to evaluate.
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2. Qualitative Data

The qualitative data were used to describe the situation during the learning teaching process. In collecting qualitative data, the researcher used:

a. Observation Sheet.

The English teacher as observer. English teacher observed directly the researcher when teaching and learning process such as opening and closing the lesson, the sequences of activities in teaching process, researcher's attitude, etc. then, observation sheet for the students when learning process. The researcher observed the students' activity such as students' attention, enthusiastic, self-confidence, motivation.

b. Interview.

Interview was done at before and after giving treatment, the implementation five senses technique in the classroom action research. Before giving treatment, the researcher asked the English teacher some questions about the students' ability and difficulties in writing descriptive text. then, the interview was carried out after applying five senses technique in order to know the teacher's responses toward the implementation of five senses technique.

E. Technique of Analyzing the Data

Technique of data analyzing was an effort that was done by researcher to analyze the data accurately. The data were used to describe the situation during

teaching learning process. In this case, the researcher needed to analyze qualitative and quantitative data.

1. Quantitative Data

To analyze the quantitative data, the researcher compared the result score of the pre-test and post-test to know whether the students' writing of descriptive text can improve or not. The steps of data analysis were the researcher assessed the result of the students' writing in pre-test and counted the mean of the result. Then, the writer assessed the result of students' writing ability of each cycles and count the mean of the result. The last step was the researcher compared the improvement on the pre-test and each cycles.

The quantitative data were analyzed by t-test formula to know the difference of the test success after using five sense technique.

The formula of t-test as follows:

$$t = \frac{D}{\frac{D^2 - \frac{D^2}{N}}{N(N-1)}}$$

Where :

D = Mean of difference of post test 1 and post test 2

D = Difference

N = Subject of Students.⁴⁰

2. Qualitative Data

⁴⁰ Chandra Wijaya & Syahrums, *op.cit.* p.134.

To analyze the qualitative data, the researcher conducted some steps by Miles and Huberman.⁴¹ Qualitative analysis defines as consisting of three activities: data reduction, data display and conclusion drawing. Those can be explained as follows:

1. Data Reduction

Data reduction is the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in written-up field notes or transcriptions.

2. Data Display

The second major flow of analysis activity is data display. It defines as an organized assembly of information that permits conclusion-drawing and action-taking.

3. Conclusion Drawing

This is the third stream of analysis. The action involves drawing meaning from displayed, reducing data, noting regularities, patterns, explanation, possible configuration, causal flows and preposition. The conclusion in qualitative research was a new discovery that can be an answer of the research problem. Finally, in this step the researcher will get the result and conclusion of the research.

F. Trustworthiness of Study

The validity or trustworthiness of data is very important to establish the finding of the study. A research must be valid and reliable. According to Lincoln and Guba, the researcher will use some components to make the data valid. They are credibility (in preference to internal validity), transferability (in preference to external validity),

⁴¹ Matthew B. Miles and A. Michael Huberman, 1994, *Qualitative Data Analysis*, USA: Sage Publications, p.10.

dependability (in preference to reliability) and confirmability (in preference to objectivity).⁴²

Credibility contributes to a belief in the trustworthiness of data through the following attributes: (1) Triangulation. It is accomplished by asking the same research question of different study participants and by collecting questions. (2) Member checks. It occurs when the researchers' interpretation of that interview data.

Transferability, it means that the result of qualitative research can be generalized or transferred to other contexts or setting. Qualitative perspective transferability is primarily the responsibility of the one doing the generalizing.

Dependability, it means that the researcher is responsible for describing the changes that occur in the setting and how these change effected to the research approached of study.

Confirmability, it means that the result can be confirmed or collaborated by others. confirmability entails full revelation of the data upon which all interpretations are based. It means that the researcher should be able to examine the data to confirm the result or interpretation. The researcher only limits of the technique of establishing the trustworthiness on credibility through source methodological triangulation.

⁴²Andrew K. Shenton, 2004, *Strategies for Ensuring Trustworthiness in Qualitative Research Projects*. UK: IOS Press, p. 64.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

C. The Research Findings

The findings of this research were obtained from the preliminary study, the first cycle and the second cycle.

1. Preliminary Study

Before doing a treatment in the first cycle, the researcher did a preliminary study. It was aimed to know the students' ability and to evaluate the students' improvement in writing descriptive text. In this preliminary study, there were quantitative and qualitative data. The quantitative data were strengthened by the qualitative data.

The quantitative data were obtained from the result of students' score in writing descriptive text. The Minimum Passing Grade (MPG) of English lesson at MTs Cerdas Murni Tembung is 75. The researcher gave a pre-test to 32 students of VIII-1. The total score of the students' pre-test was 1733 and the mean score was 54,15. It shows that the mean score of the students did not fulfill MPG. The percentage of the students' score of the pre-test was 7 students who passed or got the score up to 75 was 21,88%. Then, the percentage of 25 students' score who failed or didn't get the score up 75 was 78,12%.

The qualitative data were taken from the result of teacher's and students' interview. It shows that there were some problems in writing descriptive text. It can be seen from the interview of English teacher about students' ability in writing, as follows: "*Kemampuan menulis siswa masih terbilang rendah, mereka masih sedikit kosa kata dan agak susah dalam menuangkan ide*". It was strengthened by the result

of students' interview as follows: *"Menulis descriptive text itu agak sulit miss, kadang gak tau apa yang mau ditulis, sulit nuangkan idenya dan harus banyak vocabulary juga"*.

Another student said that, *"kalau belajar di kelas, ya.. gurunya menjelaskan, terus kasih tugas dan kadang ada game nya juga.. Tapi kalau disuruh menulis kadang bingung mau nulis apa miss"*. Based on the qualitative data, it shows that students faced difficulties and they were confused in writing descriptive text particularly in figuring ideas out, arranging sentences and mastering vocabulary.

Based on the preliminary study above, it can be concluded that the students' ability in writing descriptive text was low. It can be seen from the quantitative which were obtained from the result of test and the qualitative data which were obtained from the result of teacher's and students' interview. Therefore, the researcher would like to conduct a research about improving students' ability in writing descriptive text. Thus, the researcher continued giving treatment in first cycle.

