



**IMPROVING THE STUDENTS' ACHIEVEMENT IN WRITING
DESCRIPTIVE TEXT THROUGH PLACE MAT TECHNIQUE
AT MTs Al- WASHLIYAH SENAYAN KEC. SEI RAMPAH**

A SKRIPSI

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

By

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**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYA AND TEACHERS' TRAINING
STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA
MEDAN
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Medan, 11 Juli 2019

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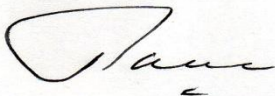
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Dengan ini kami menilai skripsi tersebut disetujui untuk diajukan dalam siding munaqasyah skripsi pada Fakultas Tarbiyah dan Keguruan UIN Sumatera Utara.

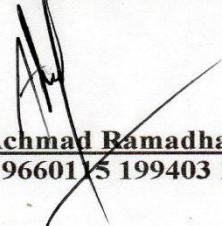
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Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri, kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sebelumnya.

Apabila dikemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka gelar dan ijazah yang diberikan Universitas batal saya terima.

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ABSTRACT

Hanum Relatri Periza. 34154131. Improving the Students' Achievement in Writing Descriptive Text through Place Mat Technique at MTs. Al-Washliyah Senayan Kec. Sei Rampah. Skripsi. Faculty of Tarbiyah and Teachers Training. State Islamic University of North Sumatera Medan. 2019.

This study was conducted to improve the students' achievement in writing descriptive text through Place Mat technique. The subjects of this study were 32 students and collaborator at the VII Grade of MTs Al-Washliyah Senayan Kec. Sei Rampah in the academic year 2018/2019. This researcher applied by using classroom action research. The technique of analyzing data of this study was applied by using Burns (assembling data, coding data, comparing data, building interpretation, reporting outcomes). The qualitative data were taken from interview, diary notes, observation sheet, and documentation. The quantitative data were taken from the test. The result of the analysis showed that mean of the pre -test was 62.37. Where, 7 students passed criteria score was only 21,88%, and 26 students failed criteria score was 78.12%,. The mean of cycle I was 71.15. Where 12 students passed criteria score was only 37.5%, and 20 students failed criteria score was 62.5%. The mean of the cycle II was 80.46. Where 28 students passed criteria score was 87.5%, and 4 students failed criteria score was only 12.5%. It indicated that the implementation of Place Mat technique can improve the students' achievement in writing descriptive text. It's strengthened by the result of observation showed that most of the students in teaching learning process were active and serious in joining the lesson. They are active in discussing and understanding of the text.

Key word: *Achievement in writing descriptive text and Place Mat Technique.*

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The writing of this thesis entitled "Improving the Students' Achievement in Writing Descriptive Text through Place Mat Technique at the Seventh Grade of MTs. Al-Washliyah Senayan Kec. Sei Rampah. This thesis is written to fulfill one of the requirements for the *Degree of SarjanaPendidikan* at the Department of English Education, Faculty of Tarbiyah and Teachers' Training, State Islamic University of North Sumatera.

In the process of finishing this thesis actually a miracle for me since it was firstly regarded as a task would be very hard to do. However, it has now been denied since this thesis has finally been written. Then, I would like to thank Allah Swt for The Blessing given to me so that the writing of this thesis has been finished without any meaningful problem. Additionally, the writer is grateful to the following for their supports and helps. Therefore, the writer would like to thank for:

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The writer realizes this thesis still has some weakness and mistakes. Therefore, the writer would like to accept any constructive suggestion to make this thesis be better.

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TABLE OF CONTENT

Page

TABLE OF CONTENT.....	i
-----------------------	---

CHAPTER I INTRODUCTION

A. Background of the Study.....	1
B. Identification of the Problem.....	4
C. Limitation of the Problem.....	4
D. The Research Problem.....	4
E. The Objective of the Study.....	4
F. Significance of the Study.....	5

CHAPTER II LITERATURE REVIEW

A. Theoretical Framework.....	6
1. Achievement in Writing Descriptive Text.....	6
a. Achievement.....	6
b. Writing.....	9
c. Descriptive Text.....	14
2. Place Mat Technique.....	17
a. Definition.....	17
b. Procedure of Place Mat Technique.....	18
c. The Advantages and Disadvantages of Place Mat Technique.....	19
B. Related Study.....	20
C. Conceptual Framework.....	23
D. Actional Hypothesis.....	24

CHAPTER III RESEARCH METHODOLOGY

A. Research Setting.....	25
B. Data and Data Source.....	25
C. Research Method.....	26
D. Technique of Collecting Data.....	29

E. Technique of Analyzing Data.....	33
F. Trustworthiness.....	34
CHAPTER IV FINDING AND DISCUSSION	
A. Research Finding.....	37
1. Preliminary Study.....	37
2. Cycle I.....	38
3. Cycle II.....	43
B. Discussion.....	47
CHAPTER V CONCLUSION AND SUGGESTION	
A. Conclusion.....	49
B. Suggestion.....	50
REFERENCES.....	51
APPENDICES.....	54

LIST OF APPENDICES

- I. Lesson Plan Cycle I
- II. Lesson Plan Cycle II
- III. Test Sheet I Pre-Test
- IV. Test Sheet II Post Test of Cycle I
- V. Test Sheet III Post Test of Cycle II
- VI. Interview Sheet Preliminary Study (Cycle I)
- VII. Interview sheet in Cycle II
- VIII. Interview sheet students cycle I
- IX. Interview Students cycle II
- X. Observation sheet teacher cycle I
- XI. Observation sheet students activity cycle I
- XII. Observation sheet teacher cycle II
- XIII. Observation sheet students activity cycle II
- XIV. The students' score in Pre-Test
- XV. The students' score in Post-Test I
- XVI. The students' score in Post-Test II
- XVII. The analysis of Pre-test, Post-test I and Post-test II
- XVIII. The analysis of T-test
- XIX. Documentation
- XX. Research and observation paper from campus
- XXI. Research and observation paper from school

LIST OF FIGURES

3.1 Action Research Model by Kemmis and Mc. Taggart.....	27
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LIST OF TABLES

3.1 The procedure of place mat technique.....	25
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CHAPTER I

INTRODUCTION

A. Background of the Study

The objective of teaching writing English for Junior High School based on curriculum of 2013 is expected to develop the students' potential to have communicative competence in personal, transactional, and functional texts using a variety of written English text. Based on this syllabus especially in writing a descriptive text, the students are expected to be able to construct a simple descriptive text in written form about people, place and popular building with regard to proper and appropriate context in terms of social function, generic structure and language features.

In reality, most of students get difficulties when they are asked to write English text. Based on the English teacher's information at MTs Al- Washliyah Senayan Sei Rampah, the Seventh Grade students' in achievement of writing descriptive text is still low. Most of them had low abilities in expressing their ideas through writing. It is proven by their achievement in writing test that collected by an English teacher. In which only 7 of 32 students passed the standard minimum score (75) from their score transcript.

Moreover, the researcher also found some problems that were faced by the students from her teaching practice program. First, the students can not develop their ideas, it means that the students still confused how to start to write, how to express their ideas in writing form and how to develop their ideas.

Second, the students were lack of motivation to learn writing since they perceived that writing is difficult to master. Third, the students have some difficulties in writing because they were lack of vocabularies, so they did not know words to write while they were writing. Fourth, the English teacher did not implement collaborative learning strategy in teaching writing.

To overcome the problems faced by the students, an effective and efficient solution was definitely needed. The researcher believes that using a technique during teaching process will help the students to solve their problems. According to Fattah, applying an appropriate technique in classroom practice is crucial to get student's active participation and to achieve learning goals.¹ For this reason, English teacher should apply appropriate and interesting ways for teaching.

According to Mandal, teaching writing will be more effective by using co-operative learning strategies. It is more effective to teach students writing skill.² In addition, according to Harmer, in language classes writing skill should be taught in cooperative activities when students can work together in small group.³

Therefore, the researcher found one of the cooperative learning strategies which is suitable to be applied for teaching writing skills to achieve student's writing that is Place Mat Technique. The reason of researcher using that technique because within Place Mat Technique the students collaborates working together to give a chance for them to express their ideas and a confidence to write English

¹Fattah.N , (2006), *Landasan Manajemen Pendidikan*, Bandung: Remaja Rosdakarya, p. 5.

²Mandal.R , (2012) *Cooperative Learning Strategies to Enhance writing skill*, accessed Jan 10, 2019 from <http://www.jnjal.org/journal/coop.pdf>.P. 96.

³ Harmer J, (2002), *The Practice of ELT*, London: Longman, p. 260.

text well. Place Mat Technique is a collaborative form of working together to which allows students to think about record, and share their ideas in group. It is involves group of students working both together around a single piece of paper then discussing it together to reach a consensus.⁴

Based on the background above, the researcher was conducted a research to see how place mat technique can improve students' achievement at writing descriptive text. It is will be hoped that using Place Mat Technique will be helpful for students to solve their problem in writing descriptive text. In conclusion, the research is entitled "*Improving the Students' Achievement in Writing Descriptive Text through Place Mat Technique for the Seventh Grade of MTs Al- Washliyah Senayan Sei Rampah*".

B. Identification of the Problem

Based on the background of study, there are many factors that can cause the low level of the students' writing ability, they are motivation, students' interest, students' learning style, teachers' quality, learning strategy used by the teacher, and learning media used by the teacher.

From the explanation above, many problems can be identified that can influence the students' writing ability. Therefore, it needs to do the limitation of problem in order to do the research well.

⁴Bennet B and Rolheiser, (2001), *Beyond Monet: The Artful Science of Instruction Integration*, Toronto: Bookation, p. 6.

C. Limitation of the Problem

Based on the identification of problems above, the researcher limits this study is focused on using Place Mat Technique to improve the students' achievement in writing descriptive text.

D. The Research Problem

Based on the identification of problem, the research question of this study is formulated as follows: "*How can Place Mat Technique improve the students' achievement in writing descriptive text?*"

E. The Objective of the Study

In relation to the problem, the objective of this study is to know how Place Mat Technique can improve the students' achievement in writing descriptive text.

F. The Significance of the Study

1. Practical Significance

a. For Students

The result of this study can be useful to motivate students to write by applying the technique and encourage students to realize that writing is fun to learn.

b. For Teachers

The result of this study can be useful to motivate English teacher to teach writing by implement a new technique which is interesting for students.

c. For School

The result of this study can be useful to improve schools' quality in education especially in teaching and learning English.

d. For the Principal

The result of this research has a contribution to improve teachers' competence in teaching English.

2. Theoretical Significance

For other researchers, this study can be useful to give more information about this research and can be used for better research.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

In conducting research, theories are needed to explain some concepts applied in research. The term must be clarified to avoid confusion between the writer and the readers.

1. Achievement in Writing Descriptive Text

a. Achievement

Achievement comes from the Dutch language, which means the results of the business. Achievement is obtained from the effort that has been done. From the understanding that achievement, the sense of self achievement is the result of effort a person. Achievement can be achieved by relying on intellectual ability, emotional, and spiritual, as well as resilience in facing situations all aspects of life. Characters achievers is to love the work, initiative and creative, never give up, as well as stints in earnest.⁵ It means that achievement is the effort of someone to get best result in all aspect of life.

According to Hornby, achievement is thing done successfully, especially with effort and skill. The word ‘achievement’ derived from averb ‘achieve’ which means finish successfully especially for something to get the result.⁶

⁵<https://id.wikipedia.org/wiki/Prestasi>, Accessed on 6th February 2019.

⁶Hornby, AS (1995), *Oxford Advanced Learner's Dictionary of Current English*, Walton Street: Oxford University, p. 10.

It can be concluded that the students' achievement means that the students learn successfully to improve their knowledge with their effort and skill.

According Taxonomy bloom there are three aspects of learning achievement such as cognitive, affective, and psychomotor. Cognitive consist of knowledge, understanding, application, analysis synthetic and evaluation.⁷ Affective includes feeling and emotional aspects. These two aspects influence the students what to do something. Psychomotor related to the student's response to the lesson that the teacher gives. It means that achievement of learning consists of three aspects namely cognitive, affective, and psychomotor.

Based on the explanations above, it can be concluded that the students' achievement is the effort of the students to learn successfully in order to improve their knowledge, skill or knowledge including cognitive, affective and psychomotor aspects.

A human being according to Al-Qur'an has the abilities to achieve and develop the knowledge with Allah's permit. Therefore, many verses of Al-Qur'an order human to achieve the knowledge in many different ways. Achievement concerns with what someone has actually learn whereas aptitude is the potential for learning something. It means that, achievement is a success in reaching particular goal especially by effort, skill, courage and so on. Allah Swt said in Al-Qur'an Al- Baqarah verse : 31-33:

⁷<http://www.nova.edu/hpdtesting/ctl/forms/bloomtaxonomy.pdf>, accessed Feb 06th, 2019



The meaning: 31. And He taught Adam the names of all things; then He placed them before the angels, and said: "Tell me the names of these if ye are right." 32. They said: "Glory to Thee, of knowledge We have none, save what Thou Hast taught us: In truth it is Thou Who art perfect in knowledge and wisdom." 33. He said: "O Adam! Tell them their names." When he had told them, Allah said: "Did I not tell you that I know the secrets of heaven and earth, and I know what ye reveal and what ye conceal?" (Q.S.Al- Baqarah 31-33).⁸