2. Cycle I

After doing preliminary study, the researcher decided to do the cycle I. in this cycle I, the researcher conducted four steps: planning, action, observation and reflection.

a. Planning

In this step, the researcher prepared all of materials which were needed in learning such as preparing lesson plan (core competency, basic competence, indicators, the objectives of learning, learning method, steps of learning activities, learning sources, media, and assessment), preparing observation sheet and preparing the post test of cycle I.

b. Action

In this step, there were all activities in planning step which were done by researcher. The researcher implemented the action based on the lesson plan which had been made in planning step. In this cycle I, there were some activities that had been done by researcher. They are: the teacher explained the material about descriptive text which consisted of its definition, generic structure, language features and gave an example how to write descriptive text through Five Senses Chart. Then, researcher asked students to make their own descriptive text based on the topic that researcher given by using five senses chart. After finishing, the researcher submitted the students' writing descriptive test.

c. Observation

The observation was conducted to observe the activities of teacher and students in teaching and learning process. It was aimed to find out the information about all activities during the action process. This observation was used as basic data to do reflection.

In this step, the observer observed that the researcher did some activities which deal with implementing the technique in the classroom. It can be showed by the observation sheet such as the researcher explained the generic structure and example of descriptive text, the researcher gave students an object that want to be described, the researcher explained and directed the students to make a chart of five senses technique. Then, the researcher asked students to visualize the object and gave them some minutes to write descriptive text based on their chart of five senses. The researcher saw the students got enthusiast enough in this situation and the students

could follow the researcher's instruction well and they could figuring ideas out so that they could write descriptive text better.

d. Reflection

In this step, the researcher evaluated the teaching and learning process in the end of cycle I. The evaluation was done by collecting data such as observation sheet, the result test of qualitative and quantitative data which were used to make consideration for the next cycle.

The result of the post-test of cycle I, it showed that the total score of the students was 2284 and there were 32 students who took the test. Based on the result of post-test of cycle II, the researcher got the mean of the students' score was 71,37. The percentage of the students' score of the pre-test was 18 students who passed or got the score up to 75 was 56,25%. Then, The percentage of the students' score of the pre-test was 14 students who failed or did not get the score up to 75 was 43,75%.

In this research was used the hypothesis from compilation of pre-test and post test I. It could be seen that the coefficient of t-observed and t-table to $df=N-1=32-1=31$, with fact that $\alpha=0,05$ was 0,339 in the coefficient of t-observed (7,21) > t-table (0,339).

The quantitative data above were strengthened by qualitative data which of obtained from interview and observation sheet. The observation was done to observe how students' behavior and problem in teaching and learning process. Most of students had participated in teaching and learning process. they were able to apply five senses chart which helped them to figure ideas out so that they could arrange and write descriptive text better in this cycle. They were enthusiastic enough about the topic and they were able to work in pair to write descriptive text by using five senses chart. The

activity of students could be seen in observation sheet and documentation were taken by researcher during teaching and learning process in the classroom.

Thus, the researcher stated to continue doing cycle two. Because the researcher believed that the students' ability still could be improved to get the better result.

3. Cycle II

The researcher decided to continue the research in cycle two. In this cycle, the researcher expected that the result of cycle II was better than cycle I. The researcher applied the technique of five senses in cycle II and the researcher could use the information of cycle I to help in considering the better planning in this cycle. The researcher did the same steps as follows:

a. Planning

Based on the reflection in cycle I, the researcher rearranged the plan by preparing the lesson plan, preparing the general explanation briefly of the lesson and preparing the post test of cycle II. In this cycle, the researcher tried to created the active and competitive condition of teaching and learning process. The researcher made ice breaking to make students be enjoyable in the beginning of teaching and learning process.

b. Action

In this step, there were all activities in planning step which were done by researcher. The researcher implemented the action based on the lesson plan which had been made in planning step. In this cycle II, the researcher gave ice breaking to the students in the beginning of teaching and learning process. Then, the researcher explained the material about descriptive text briefly and gave an example how to write

descriptive text through Five Senses Chart. Then, researcher asked students to make their own descriptive text based on the topic that researcher given by using five senses chart. After finishing, the researcher submitted the students' writing descriptive test.

c. Observation

This step was conducted to observe the activities of teacher and students in teaching and learning process. It was aimed to find out the information about all activities during the action process. This observation was used as basic data to do reflection.

In this step, the researcher did some activities which deal with implementing the technique in the classroom. It can be showed by the observation sheet cycle II such as the researcher explained the generic structure and example of descriptive text, the researcher gave students an object that want to be described, the researcher explained and directed the students to make a chart of five senses technique.

Then, the researcher asked students to visualize the object and gave them some minutes to write descriptive text based on their chart of five senses. The researcher saw the students got more enthusiast and enjoyable in the competitive situation that could make the students more active in learning activity and the students could follow the researcher's instruction well and they could figure ideas out.

d. Reflection

In this step, the researcher could reflect the data such as the result of post test cycle II and the quantitative data such as interview students and teacher. They showed that the action given could improve students' writing ability which was better result than the first cycle.

Quantitatively, The result of the post-test of cycle II, it showed that the total score of the students was 2423 and there were 32 students who took the test. Based on the result of post-test of cycle II, the researcher got the mean of the students' score was 75,71. The percentage of the students' score of the post-test was 25 students who passed or got the score up to 75 was 78,13%. Then, The percentage of the students' score of the post-test was 7 students who failed or did not get the score up to 75 was 21,87%.

In this research was used the hypothesis from compilation of pre-test and post test I. It could be seen that the coefficient of t-observed and t-table to $df=N-1= 32-1=31$, with fact that $\alpha=0,05$ was 0,339 in the coefficient of t-observed (11,20) > t-table (0,339).

Table 5. The Percentage of Students who got score up to 75

Competence Test	Percentage
Pre-Test	21,88%
Post-Test I	56,25%
Post-Test II	78,13%

Qualitatively, the activity of students was observed and it showed that most of students were enjoyable in learning descriptive text by using five senses chart. The students were more confident and they listened to teacher's explanation seriously. They were not confused how to figure ideas and how to write descriptive text because they had made five senses chart previously before writing.

Based on the explanation above, The researcher could be concluded that the students' score showed better improvement. Most of students' score increase from the cycle I to the cycle II. It made the researcher stopped the cycle in this research because

the students' ability in writing descriptive text was improved through five senses technique.

D. Discussion

Based on the research finding above, the researcher found that Five Senses Technique had been able to improve students' ability in writing descriptive text at VIII-1 Grade of MTs Cerdas Murni Tembung. \

Based on the result of quantitative data which were obtained from tests in every cycles. It shows that there was score's improvement after giving a treatment in the classroom. The mean of the students' score in the post-test of cycle I was 73,14. Then, the mean of the students' score in the post-test of cycle II was 75,71. It means that there are the number of students' score improved through implementing five senses technique in writing descriptive text and the improvement of post-test of cycle II was higher than the post-test of cycle I.

Based on the result of the qualitative data which were obtained from observation sheet, interview and documentation. It was found that the effectiveness of teaching and learning activities in the classroom was improve in every steps of cycles. It indicated that the implementation of five senses technique could help students in figuring out the ideas to describe something in detail through their own senses so that it could make the self-confident of students grown, more enthusiastic and enjoyable in learning English particularly in writing descriptive text.

This research used the same technique with Carter's research. The most of university students had difficulty beginning the assignments concerning with writing particularly in descriptive text. As what Carter stated in her research that "visualization

based on five senses what we touch, see, smell, hear and taste, can be used as a technique to get ideas down on paper". The result of Carter's research is the five senses technique could improve the university students' ability in writing descriptive text.

Another research which has the same technique is the research of Tamala which entitled *The Effectiveness of Five Senses Technique to Improve Students' Ability in Writing Descriptive Paragraph at Eleventh Grade of MAS Darul-Azhar Kuta Cane in 2015/2016 Academic Year*. The research proved that the technique could be applied in Senior High School and the technique could improve the ability in writing descriptive text of senior high school students.

From the explanation above, it can be stated that the five senses could be used in university and senior high school of students to improve their ability in writing descriptive text. Particularly this research used five senses technique at junior high school of students. There were some data which could be collected and analyzed. The quantitative data which showed the score of students got better from the pre-test to the post-test of cycle II. It can be strengthened by the qualitative data which showed that the students were more enthusiastic in writing descriptive text and the teacher could teach better through applying the technique. Based on the data which had been collected and analyzed, it can be concluded, the result of this research that the implementation of five senses technique can improve the students' ability in writing descriptive text at VIII grade of Junior High School.

CHAPTER V

CONCLUSION AND SUGGESTION

C. Conclusion

Based on the result of the research that was conducted at VIII-1 grade of MTs Cerdas Murni Tembung in 2019/2020 academic year. The researcher did the research in two cycles because the researcher had solved the problems in this research. The students' ability increased in both cycle I and II.

There are some processes in applying five senses technique in the classroom. Particularly in this research, the researcher commanded students to choose one object that wanted to be describe. After choosing the object, the researcher engaged the students' senses through making the chart of five senses technique which were headed by every senses (sight, hearing, sound, touch, smell) to describe the object. The activity involved their senses, so that the students were able to describe the object based on what they see, smell, taste, hear and touch. After giving the treatment and test, there were some improvement of students' ability in quantitative and qualitative data in every cycles.

It showed that visualization and five senses technique were able to engage and improve the students' writing skills, particularly in figuring the ideas out in writing descriptive text. It can be concluded that the hypothesis of this research was accepted because Five Senses Technique could improve the students' ability in writing descriptive text at the eight grade of MTs Cerdas Murni Tembung.

D. Suggestion

The research showed that the implementation of five senses technique had improved students' ability in writing descriptive text at the second grade students of MTs Cerdas Murni Tembung. Therefore, the researcher gave several suggestions for the English teacher, students and other researchers as follow:

1. For the English teachers.

The use of five senses technique can help students to figure out ideas in writing descriptive text. so that the students' ability can improve and they will be confident to write descriptive text that engage their own senses in detail.

2. For the students.

They must improve their ability in writing descriptive text. Because writing is one of skills that must be mastered in learning English.

3. For the other researcher.

This research is useful as information in conducting the deep and further research which is related this research.

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LESSON PLAN
(CYCLE I)

School : MTs Cerdas Murni Tembung
Subject : English
Class : VIII
Topic : Descriptive Text
Time : 4 x 45 Minutes

A. Core Competency:

KI 1: Appreciate and practice the teachings of religion.

KI 2: Appreciate and practice honest behavior, discipline, responsibility, caring (cooperation, tolerance, peace), polite, responsive and pro-active and displayed as part of the solution to various problems in the interaction effectively with the social and natural environment as well as in placing itself as a reflection of the nation in the association world.

KI 3: Understand, implement, analyze the factual knowledge, conceptual, procedural by curiosity about science, technology, art, culture, and humanities with insights into humanity, nation, state, and civilization-related causes of phenomena and events, as well as applying procedural knowledge in the specific field of study according to their talents and interests to solve the problem.

KI 4: Processing, reasoning, and serving in the concrete and the abstract realm that are associated with the development of learned in school independently, and able to use the method according to the rules of science.

B. Basic Competency:

1.1. Appreciate the opportunity to learn the English language as a mean of international communication.

2.1. Demonstrate behavior manners and care in performing the interpersonal communication with teacher and friends.

1.10. Applying the structure of text and linguistic elements to state and ask about description of people accordance with its context.

1.11. Understanding the meaning of descriptive text.

1.12. Writing descriptive text accordance with its social function, generic structure and linguistic elements.

C. Indicators:

(Spiritual Attitude)

1.1.1. Shows follow the spirit of learning

1.1.2. Shows the seriousness of the following study.

(Social Attitude)

2.1.1. Shows polite behavior in interpersonal communication with teachers and friends

2.1.2. Show caring behaviors in interpersonal communication with teachers and friends.

(Knowledge)

1.10.1. Write a descriptive text accordance with its context.

(Application)

1.12.1. Identify the generic structure and linguistic elements in the text.

1.12.2. Write adjective words to describe accurately`

D. Learning Objective

1. Students are able to identify the generic structure of descriptive text.
2. Students are able to identify language feature of descriptive text
3. Students are able to produce a descriptive text well.