From the verse can be concluded that Allah informs that human awarded by Allah the potential to know the name or function and characteristics of objects, human also awarded the potential for language teaching. For that the human

⁸ Abdullah Yusuf Ali, (2006), *The Holy Qur'an; Text, Translation , English Translation with Commentary & Notes*, New Delhi (India); Kitab Bhavan, p.3

need to process to acquire the knowledge, in order to get the best result and the best achievement. Allah Swt also said on verse Az- Zumar: 9

{ أَمْ مَنْ هُوَ قَانِتٌ آنَاءَ اللَّيْلِ سَاجِدًا وَقَائِمًا يَحْذَرُ الْآخِرَةَ وَيَرْجُو رَحْمَةً
رَبِّهِ قُلْ هَلْ يَسْتَوِي الَّذِينَ يَعْلَمُونَ وَالَّذِينَ لَا يَعْلَمُونَ إِنَّمَا يَتَذَكَّرُ أُولَؤُا
الْأَلْبَابِ (9) }

The meaning: Is one who worships devoutly during the hour of the night prostrating himself or standing [in adoration], who takes heed of the Hereafter, and who places his hope in the Mercy of his Lord - [like one who does not]? Say: "Are those equal, those who know and those who do not know? It is those who are endued with understanding that receive admonition. (Q.S Az-Zumar:9)⁹

From this verse above, Allah Swt indicates the superiority of science rather than wealth, because people who have enough knowledge to know the benefit of wealth and those who are not knowledgeable not know the benefit of science. Every human being is born with the intelligence of each, so that the results achieved as the performance was different in the learning process. The learning achievement is the results achieved were a man after he made a change to learn both at school and outside of school.

b. Writing

In the holy of Al-Qur'an, writing also important skill that we should be learned and there us verse that the existence of writing that be stated in Al-Qur'an that is Surah Al- Qalam: 1

ن وَالْقَلَمِ وَمَا يَسْطُرُونَ

⁹ Abdullah Yusuf Ali, (2006), *The Holy Qur'an; Text, Translation , English Translation with Commentary & Notes*, New Delhi (India); Kitab Bhavan, p. 235.

1. Nun, demi kalam dan apa yang mereka tulis,

Meaning: “Nun. By the Pen and the (Record) which (men) write” (Q.S. Al-Qalam: 1)¹⁰

Based on the verse, Allah explains that he taught man with a pen (Qalam). Whereas with a pen, everybody can write and transfer their knowledge to other people. By creating a writing, pen is a tool to convey the ideas. It shows that the tool of writing and writing itself have important role in our life. We can generate and explore our ideas on our mind became a something new in written form.

In learning English, there are four skills that should be mastered; those are listening, speaking, reading, and writing. Among the four skills, writing is the most difficult skill to be learnt. According to Richards and. Renandya, writing is the most difficult skill for second language learners to master.¹¹ The difficulty is not only in generating and organizing ideas, but also in translating idea into readable text. It means that writing is one of skills in English that difficult in learning English.

There are many different definitions about writing given by experts from many resources. According to Axelrod and Cooper, writing is a complex process and as such contains element of mystery and surprise. But we know and believe

¹⁰ Ibid p. 292

¹¹ Jack C. Richards and Willy A. Renandya, (2002), *Methodology in Language Teaching: An Anthology of Current Practice*, Cambridge University Press, p. 303.

that writing is a skill that anyone can learn to manage.¹² It means that writing is the skill with a complex process contains of mystery and surprise.

According to Murcia, writing is the ability to express one's ideas in written form is a second or foreign language.¹³ It means that writing is an activity to express our ideas in written form.

On the other side, according to Barnet and Stubb, writing as a physical act, it requires material and energy. Like most physical acts, to be performed fully, to bring pleasure, to both performer and audience, it requires practice.¹⁴ It means that writing as an act that should be performed fully to bring pleasure between the performer and the audience.

Based on the statement above, it can be concluded that writing can be distinguished from other skills as the most difficult one. It is a way of remembering and a way of thinking. Because of that, writing is not easy. It needs a hard work. In writing we have to produce words to express our ideas in written form.

The process of writing based on Harmer writing process is the stages that a writer goes through in order to produce something (a written text) before to be a

¹² Rise B. Axelrod and Charles R. Chooper, (1985), *The St. Martin's Guide to Writing*, New York: St Martin's Press, Inc, p.3.

¹³ Marianne C. Murcia, (1991) *Teaching English as a Second or Foreign Language*, Boston: Heinle Publishers, p. 233

¹⁴ Barnet and Stubb, (1983), *Practical Guide to Writing*, Canada: Brown Company, 4th edition, p.3

final draft. There are four processes of writing namely: planning, drafting, editing, final version.¹⁵

Planning is the stage when writers must think about three main issues. Those are the purpose, the audience (the reader), and the content structure. The purpose of writing will influence not only the type of text which writers want to produce, the language which writers use, but also the information which writers choose to include. Secondly, the writer must think of the audience. The audience will influence not only the shape of the writing (how it is laid out or how the paragraph is structured) but also the choice of language (formal or informal language). Thirdly, writers have to consider the content structure of the piece. It means that writers have to consider how best to sequence the fact, ideas, or arguments in their writing.

Drafting is primarily a stage of discovery and exploration. After you have finished in planning, you can continue to the next step (drafting). The first draft on your paragraph, the students have to use the ideas from planning as a guide. As you write, remember to: a) begin with a topic sentence that states the main ideas, include several sentences that support the main idea. b) Stick the topic does not include information that does not directly support the main idea. c) Arrange the sentences so that the other ideas make sense. d) Use signal words to help the reader understand how the ideas in your paragraph are connected.

Editing is the process of selecting and preparing written. It is almost impossible to write a perfect paragraph on the first draft. Perhaps the order of

¹⁵Jeremy Harmer, (2001) *How to Teach Writing*, England: Pearson Education Limited, p. 4-5

information is not clear or the discourse marker is wrong. The way to revise and improve the first draft is called editing. Writers edit their own or their peers work for grammar, spelling, punctuation, diction, sentence structure, and accuracy of supportive textual material such as quotations, examples and the like. In this case, the writer can consider some steps for editing, those are follows:¹⁶ a) Add new ideas to support the topic. b) Cross out sentences that do not support the topic. d) Change the order of the sentences. e) Using the following checklist to revise your paragraph.

Final Version have produced the final version from their writing result. They can submit their writing result to their teacher. The students might decide to represent these stages in the following way.

Based on the statement above, it can be concluded that in writing process to produce a written text, there are four steps should be apply in writing namely planning, drafting, editing or revising and final version.

According to Blanchard and Root there are at least three steps involved in a writing process namely: 1) prewriting: thinking about your topic and organizing your ideas. 2) Writing: using your ideas to write a first draft. 3) Revising: improving what you have written.¹⁷ It can be concluded that there are three steps in writing namely prewriting, writing and revising.