E. Material

Descriptive Paragraph is a kind of text which describes something in details in order to enable the readers to see, hear, feel and touch in directly or involve themselves in the event.

Generic Structure:

- Identification : identifies phenomenon that will be described.
- Description : describe about something or someone in detail.

Grammatical Future:

- Using simple present tense -Using action verbs to describe
- Using relational verbs -Using adjectives
- Using adverbs

Topic	Sight	Smell	Taste	Touch	Sound
My Sister	<ul style="list-style-type: none"> - Beautiful - Fat - White skin - Big eyes - Pointed nose 	Flowery perfume	-	Soft hands	Melodious voice

My Sister

I have a sister. Her name is Diayu. She is beautiful girl. She is fat. She has big eyes and pointed nose. She has sweet brown skin. She likes wearing hijab in soft colors in her daily activity. I can guess when she comes near me because she has good smell, it is like flowery perfume. She has soft hands. She likes singing because she has melodious voice. I love my sister.

F. Source/Media

Source : English dictionary, text book.

Media : Whiteboard, Object of the topic that students want to describe.

G. Teaching Method : Lecturing and Discussion.

H. Teaching-Learning Procedure

Meeting I

Pre-Activities:

1. Teacher greets the students.
2. Teacher introduces the topic that will be learned.
3. Teacher motivates the students.

Main Activity :

1. Teacher explains descriptive text and the using of the five senses in writing descriptive text.
2. The teacher gives an object and together with the students identify the object based on what they get from their senses.
3. The teacher puts what they get into a table.

Topic	Sight	Smell	Taste	Touch	Smell

4. The teacher and students write the characteristics of the object into a good descriptive text as an example.

Post- Activities :

1. The teacher includes the material in order to students understand.
2. The teacher closes the meeting.

Meeting II

Pre-Activities :

1. Teacher greets the students.
2. Teacher introduces the topic that will be learned.
3. Teacher motivates the students.

Main Activity :

1. The teacher asks students to visualize an object and take notes in the chart of five senses.
2. The teacher gives students time to write a descriptive text based on the notes
3. The teacher arranges students in pair and asks them to read the text aloud to a partner and to give question or comments on the piece.

Post- Activities :

1. The teacher collects the students' writing.
2. The teacher includes the material in order to students understand.
3. The teacher closes the meeting.

I. Scoring

No.	Element of Writing	Score
1	The content mastery	30%

2	The organization mastery	20%
3	The vocabulary mastery	20%
4	The grammar mastery	25%
5	The mechanic mastery	5%
Total of score		100%

Known by:

Principal

English Teacher

Researcher

Sumarlan, S.Pd

Nurul Huda, S.Pd

Wamro Addina

LESSON PLAN
(CYCLE II)

School : MTs Cerdas Murni Tembung
Subject : English
Class : VIII
Topic : Descriptive Text
Time : 4 x 45 Minutes

A. Core Competency:

KI 1: Appreciate and practice the teachings of religion.

KI 2: Appreciate and practice honest behavior, discipline, responsibility, caring (cooperation, tolerance, peace), polite, responsive and pro-active and displayed as part of the solution to various problems in the interaction effectively with the social and natural environment as well as in placing itself as a reflection of the nation in the association world.

KI 3: Understand, implement, analyze the factual knowledge, conceptual, procedural by curiosity about science, technology, art, culture, and humanities with insights into humanity, nation, state, and civilization-related causes of phenomena and events, as well as applying procedural knowledge in the specific field of study according to their talents and interests to solve the problem.

KI 4: Processing, reasoning, and serving in the concrete and the abstract realm that are associated with the development of learned in school independently, and able to use the method according to the rules of science.

B. Basic Competency:

1.1. Appreciate the opportunity to learn the English language as a mean of international communication.

2.1. Demonstrate behavior manners and care in performing the interpersonal communication with teacher and friends.

1.11. Applying the structure of text and linguistic elements to state and ask about description of people accordance with its context.

1.13. Understanding the meaning of descriptive text.

1.14. Writing descriptive text accordance with its social function, generic structure and linguistic elements.

C.Indicators:

(Spiritual Attitude)

1.1.3. Shows follow the spirit of learning

1.1.4. Shows the seriousness of the following study.

(Social Attitude)

2.1.1. Shows polite behavior in interpersonal communication with teachers and friends

2.1.2. Show caring behaviors in interpersonal communication with teachers and friends.

(Knowledge)

1.11.1. Write a descriptive text accordance with its context.

(Application)

1.14.1. Identify the generic structure and linguistic elements in the text.

1.14.2. Write adjective words to describe accurately`

D. Learning Objective

1. Students are able to identify the generic structure of descriptive text.
2. Students are able to identify language feature of descriptive text
3. Students are able to produce a descriptive text well.

E. Material

Descriptive Paragraph is a kind of text which describes something in details in order to enable the readers to see, hear, feel and touch in directly or involve themselves in the event.

Generic Structure:

Identification : identifies phenomenon that will be described.

Description : describe about something or someone in detail.

Grammatical Future:

- Using simple present tense describe
- Using relational verbs
- Using adverbs
- Using action verbs to describe
- Using adjectives

Topic	Sight	Smell	Taste	Touch	Sound
My Bedroom	<ul style="list-style-type: none"> - Small - Blue wall - Flowers ornament - Many dolls - White curtain - Many pictures 	Orange perfume	-	-	Alarm at 04.00 a.m

My Bedroom

I have a bedroom. It is a small room. It has blue wall and flowers ornament at every sides. On the bed, there are many pink dolls. At right side of the bed, there is a window with beautiful white curtain. At the left side, there are some picture of mine and my beloved family. In my bedroom, I can smell orange perfume and I like it very much. It makes me comfortable to sleep and study. On my desk, there is small cute green alarm which the ringing of it always calls me at 04.00 a.m.

F. Source/Media

Source : English dictionary, text book.

Media : Whiteboard, Object of the topic that students want to describe.

G. Teaching Method : Lecturing and Discussion.

H. Teaching-Learning Procedure

Meeting I

Pre-Activities

1. Teacher greets the students.
2. Teacher introduces the topic that will be learned.
3. Teacher motivates the students.

Main Activity :

1. Teacher explains descriptive text and the using of the five senses in writing descriptive text.
2. The teacher gives an object and together with the students identify the object based on what they get from their senses.
3. The teacher puts what they get into a table.

Topic	Sight	Smell	Taste	Touch	Smell

4. The teacher and students write the characteristics of the object into a good descriptive text as an example.

Post- Activities :

1. The teacher includes the material in order to students understand.
2. The teacher closes the meeting.

Meeting II

Pre-Activities :

1. Teacher greets the students.
2. Teacher introduces the topic that will be learned.
3. Teacher motivates the students.

Main Activity :

1. The teacher asks students to visualize an object and take notes in the chart of five senses.
2. The teacher gives students time to write a descriptive text based on the notes
3. The teacher arranges students in pair and asks them to read the text aloud to a partner and to give question or comments on the piece.

Post- Activities :

1. The teacher collects the students' writing.
2. The teacher includes the material in order to students understand.
3. The teacher closes the meeting.

I. Scoring

No.	Element of Writing	Score
1	The content mastery	30%
2	The organization mastery	20%
3	The vocabulary mastery	20%
4	The grammar mastery	25%
5	The mechanic mastery	5%
Total of score		100%

Known by:

Principal

English Teacher

Researcher

Sumarlan, S.Pd

Nurul Huda S.Pd

Wamro Addina

APPENDIX III**OBSERVATION SHEET****The Observation Sheet of Students' and Teacher's Activity in Cycle I**

Read the following sentences accurately. Put check (√) whether the activity was done and put cross (X) whether the activity was not done by the teacher or students.

NO.	ACTIVITIES	TEACHER	STUDENTS
1	Explains descriptive text, its generic structure and example.	√	
2	Listen to the teacher's explanation about descriptive text enthusiastically.		√
3	Gives students the object that want to describe.	√	
4	Give attention to the object that want to describe.		√
5	Explains and directs students to make a chart of five senses on the board and gives example	√	
6	Gives attention to the teacher and make a chart of five senses.		√
7	Asks students to visualize an object and take notes in the chart of five senses.	√	
8	visualize an object and take notes in the chart of five senses.		√
9	Gives students time to write a descriptive text based on the Chart of Five Senses in their notebooks.	√	
10	Write a descriptive text based on the Chart of Five Senses in their notebooks.		√
11	Arranges students in pair and asks they to read the text aloud to a partner and to give question or comments on the piece	√	
12	Do in pair and read the text aloud to a partner, give question or comment on the piece.		√
13	Asks students to revise based revision on their partner. The final draft of a text can be submitted	√	
14	revise the text based revision on their partner. The final draft of a text can be submitted		√

APPENDIX IV

OBSERVATION SHEET

The Observation Sheet of Students' and Teacher's Activity in Cycle II

Read the following sentences accurately. Put check (√) whether the activity was done and put cross (X) whether the activity was not done by the teacher or students.

NO.	ACTIVITIES	TEACHER	STUDENTS
1	Explains descriptive text, its generic structure and example.	√	
2	Listen to the teacher's explanation about descriptive text enthusiastically.		√
3	Gives students the object that want to describe.	√	
4	Give attention to the object that want to describe.		√
5	Explains and directs students to make a chart of five senses on the board and gives example	√	
6	Gives attention to the teacher and make a chart of five senses.		√
7	Asks students to visualize an object and take notes in the chart of five senses.	√	
8	visualize an object and take notes in the chart of five senses.		√
9	Gives students time to write a descriptive text based on the Chart of Five Senses in their notebooks.	√	
10	Write a descriptive text based on the Chart of Five Senses in their notebooks.		√
11	Arranges students in pair and asks they to read the text aloud to a partner and to give question or comments on the piece	√	
12	Do in pair and read the text aloud to a partner, give question or comment on the piece.		√
13	Asks students to revise based revision on their partner. The final draft of a text can be submitted	√	
14	revise the text based revision on their partner. The final draft of a text can be submitted		√

INTERVIEW SHEET WITH THE STUDENTS (PRE-TEST)

- Researcher : Assalamu'alaikum Warahmatullahi Wabarakatuh
- Students : Wa'alaikumussalam Miss.
- Researcher : Saat belajar bahasa inggris itu pernah gak mengalami kesulitan? Kira-kira kesulitannya apa saja ?
- Student 1 : Kalau kesulitan sih pernah Miss. Salah satunya adalah mengartikan katanya miss.
- Student 2 : Pernah mengalami kesulitan miss, apalagi kalau disuruh buat nyusun kalimat.
- Student 3 : Pernah banget miss
- Researcher : Oke, selanjutnya miss mau tanya, kalian sudah pernah belajar Descriptive Text?
- Student 1 : Pernah Miss
- Student 2 : Iya pernah Miss
- Student 3 : Pernah
- Researcher : Bagaimana sih cara bapak/ibu gurunya mengajarkan writing descriptive text di kelas? Bagaimana sih cara kalian belajarnya?
- Student 1 : Ibu guru ya menjelaskan di papan tulis, dikasih dan dijelaskan ke kami apa descriptive text. terus, kami dikasih tugas buat descriptive text. gitu sih miss.
- Student 2 : setelah ibu guru menjelaskan. Kadang-kadang dikasih tugas miss, ada kuis nya juga miss.
- Student 3 : kalau belajar di kelas, ya gurunya menjelaskan, terus kasih tugas dan kadang ada game nya juga. Tapi kalau disuruh menulis kadang bingung mau nulis apa.

- Researcher : Bagaimana kesan kalian saat belajar writing descriptive text di kelas?
- Student 1 : Kalau ditanya kesan sih miss, suka, tapi agak susah aja kalau dikasih tugas menulis, susah vocabulary nya, bingung kadang mau menuliskan apa miss.
- Student 2 : Lumayan menyenangkan lah miss, tapi memang sewaktu disuruh menulis masih bingung miss.
- Student 3 : Menulis descriptive text itu agak sulit miss, kadang gak tau apa yang mau ditulis, sulit nuangkan idenya dan harus banyak vocabulary juga”.