According to Rumisek and Zemach, writing process goes through several steps to produce a good written product. There are some sub-activities to be taken in producing the text. It is more than just putting words together to make

¹⁶Karen Blanchard and Christine Root, *Ready to Write*, p.44.

¹⁷ Karen Blanchard and Christine Root (2003), *Ready to Write a First Composition Text* (3rd edition), New York: Pearson Education. Inc. P.43

sentences. The writer should undergo several steps to make sure that what has been written follows the right development of writing process.¹⁸ It means that in writing process there are several steps that the writer should undergo to produce a good written.

Based on the statements above, it can be concluded that writing is a process in expressing an idea or opinion in written form by preparing and determining the subject, then making drafts, and revising or post-writing. There are some steps in writing process that can be done recursively namely: planning, drafting, editing, final version.

c. Descriptive Text

Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.¹⁹ In other words, descriptive is a text that describes the features of someone, something or place based on the real condition of them.

According to Oshima and Hogue, descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and/ or sounds.²⁰ It means that a description is like a “word picture” when the reader can imagine the object, place, or person in his or her mind.

¹⁸D.E Zemach and Rurnisek, L.A (2005).*Academic Writing from Paragraph to Essay*.Mac.Millan: Cambridge University Press. P.3

¹⁹<http://descriptivetext83.blogspot.com/2009/08/what-is-descriptive-text-part-1.htm>
accessed on 6 February, 2019

²⁰ A. Oshima and A. Hogue, (1997), *Introduction to Academic Writing* (2nd edition). New York: AddisonWesley Longman. Inc. P.2

According to Clouse, when you write subjective description, your goal is to create vivid mental images that using concrete sensory detail which consist of specific word that appeal to the sense (sight, sound, taste, smell, touch).²¹ It means that the goal of writing description is to produce a written using concrete sensory that appeal to the sense.

According to Priyana, descriptive text is about characteristics which focused on the characteristic features of particular subject, such as book, animal, and etc.²² It means that when we describe about something, we can describe it how does its physical, its form, and other information about it.

Based on the statements above, it can be concluded that descriptive text is a text that describes a particular person, place or event. In descriptive text, students can describe something (people, thing, place) and also can express their emotion.

The generic structures of descriptive text according to Gerot and Wignell quoted by Siti and Dasep that schematic structure of descriptive text divided into two parts; identification and description²³. Identification which identifies phenomenon that will be describe. Such as, the name of person, the name of place and etc. In this point, the writer identifies the thing/ person described. Description

²¹ Clouse and Barbara Fine (2008), *The Student Writer* (7th edition), New York: Mc. Graw Hill. P. 154

²² JokoPriyana (2008) *Scalffholding English for Junior High School Grade : VIII* PusatPerbukuan Department Pendidikan Nasional. P. 8.

²³ Siti Maisitoh & Dasep Suprijadi, "Improving Students' Ability in Writing Descriptivetext Using Genre Based Approach" *Interfnational Journal of English Language Teaching*. Vol.3No. 1, April 2015.p. 4.

is the part of the paragraph that describes parts, qualities, and characteristics in detail. The other word, it is about specific information of the topic.

Based on the statement above, it can be concluded that the generic structure of descriptive text consist of two part there are identification and description. In identification we identify the phenomenon to be described, in description we describe feature in order of importance.

Besides the generic structure, descriptive text has language feature that used are: Firstly, has certain noun/clear noun, for example: my car, my new house, etc. Secondly, the describing subject is unique and when describing is sticks the difference or uniqueness out of the others, for example: my dog doesn't like bones. Then using simple present, for example: I live in a simple house; the house is very beautiful; it has a wonderful park. Next is detailed noun phrase; to inform about the subject, for example: I have a white skinned girl friend, etc.

Then using some kinds of adjectives that have describing, numbering, and classifying something, for example: two strong legs. Then use thinking verbs and feeling verbs. Using Action verbs, for example: my cat eats mouse; etc. The last is figurative language; like simile or metaphor. For example: John is white as chalk; her hair is black as ebony.²⁴

Based on the statements above, it can be concluded that in descriptive text consist of generic structure and language features. Generic structure divided into two parts there are identification and description. Language features consists of

²⁴ Allexande rmongot Jaya, et. al.,(2008),*English Revolution*, Jepara: Mawas Press, 3th Ed., P. 14

tense (present tense), adjective, noun phrase and figurative language like metaphor.

2. Place Mat Technique

a. Definition

Place Mat Technique was firstly introduced by Spencer Kagan in 1994. He defined place mat technique as a team building activity which allows group members to become familiar with each other.

Place Mat can hold students individually accountable for generating their own response by doing Place Mat.²⁵ It means that Place Mat is a technique to allow students to generate response

According to Alberta, Place Mat Technique is a kind of co-operative learning method which allows students to work together both alone and together in a group around a single place mat paper to reach a consensus or group idea.²⁶ It means that Place Mat as a technique with work together to get the group's ideas.

According to Bennet and Rolheiser, the Place Mat Technique is a collaborative learning technique that combines writing and dialogue to create

²⁵ Spencer Kagan (1994). *Kagan Cooperative Learning*. San Clemente: CA : Kagan Publishing, p. 126-127.

²⁶ Alberta Education (2008), *FSL Guide to Implementation Grade 10 to Grade 12*, Canada: Alberta Education Inc, p. 10

accountability and participants from all students in group.²⁷ It means that place mat is technique that create students' participant in learning by group.

Based on the statement above, it can be concluded that Place Mat Technique is a technique to create participants of students to get their ideas individually and share it with all members by team building activity or group work together.

b. Procedure of Place Mat Technique.

The procedure of Place Mat Technique can be seen in the following table²⁸:

Teacher Activity	Students Activity
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²⁷ Bennet, Barrie and Rolheiser, Carol. (2001). *Beyond Monet: The Artful Science of Instructional Integeration*. Toronto, On: Bookation. P. 172

²⁸ Ibid. P.173

<p>Prewriting</p> <ol style="list-style-type: none"> 1) Teacher divides students into some groups (some group consist of four students). 2) Teacher distributes place mat paper to each group (one group gets one place mat paper). 3) Teacher asks students to divide place mat paper into several section equal based on the number of members in group. 4) Teacher asks students to leaving a circle or square in the middle or centre of the place mat paper to write their group ideas. 5) Teacher decides the topic that will be discussed by students. 	<p>Prewriting</p> <ol style="list-style-type: none"> 1) Students listen to the explanation of the English teacher and sit in the group. 2) Students get the place mat paper. 3) Students divide the place mat paper into several section based on members of their group. 4) Students leaving a circle or square in the middle of their place mat paper to write their common ideas. 5) Students get the topic that will be discussed.
<p>Whilst writing</p> <ol style="list-style-type: none"> 1) Teacher directs each group to think about the topic. 2) Teacher asks them to write silently about the topic in their personal area of place 	<p>Whilst writing</p> <ol style="list-style-type: none"> 1) Students discuss the topic with their group. 2) Each of students in group works individually first, after that they write silently about