INTERVIEW SHEET WITH THE STUDENTS (POST-TEST)

- Researcher : Assalamu'alaikum Warahmatullahi Wabarakatuh
- Students : Wa'alaikumussalam...
- Researcher : Bagaimana menurut kamu cara miss dalam mengajarkan *writing descriptive text* di kelas?
- Student 1 : Miss enak menjelaskannya. Biasanya saya bingung kali kalau disuruh menulis bahasa inggris.
- Student 2 : Kalau sama miss di kelas agak mudah jelasinnya.
- Student 3 : Miss menjelaskannya mudah, ada contohnya cara untuk menulis pakai tabel five senses itu miss, terus, miss itu bersemangat jadi kami pun juga semangat.
- Researcher : Bagaimana kesan kamu setelah belajar *Writing Descriptive Text* di kelas Miss?
- Student 1 : Agak lebih mudah menulis miss, baru ini kalau menulis *descriptive text* itu agak lebih terbantu pakai chart five senses. Lebih menyenangkan lah miss.
- Student 2 : Sangat menyenangkan dan sangat mudah mempelajarinya miss.
- Student 3 : Pertama kali belajar menulis agak susah miss, tapi pas sama miss lebih mudah miss.

INTERVIEW SHEET WITH THE TEACHER (PRE-TEST)

Researcher : Assalamu'alaikum Warahmatullahi Wabarakatuh

Teacher : Wa'alaikumussalam Warahmatullahi Wabarakatuh ...

Researcher : Apakah Miss pernah mengajarkan *writing descriptive text* di kelas VIII ?

Teacher : Ya, pernah.

Researcher : Bagaimana cara ibu mengajar menulis *descriptive text* di kelas?

Teacher : ya saya mengajar menerapkan sesuai yang di RPP. Saya menjelaskan *descriptive text* kepada mereka dan juga memberikan latihan untuk menulis *descriptive text*.

Researcher : Dalam proses ibu mengajar siswa/i, kesulitan apa saja yang ibu hadapi?

Teacher : Kemampuan menulis siswa masih terbilang rendah, mereka masih sedikit kosa kata dan agak susah dalam menuangkan ide

INTERVIEW SHEET WITH THE TEACHER (POST-TEST)

Researcher : Assalamu'alaikum Warahmatullahi Wabarakatuh

Teacher : Wa'alaikumussalam Warahmatullahi Wabarakatuh ...

Researcher : Bagaimana pendapat ibu terkait sikap para siswa/i dalam pembelajaran yang saya lakukan di kelas?

Teacher : Menurut saya, sikap mereka antusias ya dalam mengikuti pembelajaran yang kamu berikan, memang kemampuan mereka sebelumnya masih dapat dikatakan rendah dalam menulis bahasa inggris. Biasanya ya, di kelas saya berikan tugas, mereka cukup lama untuk menuliskannya dan tulisan mereka dalam mendeskripsikan itu sangat singkat. Namun, yang saya lihat dalam pembelajaran kamu, mereka cukup tertarik, aktif dan responsif.

Researcher : Bagaimana pendapat ibu terkait *Five Senses Technique* yang telah saya terapkan di kelas dalam mengajarkan *writing descriptive text*?

Teacher : Kalau menurut saya, ternyata five senses technique ini dapat membantu dalam menuangkan ide, mendeskripsikan lebih detail tentang karakteristik suatu objek. Apalagi dengan menggunakan panca indera dalam menemukan karakteristik khas suatu objek. Hal tersebut membantu para siswa/i dalam menulis.

THE INSTRUMENT OF PRE-TEST

Subject : English

Material : Descriptive Text

Class : VII MTs Cerdas Murni Tembung

Instruction :

1. Write your name on the right of your work sheet !
2. Choose one of these several topics: Person/ Place/ Thing/ Food/ Animal !
3. Write a descriptive text !

THE INSTRUMENT OF POST-TEST

Subject : English

Material : Descriptive Text

Class : VIII MTs Cerdas Murni Tembung

Instruction :

1. Write your name on the right of your work sheet !
2. Choose one of these several topics: Person/ Place/ Thing/ Food/ Animal !
3. Write a descriptive text by using the chart of Five Senses !

APPENDIX XI

THE STUDENTS' SCORE BEFORE TREATMENT (PRE-TEST)

No.	Initial of Name	Score	
		Pre-Test	Criteria of Success ≥ 75
1	AS	35	Unsuccess
2	AM	30	Unsuccess
3	AD	40	Unsuccess
4	IA	52	Unsuccess
5	AR	47	Unsuccess
6	DA	48	Unsuccess
7	MK	41	Unsuccess
8	NS	75	Success
9	FF	76	Success
10	NI	60	Unsuccess
11	SA	46	Unsuccess
12	EM	52	Unsuccess
13	SS	63	Unsuccess
14	DP	50	Unsuccess
15	LR	48	Unsuccess
16	MI	69	Unsuccess
17	RA	43	Unsuccess
18	WR	68	Unsuccess
19	HD	42	Unsuccess
20	ZS	75	Success
21	IM	47	Unsuccess
22	SN	63	Unsuccess
23	MT	59	Unsuccess
24	AA	76	Success
25	PR	63	Unsuccess

26	CA	63	Unsuccess
27	HI	77	Success
28	FA	75	Success
29	NA	75	Success
30	QI	59	Unsuccess
31	FL	50	Unsuccess
32	NO	48	Unsuccess
TOTAL		= 1814 M = 56,68	