<p>mat paper.</p> <p>3) Teacher asks students to discuss their personal ideas with the other members of their group in turn to reach a consensus or group ideas. After that they write their group ideas in the middle of place mat paper based on the topic.</p> <p>4) Teacher gives the students predetermined amount time to think about.</p>	<p>their topic in their personal area of place mat paper.</p> <p>3) Students discuss their personal ideas with the members of their group to reach their group ideas, after that they write their ideas in the middle of place mat paper based on the topic.</p>
<p>Post-writing</p> <p>1) Teacher gives a signal to students in each group to discuss about their ideas and experiences.</p> <p>2) Teacher asks them to share their place mat paper to the</p>	<p>Post-writing</p> <p>1) Students discuss with their group about their ideas and experiences.</p> <p>2) Students share their place mat paper to the other groups.</p> <p>3) Students explain their place</p>
<p>3) other groups.</p> <p>4) Teacher calls one group to explain their place mat paper in front of the class.</p>	<p>4) mat paper in front of the class</p>

c. The Advantages and Disadvantages of Place Mat Technique

There are some advantages of Place Mat Technique, namely: 1) When students have appropriate “think time” the quality of students’ response improves. 2) Students are actively engaged in the thinking, and independent thinking is encouraged. 3) More critical thinking is retained from a lesson in which students

have had an opportunity to discuss and reflect the topic. 4) Many students find it safer or easier to enter into a discussion with a smaller group. 5) It is important for students to learn how to build on the ideas of other, combine common thoughts write them down as a group.²⁹

There are some disadvantages of Place Mat Technique namely: Place Mat Technique also with downsides. When the teacher busy coaching and monitoring on group, the others groups which had finished their discussion had nothing else to do and hence talked about other things because their sit in group. The next is the students will definitely start chatting or talking in their group which might then be a waste of valuable classroom time.

B. Related Study

1. Siahaan³⁰ conducted a research entitled” *Improving Student’s Achievement in Writing Descriptive Text through Place Mat Technique at Yayasan Perguruan Teladan*”. Faculty of Language and Arts, State University of Medan. The objective of this study was to finding out whether the application of place mat technique can improve students’ achievement in writing descriptive text. In this research the subject of the research was VIII-2 students of SMP Swasta Teladan which consist of 28 students. The research was conducted in two cycles and each cycles consist of three meetings. It was found that the mean of the students’ scores in every test was improved. In the first test, the mean was 52,39 and in second test, it was 70,50 and in the last one, the mean was 77.46. The total percentage to

²⁹ Ibid, p. 7

³⁰EuniekeSiahaan (2012), *Improving Student’s Achievement in Writing Descriptive Text through Place Mat Technique at YayasanPerguruanTeladan*

the improvement from the first test to the third test was 82.14 %. Based on the diary notes, observation sheet, and questioner, it was found that the teaching learning activities ran well. Students were active and interested in writing. The conclusion is that Place Mat Technique gives contribution to improve students' achievement in writing descriptive text.

2. Muliawati³¹ conducted a research entitled “*Using the Place Mat Technique to Improve Writing Skill*” University of Syiah Kuala, Banda Aceh. This research was to find out whether teaching descriptive writing by using the place mat technique would be effective to improve the writing skills of students and to find out their responses to the implementation of this technique. The sample for this research was 56 students from the first grade at SMAN 4 Banda Aceh in the academic year 2014/2015. A true experimental design was used in this research in which two classes were selected at random, one to be the experimental class, and the other the control class. The instruments used to collect the data were tests and a questionnaire. There were two steps in collecting the test data, namely the pre-test and the post-test. To get the students' responses to the implementation of this technique, a questionnaire was used. The results revealed that there was a significant difference in achievement in writing descriptive texts between the students who were taught using this technique and those who were taught by using the individual writing activity. This was proven by the score from the t-test on the post-test which was 3.27 that was higher than the t-table score which was only

³¹Ida Muliawati (2016), *Using the Place Mat Technique to Improve Writing Skill*

1.684. Furthermore, based on the result from the questionnaire, the students responded positively toward the use of this technique for teaching writing.

3. Yusni³² conducted a research entitled “*The Effect of Place Mat Technique on students’ writing descriptive text at tenth grade of MA Pembangunan*”. The objectives of this study was to obtain the empirical evidence of the effect of Place Mat technique on students’ writing of descriptive text at the tenth grade of MA Pembangunan. The method used in this study was a quantitative method using quasi-experimental design. Two classes were taken as the sample of the study with 27 students in each class. The classes were designed as an experimental class and a controlled class. The experimental class was taught by implementing place mat technique while the controlled class was taught without using place mat technique. The students’ population at the TenthGrade of MA Pembangunan are 54 students, and the samples were 54 students (27 students for experimental class and 27 students for controlled class). The sampling technique that used was purposive sampling. Moreover, this research was conducted through the following procedures: giving pre-test, applying treatments and giving post-test. the data analyzed in this research was gained through writing test. the data was analyzed by using statistic of t-test statistical package for social sciences (SPSS) 20. The result that was gained from the research proved the difference between students’ scores in learning writing descriptive text by using place mat technique and without using

³²SyafriniYusni (2014),*The Effect of Place Mat Technique on students’ writing descriptive text at tenth grade of MA Pembangunan*

place mat technique: According to statistical calculations, sig. (2-tailed) and with df 52 in significance level 5% $t\text{-table} = 1,675$ with $p\text{-value} = 0,007$ and $\alpha = 0.05$, which is, $p\text{-value} < \alpha$. So, it proved that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. Therefore, it can be conclude that place mat technique is effective in teaching descriptive text because it showed a significant effect on students' writing of descriptive text at the tenth grade of MA Pembangunan.

C. Conceptual Framework

Place Mat Technique is an effective technique to improve the students' achievement in writing descriptive text because through Place Mat Technique the students collaborates working together to give a chance for them to express their ideas and a confidence to write English text well. This way gives a chance for students to write confidently. Through this technique the students actively engaged in the thinking and independent thinking is encouraged. When the student have appropriate to think time the quality of student's response improves. Place Mat Technique is safer or easier technique to enter into a discussion with a small group. Through this technique students will divide to several groups and will be given a topic and work in group. It makes process of teaching writing descriptive text will be more enjoyable and it is important for students to learn how to build on the ideas of other combine common thoughts and write them down as a group.