APPENDIX XII

THE STUDENTS' SCORE IN POST-TEST I

No.	Initial of Name	Score	
		Post-Test I	Criteria of Success ≥ 75
1	AS	75	Success
2	AM	76	Success
3	AD	50	Unsuccess
4	IA	68	Unsuccess
5	AR	60	Unsuccess
6	DA	75	Success
7	MK	76	Success
8	NS	78	Success
9	FF	77	Success
10	NI	75	Success
11	SA	50	Unsuccess
12	EM	70	Unsuccess
13	SS	70	Unsuccess
14	DP	51	Unsuccess
15	LR	60	Unsuccess
16	MI	70	Unsuccess
17	RA	68	Unsuccess
18	WR	70	Unsuccess
19	HD	70	Unsuccess
20	ZS	77	Success
21	IM	70	Unsuccess
22	SN	80	Success
23	MT	76	Success
24	AA	87	Success
25	PR	75	Success

26	CA	89	Success
27	HI	80	Success
28	FA	83	Success
29	NA	76	Success
30	QI	77	Success
31	FL	70	Unsuccess
32	NO	70	Unsuccess
TOTAL		= 2299 M =71,84	

APPENDIX XIII

THE STUDENTS' SCORE IN POST-TEST II

No.	Initial of Name	Score	
		Post-Test II	Criteria of Success ≥ 75
1	AS	80	Success
2	AM	79	Success
3	AD	70	Unsuccess
4	IA	80	Success
5	AR	70	Unsuccess
6	DA	80	Success
7	MK	80	Success
8	NS	80	Success
9	FF	78	Success
10	NI	78	Success
11	SA	70	Unsuccess
12	EM	75	Success
13	SS	80	Success
14	DP	68	Unsuccess
15	LR	67	Unsuccess
16	MI	78	Success
17	RA	73	Unsuccess
18	WR	80	Success
19	HD	80	Success
20	ZS	80	Success
21	IM	72	Unsuccess
22	SN	85	Success
23	MT	80	Success
24	AA	90	Success
25	PR	78	Success

26	CA	90	Success
27	HI	82	Success
28	FA	85	Success
29	NA	78	Success
30	QI	80	Success
31	FL	73	Unsuccess
32	NO	70	Unsuccess
TOTAL		= 2484 M =72,78	

APPENDIX XIV

THE STUDENTS' SCORE IN PRE-TEST, POST-TEST I, POST-TEST II

No.	Initial of Name	Scores		
		Pre-Test	Post-Test I	Post-Test II
1	AS	35	75	80
2	AM	30	76	79
3	AD	40	50	70
4	IA	52	68	80
5	AR	47	60	70
6	DA	48	75	80
7	MK	41	76	80
8	NS	75	78	80
9	FF	76	77	78
10	NI	60	75	78
11	SA	46	50	70
12	EM	52	70	75
13	SS	63	70	80
14	DP	50	51	68
15	LR	48	60	67
16	MI	69	70	78
17	RA	43	68	73
18	WR	68	70	80
19	HD	42	70	80
20	ZS	75	77	80
21	IM	47	70	72
22	SN	63	80	85
23	MT	59	76	80
24	AA	76	87	90
25	PR	63	75	78
26	CA	63	89	90

27	HI	77	80	82
28	FA	75	83	85
29	NA	75	76	78
30	QI	59	77	80
31	FL	50	70	73
32	NO	48	70	70
TOTAL		$\Sigma X = 1814$ M = 56,68	$\Sigma X = 2299$ M = 71,84	$\Sigma X = 2484$ M = 77,78

APPENDIX XV

**THE STATISTICAL ANALYSIS OF THE STUDENTS' SCORE IN PRE-TEST
AND POST-TEST I**

No.	Initial of Name	Pre-Test	Post-Test I	D	D ²
1	AS	35	75	40	1600
2	AM	30	76	46	2116
3	AD	40	50	10	100
4	IA	52	68	16	256
5	AR	47	60	13	169
6	DA	48	75	27	729
7	MK	41	76	35	1225
8	NS	75	78	3	9
9	FF	76	77	1	1
10	NI	60	75	15	225
11	SA	46	50	4	16
12	EM	52	70	18	324
13	SS	63	70	8	64
14	DP	50	51	1	1
15	LR	48	60	12	144
16	MI	69	70	1	1
17	RA	43	68	25	625
18	WR	68	70	2	4
19	HD	42	70	28	784
20	ZS	75	77	2	4
21	IM	47	70	23	529
22	SN	63	80	17	289
23	MT	59	76	17	289
24	AA	76	87	11	121
25	PR	63	75	12	144

26	CA	63	89	26	676
27	HI	77	80	3	9
28	FA	75	83	8	64
29	NA	75	76	1	1
30	QI	59	77	18	324
31	FL	50	70	20	400
32	NO	48	70	22	484
TOTAL				$\sum D = 485$	$\sum D^2 = 11727$

From the last computation has been found that :

$$D = \frac{485}{32} = 15,16$$

$$T = \frac{D}{\frac{D^2 - \frac{D^2}{N}}{N(N-1)}}$$

$$T = \frac{15,16}{\frac{11727 - 7350,78}{992}}$$

$$T = \frac{15,16}{4,411}$$

$$T = \frac{15,16}{2,100}$$

$$= 7,21$$

From the computation above, it could be seen that the coefficient of t-observation = 7,21.

APPENDIX XVI

THE STATISTICAL ANALYSIS OF THE STUDENTS' SCORE IN POST-TEST I AND POST-TEST II

No.	Initial of Name	Post-Test I	Post-Test II	D	D ²
1	AS	75	80	5	25
2	AM	76	79	3	9
3	AD	50	70	20	400
4	IA	68	80	12	144
5	AR	60	70	10	100
6	DA	75	80	5	25
7	MK	76	80	4	16
8	NS	78	80	2	4
9	FF	77	78	1	1
10	NI	75	78	3	9
11	SA	50	70	20	400
12	EM	70	75	5	25
13	SS	70	80	10	100
14	DP	51	68	17	289
15	LR	60	67	7	49
16	MI	70	78	8	64
17	RA	68	73	5	25
18	WR	70	80	10	100
19	HD	70	80	10	100
20	ZS	77	80	3	9
21	IM	70	72	2	4
22	SN	80	85	5	25
23	MT	76	80	4	16
24	AA	87	90	3	9
25	PR	75	78	1	1
26	CA	89	90	1	1

27	HI	80	82	2	4
28	FA	83	85	2	4
29	NA	76	78	2	4
30	QI	77	80	3	9
31	FL	70	73	3	9
32	NO	70	70	0	0
TOTAL				$\Sigma D = 188$	$\Sigma D^2 = 1980$

From the last computation has been found that :

$$D = \frac{188}{32} = 10,53$$

$$T = \frac{D}{\frac{D^2 - \frac{D^2}{N}}{N(N-1)}}$$

$$T = \frac{10,53}{\frac{1980 - 1104,5}{992}}$$

$$T = \frac{10,53}{0,8825}$$

$$T = \frac{10,53}{0,9394}$$

$$= 11,20$$

From the computation above, it could be seen that the coefficient of t-observation = 11,20.

DISTRIBUSI NILAI t_{tabel}

d.f	$t_{0.10}$	$t_{0.05}$	$t_{0.025}$	$t_{0.01}$	$t_{0.005}$	d.f	$t_{0.10}$	$t_{0.05}$	$t_{0.025}$	$t_{0.01}$	$t_{0.005}$
1	3.078	6.314	12.71	31.82	63.66	61	1.296	1.671	2.000	2.390	2.659
2	1.886	2.920	4.303	6.965	9.925	62	1.296	1.671	1.999	2.389	2.659
3	1.638	2.353	3.182	4.541	5.841	63	1.296	1.670	1.999	2.389	2.658
4	1.533	2.132	2.776	3.747	4.604	64	1.296	1.670	1.999	2.388	2.657
5	1.476	2.015	2.571	3.365	4.032	65	1.296	1.670	1.998	2.388	2.657
6	1.440	1.943	2.447	3.143	3.707	66	1.295	1.670	1.998	2.387	2.656
7	1.415	1.895	2.365	2.998	3.499	67	1.295	1.670	1.998	2.387	2.655
8	1.397	1.860	2.306	2.896	3.355	68	1.295	1.670	1.997	2.386	2.655
9	1.383	1.833	2.262	2.821	3.250	69	1.295	1.669	1.997	2.386	2.654
10	1.372	1.812	2.228	2.764	3.169	70	1.295	1.669	1.997	2.385	2.653
11	1.363	1.796	2.201	2.718	3.106	71	1.295	1.669	1.996	2.385	2.653
12	1.356	1.782	2.179	2.681	3.055	72	1.295	1.669	1.996	2.384	2.652
13	1.350	1.771	2.160	2.650	3.012	73	1.295	1.669	1.996	2.384	2.651
14	1.345	1.761	2.145	2.624	2.977	74	1.295	1.668	1.995	2.383	2.651
15	1.341	1.753	2.131	2.602	2.947	75	1.295	1.668	1.995	2.383	2.650
16	1.337	1.746	2.120	2.583	2.921	76	1.294	1.668	1.995	2.382	2.649
17	1.333	1.740	2.110	2.567	2.898	77	1.294	1.668	1.994	2.382	2.649
18	1.330	1.734	2.101	2.552	2.878	78	1.294	1.668	1.994	2.381	2.648
19	1.328	1.729	2.093	2.539	2.861	79	1.294	1.668	1.994	2.381	2.647
20	1.325	1.725	2.086	2.528	2.845	80	1.294	1.667	1.993	2.380	2.647
21	1.323	1.721	2.080	2.518	2.831	81	1.294	1.667	1.993	2.380	2.646
22	1.321	1.717	2.074	2.508	2.819	82	1.294	1.667	1.993	2.379	2.645
23	1.319	1.714	2.069	2.500	2.807	83	1.294	1.667	1.992	2.379	2.645
24	1.318	1.711	2.064	2.492	2.797	84	1.294	1.667	1.992	2.378	2.644
25	1.316	1.708	2.060	2.485	2.787	85	1.294	1.666	1.992	2.378	2.643
26	1.315	1.706	2.056	2.479	2.779	86	1.293	1.666	1.991	2.377	2.643
27	1.314	1.703	2.052	2.473	2.771	87	1.293	1.666	1.991	2.377	2.642
28	1.313	1.701	2.048	2.467	2.763	88	1.293	1.666	1.991	2.376	2.641
29	1.311	1.699	2.045	2.462	2.756	89	1.293	1.666	1.990	2.376	2.641
30	1.310	1.697	2.042	2.457	2.750	90	1.293	1.666	1.990	2.375	2.640
31	1.309	1.696	2.040	2.453	2.744	91	1.293	1.665	1.990	2.374	2.639
32	1.309	1.694	2.037	2.449	2.738	92	1.293	1.665	1.989	2.374	2.639
33	1.308	1.692	2.035	2.445	2.733	93	1.293	1.665	1.989	2.373	2.638
34	1.307	1.691	2.032	2.441	2.728	94	1.293	1.665	1.989	2.373	2.637
35	1.306	1.690	2.030	2.438	2.724	95	1.293	1.665	1.988	2.372	2.637
36	1.306	1.688	2.028	2.434	2.719	96	1.292	1.664	1.988	2.372	2.636
37	1.305	1.687	2.026	2.431	2.715	97	1.292	1.664	1.988	2.371	2.635
38	1.304	1.686	2.024	2.429	2.712	98	1.292	1.664	1.987	2.371	2.635
39	1.304	1.685	2.023	2.426	2.708	99	1.292	1.664	1.987	2.370	2.634
40	1.303	1.684	2.021	2.423	2.704	100	1.292	1.664	1.987	2.370	2.633
41	1.303	1.683	2.020	2.421	2.701	101	1.292	1.663	1.986	2.369	2.633
42	1.302	1.682	2.018	2.418	2.698	102	1.292	1.663	1.986	2.369	2.632
43	1.302	1.681	2.017	2.416	2.695	103	1.292	1.663	1.986	2.368	2.631
44	1.301	1.680	2.015	2.414	2.692	104	1.292	1.663	1.985	2.368	2.631
45	1.301	1.679	2.014	2.412	2.690	105	1.292	1.663	1.985	2.367	2.630

APPENDIX XVIII

DOCUMENTATION



Giving the pre-test



Applying the Five Senses technique (Cycle 1)



Giving exercises (Cycle 1)



Post Test Cycle I



The process of Cycle II



Giving post-test Cycle II