Based on the theories and the previous relevant studies above, it can be seen that Place Mat Technique can be useful and helpful for students to write descriptive text.

D. Actional Hypothesis

Based on the conceptual framework above, the hypothesis of this research is student's achievement in writing descriptive text can be improved through Place Mat Technique.

CHAPTER III

RESEACRH METHODOLOGY

A. Research Setting

This research was conducted at MTs. Al- Washliyah Senayan Kec. Sei Rampah. The subjects of this research are the students of Seventh Grade of MTs. Al- Washliyah Senayan Kec. Sei Rampah in academic year 2018-2019. This subject consist of 32 students. It is located at Jln. Rambung Estate No.56 Kecamatan Sei Rampah Kab.Serdang Bedagai Provinsi Sumatera Utara.The researcher chose this school because of some reasons. Those are: 1) The school is not too far from the researcher's house, 2) The English teacherat that school never use Place Mat Technique in teaching writing descriptive text. The researcher will conduct the research in March until May 2019.

B. Data and Data Source

In this research, the data of this research consists of quantitative and qualitative data.The quantitative data was collected by means of administering test, pre-test and post-test.The qualitative data was analyzed from the interview sheet, observation sheet to describe the improvement of the students' achievement in writing descriptive text.

The data source was taken from the students and the collaborators. The researcher got the data from the collaborators and students when teaching process.

(1) Teacher as a collaborator, the collaborator assisted the

researcher in conducting the action research. (2) Students are the learners, in this research students are the important object as a source of the data.

C. Research Method

This research was conducted by using classroom action research. Classroom action research is design to help teachers to solve the problem that was happened in their own classroom and improve professional practices.

According to Kemmis in Hammersley, action research as a form of self-reflective enquiry undertaken by participants a social (including educational) situation in order to improve the rationality and justice of 1) their own social or educational practice, 2) their understanding of these practice, and 3) the situation in which the practice are carried out”.³³It means that classroom action research is evaluative and reflective as it aims to bring about change and improvement in practice.

According to Michael J. Wallace, classroom action research is a type of classroom action carried out by the teacher in order to solve problems or to find answers toward context-specific issues.³⁴ It means thatto begin classroom action research the researcher or the teachers needs to identify and investigate problems within a specific situation.In additional, according to Burns, action research function best when it is co-operative action research. Co-operative action research has the concomitants of beneficial affect for works and improvement of the service, conditions and the function of the situation. In education, this activity translates into more practice in research and problem solving by teachers, administrators, pupils, and certain personal, while the quality of teaching and learning is in

³³Martyn Hammersley, (1993), *Educational research: Current Issues*, London: Paul Chapman Publishingltd, p. 177.

³⁴Michael J Wallace, (2006), *Action Research for Language Teachers*, Cambridge: Cambridge University Press, p. 5

the process of being improved.³⁵ It means that in the scope education, action research is done to improve the quality of teachers, administrators, students and the teaching learning process.

Based on the statement above, classroom action research is method carried out as a device to overcome diagnosed problems in learning activity in class to improve the quality of teacher and student.

Classroom action research procedures that was used in this research based on Kemmis and McTaggart scheme. In this classroom action research, the researcher will collect the data by conducting several cycles. Each cycle contains four steps: they are planning, action, observation, and reflection based on Kemmis and McTaggart scheme. The scheme of this research is:

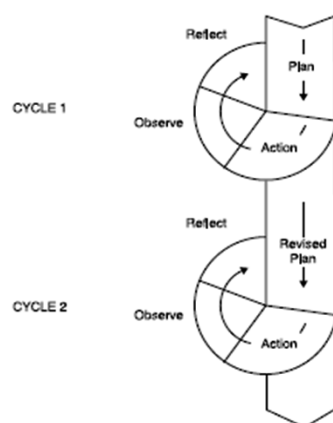


Figure 3.1

Kemmis and McTaggart's Scheme Action Research Design

The procedure of this action research as follows:

1. Planning

Planning means a program of action research that was done in the class. It is needed to arrange and prepared everything that will be need in teaching learning process.

³⁵ Anne Burns, (1999), *Collaborative Action Research for English Language Teachers*, Cambridge: Cambridge University Press, p.31

Planning should be flexible because it depends on circumstance and curriculum. In this phase, the researcher and the English teacher make some planning based on the finding before doing cycle 1. The following activities in this action planning were designing lesson plan, preparing materials and media. Designing lesson plan aims to provide the teacher with the guideline of teaching activities. The lesson plan is included the following items: specific instructional objectives, the instructional materials and media, procedure of presentation, the writing test and procedure of assessment, the instrument for collecting data such as dairy notes, interview sheet, observation sheet.

2. Action

Action is implementation of planning. The researcher should be flexible and welcome to the situation of school. The teaching process will be established based on Place Mat technique to teach descriptive text to the students. At the end of this phase, writing test will administrated in order to measure how students are able to write good descriptive texts.

3. Observation

Observation is the next step to find out the information of action during teaching learning process, such as students' attitude and the problems or obstacles that happened by observation sheet and taking notes. It is done carefully the data which is taken from their activities will be used as a basic of reflection.

4. Reflection

Reflection is an evaluation from the action. The researcher will reflect herself by seeing the result of the observation, whether the teaching process of writing procedure text using place mat technique is good to imply in teaching process at the Seventh Grade of

students of MTs. Al-Washliayh Senayan Kec. Sei Rampah or not. The reflection's result is having revision of the planning which had been done, and it could be used for repairing the teacher's performance in the future.

D. Technique of Collecting Data

In this classroom action research, the collecting data was conducted by using these following techniques as follows:

1. Writing Test

Test is used to collect data and description about the result of students in learning and students' scores in every cycle. The instrument that use is writing test. To know how the test is valid, the tests given should be related to the material already studied. Besides, the researcher needs to use the scoring rubric.

Table 3.3
Writing Score and Criteria³⁶

1. Content	
Score	Criteria
27-30	Very good to excellent, knowledge, substantive, through development of topic sentence, relevant to assigned topic.
22-26	Average to good, some knowledge of subject, adequate range, limited, development of topic sentence, mostly relevant to topic, but lack detail.
17-21	Fair to poor: limited knowledge of subject, little substance, inadequate development of topic.
13-16	Very poor: does not show the knowledge of subject, not substantive, not pertinent, or not enough to evaluate.
2. Organization	

³⁶Sara Cushing Weigle, (2009), *Assessing Writing*, UK: Cambridge : Cambridge University Press, p. 116

18-20	Very good to excellent; ideas clearly started/supported, cohesive, time, sequence, spatial, particular to general to particular.
14-17	Average to good; somewhat copy, loosely organized but main ideas stand out, limited support, logical sequencing and development.
10-13	Fair to good; non-fluent, ideas confused or disconnected, lack logical sequencing and development.
7-9	Very poor; does not communicate, no organization, or not enough to evaluate.

3. Vocabulary

18-20	Very good to excellent; exact word, effective words idioms choice and usage, word from mastery appropriate register.
14-17	Average to good; adequate range, occasional errors of words/ idioms for choices and usages but meaning not obscured.
10-13	Fair to poor, limited range, frequent error of words/ idioms for choices and usages but meaning not obscured.
7-9	Very poor; essentially translation, little knowledge of English vocabulary, idioms and words forms, not enough to evaluate.

4. Language Use

22-25	Very good to excellent; effective complex, construction few errors of agreement tense, number, word order/ function, articles, pronouns, prepositions.
18-21	Average to good; simple construction minor problems and complex instruction several errors of agreement, tense number of word order/ function, article pronoun, preposition and or fragments meaning confused or obscured.
11-17	Fair to good; major problem in simple complex construction frequent errors of negotiation, agreement, tense number of word order/ function, article pronoun, preposition and or fragments meaning confused or obscured.
5-10	Very poor, virtually no mastery of sentence construction rules, dominated by errors, does not communicate, and not enough to evaluate.

5. Mechanic Skill

5	Very good to excellent; demonstrated mastery of convention, few errors of spelling punctuation, few errors of spelling punctuation, capitalization, writing sentences.
4	Average to good; occasional errors of spelling punctuation, capitalization,

	writing sentences, but meaning not obscured.
3	Fair to good; major problem in simple complex construction frequent errors of negotiation, agreement, tense, number of word order/ function, article pronoun, preposition and or fragments meaning confused or obscured.
2	Very poor; no mastery convention, dominated by errors of spelling, punctuation, capitalization, paragraphing, hand writing illegible, or not enough to evaluate.

2. Observation

The researcher was used observation to collect the data and the description about the teaching process of writing descriptive text by using Place Mat Technique and to know the activities of students' in teaching process. In conducting observation, collaborator also helps researcher to make some notes on observation sheet to support the researchers' note during classroom action research.

3. Interview

Interview was used to collect data and description about impression, response and interest of students in learning writing descriptive text by using Place Mat Technique. Interview also used to collect data and description about the English teachers' responses about the teaching process.

4. Documentation

The researcher was taken the pictures during teaching process. These pictures was show the real situation during the process. Documentation is one of the important instruments to get the information for collecting the data in doing classroom action research. Collecting the document to get the information about the students' improvement. It is includes of students' attendance list, students' score, and the students' evaluation. Technique of

documentation is one of the some efforts to get the data and variable such as, notes, transcript, agenda, books, photo, and video.

5. Dairy Notes

The dairy notes was used to get information or the data about the condition and the situation of the object areas of the research. It will be described of the students' activity, students' improvement, students' progress, and also described everything that happen in the classroom during learning process. Besides that, the dairy notes will show the descriptions about students' attitude, behavior, and students' personality.

E. Technique of Analysis Data

1. The Quantitative Data

The data of this research was analyzed by using t-test for quantitative. T-test is used to compare the two means from primaliry study from cycle one to cycle two. The formula of the t-test as follow:

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

\bar{D} = Mean of difference of post-test 1 and post-test 2

D = Difference

N = Subject of the students

2. The Qualitative Data

The classroom action research analyzes the qualitative data from the result of interview, observation, and document. To analyze the data, the researcher referred to the stages of data analysis suggested by Burns (1999: 157-160). They are as follows:³⁷ assembling data, coding data, comparing data, building interpretation, reporting outcomes.

Assembling is the step that the researcher assembled the data such as field notes, interview transcripts, and so on and scanned the data in a general way to show up broad patterns so that they could be compared and contrasted. Thus, the researcher could see what really occurred in the field.

Coding the data is a process of attempting to reduce the large amount of data that may be collected to more manageable categories of concepts, themes or types. After scanning and categorizing the data, the researcher coded the data to make the data more specific.

Comparing the data is the next stage to compare the data to identify the relationships and connections of data. This was to find out whether the actions are repeated or developed across different data gathering techniques.

Building Interpretation is the stage to look back at the data several times to pose questions, rethink the connections, and develop explanations underpinning the research. This stage was to build the interpretations of why particular patterns of behaviour, interactions, or attitudes arise in the research.

Reporting Outcomes is the final stage involves presenting an account of research of others.

³⁷ Burn, A, (2010), *Doing Action Research in English Language Teaching (A Guide for Practitioners)*, New York: Routledge, p.156-160

F. Trustworthiness

It is important to establish that the findings of the study are validity. There are various ways to establish a sense of trustworthiness and validity. According to Lincoln and Guba, the trustworthiness consists of the following components credibility, transferability, dependability and confirmability.³⁸

Credibility in qualitative research means that the research of qualitative study is believable and trustworthy from the perspective of a participant or subject in the research itself. Credibility contributes to a belief in the trustworthiness of data through the following attributes: (1) Triangulation. Triangulation is accomplished by asking the same research question of different study participants and by collecting questions. (2) Member checks. Member checks occur when the researcher asks participants to review both the data collected by the interviewer and the researchers' interpretation of that interview data. Participants are generally appreciative of the member check process, and knowing that they will have a chance to verify their statements tends to cause the study participants to willingly fill in any gaps from earlier interviewers. Trust is an important aspect of the member check process.

Transferability refers to the degree to which the result of qualitative research can be generalized or transferred to other contexts or setting. From a qualitative perspective transferability is primarily the responsibility of the one doing the generalizing.

Dependability, on the other hand, emphasizing the need for the researcher to account for the ever-changing context within which research occurs. 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 refers to the degree to which the result could be confirmed or collaborated by others. The researcher got document procedures for checking and rechecking

³⁸ Y. S, &Guba, E. G, (1985), *Naturalistic inquiry*. Newbury Park: CA Sage, p. 289

the data throughout the study. Confirmability entails full revelation of the data upon which all interpretations are based, or at least the availability of the data for inspection. In other words, the researcher should be able to examine the data to confirm the result or interpretations.

The researcher only limits of the technique of establishing the trustworthiness on credibility through source and methodological triangulations.

CHAPTER IV

FINDING AND DISCUSSION

A. Research Finding

1. Preliminary Study

In the preliminary study, the researcher administered the writing test, interview, and observation sheet. The writing test is used to evaluate the students' improvement in writing descriptive text. The school made 75 as kriteria kelulusan minimum (Minimum Passing Grade) in English lesson. The number of students who took the test was 32, from the result writing test score in pre-test was 1996 and the mean score 62.37. It can be seen from the mean score of the students was 1996 and the percentage score of the pre-test was 7 students who passed and got score up to 75 and it was only 21.88%. While, 25 students failed or didn't get score up to 75 and it was 78.12%. Based on the result, the students' improvement in writing descriptive text is still low. This means that most students have not achieved the minimum passing grade 75.

The quantitative data above is supported by the following qualitative data as stated by one of the English teacher, as follows: “*Mereka masih sulit dalam menulis teks bahasa inggris karena lemahnya vocabulary dan kesulitan dalam menemukan idea dan mengembangkannya menjadi sebuah kalimat*” (They are still difficult to write English text because they were lack of vocabulary and difficult to find out the idea and develop the idea to be a sentence.) (Int.T₁.D₁). This data means that the English felt that students difficult in writing descriptive text.

Another data as stated by students, as follows: “*saya kurang suka menulis teks bahasa inggris. Menulis itu sulit karena saya tidak memiliki banyak kosa kata*” (I didn't like writing English text, because I didn't have many vocabularies) (Int.S₁.D₁). This data means that

student didn't able to write because that student didn't have many vocabularies. The other students stated" *saya tidak suka menulis, karena saya susah menemukan ide dan mengembangkannya.* " (I didn't like writing, because I can't to find the ideas and develop it). (Int.S₂.D₁). This data means that the students' still low in writing descriptive text, they did not like writing, they difficult to find the idea to building sentences and they were lack of vocabulary.

Based on the quantitative and qualitative data above, it can be concluded that the students writing descriptive text score are still low. Therefore, the researcher would like to implement place mat technique to improve their writing descriptive text.

2. Cycle I

In this cycle, the researcher conducted four steps: planning, action, observation, and reflection. In this cycle I, there were two meetings which were conducted to the students. A test was given in the end of learning process. The steps of this cycle were:

a. Planning

The plan was arranged before researcher conducting the research. Researcher prepared and made plan for two meetings. The topic which discussed was about descriptive texts with the title "Our English Teacher". (1) Prepare teaching planning program (RPP) based on the material which would be thought. (2) Prepared the material and media, (3) Prepare writing test for the students to measure that result of the study, (4) Prepare observation sheet to measure the students participation in learning and students' attitude during learning process.

b. Action

After the planning has been arranged, the researcher applied what has been planned in

the classroom. In this step, there were some activities which were done by the researcher, including: introduction, main activity, and closing. In introduction, there were some activities that had done by the researcher, they were: (1). The researcher did appreciation by greeting the students , instructing to praying before start the learning process , checking the students' attendance list, and checking the cleanness of the classroom. (2) The researcher explained the objectives of learning.

All plans that had arranged were conducted in teaching learning process in writing descriptive text by using Place Mat Technique. (1) Explained of descriptive text. (2) Gave the example of descriptive text. (3) Applied the Place Mat Technique. Before teacher gave them a test in cycle I, teacher and the students' concluded the material together. The last activity of the action was closing part. In closing there were some activities that had done by the researcher, they were: (1) The researcher gave the conclusion about the lesson, (2) The researcher closed the meeting by saying the greetings.

c. Observation

Observation was done in the classroom while teaching learning process. Observation was purposed to find out information of action, such as the students attitude, the situation and the problems or obstacles found during the learning process. In this case, observation sheets and diary notes were used. Based on observation, teacher saw the result of their students test to know the capability of them. Teacher found some improve in the implementation of the cycle 1. Most of the students were active and enthusiastic during learning process and they enjoy about the topic discuss. However, most of the students still difficult to write or express the ideas in sentence because they were lack of vocabulary. The researcher also found that most of students did not play the rules correctly . There was some group that did not discuss the topic.

In this phase, there were two kinds of the observations' result, they were collected by

quantitative and qualitative. The researcher gave the post-test in this first cycle. The result of the post-test in the first cycle show that the improvement of students increased when used place mat technique in learning process. Based on the data observation, there was an improvement in the learning process.

The result of quantitatively in the post-test I of the first cycle, the total score of the students was 2277 and the number of the students who took the test was 32, so the mean of the students was 71.15. It can be seen that the students' score in writing was improved.

The percentage of the students' score of the post- test was 12 students who passed or got score up to 75, it was only 37.5 %. On the other hand, 20 students failed or didn't get score up to 75 and it was 62.5 %. So, post-test of the first cycle was categorized improved.

In the cycle I, the mean of the students was better than the pre-test scores. The quantitative data above is strengthened by the qualitative data. The researcher used interview sheet that had arranged before, and result from the interview that most of the students were active and enthusiastic.

The result of interview with the students as the follows: *"manfaatnya menulis jadi lebih mudah paham karena bisa diskusi bersama teman sekelompok dan saya enjoy"* (the benefits of the place mat technique, I am more than understand because I can discuss with my group discussion and I felt enjoy) (Int-S₁-D₂). This data means that the student interesting in writing and they are enjoy when they have writing in group discussion. *"saya lebih mudah menulis pakai teknik ini saya bisa bertukar idea dengan teman dan berdiskusi bersama"*, (writing with this technique is easy for me because I can sharing my ideas with my friend and discuss together) (Int-S₂-D₂). This data means that the student interesting and enjoying when they asked to write descriptive text by using place mat technique.

The result of interview with the English teacher: *"saya merasa siswa jadi lebih aktif"*

belajar dan senang dalam menulis karena mereka bisa berdiskusi bersama”, (I think, the students more than active and happy in writing because they can discuss together) (Int-T₁-D₂). This data means that the English teacher felt the students more active and enjoy when their teach using the place mat technique “*Murid-murid jadi lebih senang dalam menulis. Mereka lebih mudah menemukan idea dan berdiskusi bersama. Teknik ini juga memberikan kesempatan untuk mereka bekerja secara individualy dan juga kelompok.* (the students more happy in writing, they can find the ideas and discuss with their friends. Place mat technique gives the students’ opportunity to work individually and group work.) (Int-T₁-D₂). This data means that the English teacher felt that the students more easy to find out the ideas and they can work individually first and after that discuss together about the topic.

In conclusion from the interview above there was an improvement of the students’ achievement in writing descriptive text. The result showed the improvement of the students’ score from the pre-test to the post-test of cycle I. In the pre-test, the students who got the score 75 or more were 7 of 32 students (21.88%). In the post-test of cycle I, the students who got the score 75 or more were 12 of 32 students (37.5 %). The improvement of the pre-test to the post-test of cycle I was about 15.62 %. It could be concluded that the students’ writing descriptive text improved but not successfully. So, the researcher was conducted cycle II.

d. Reflection

From the result of the observation was analyzed. The researcher evaluated the teaching process in the end of meeting in first cycle. The researcher asked the students about their difficulties and problem in writing and understanding the lesson.

The evaluation of two meetings became the reflection to the researcher in making cycle II. The evaluations were guided from the students’ test result and the researcher’s observation of the students’ attitude. The researcher used diary notes and the interview. The

researcher checked up the students' result test based on the assessment.

There were many things that had been observed as follow: (a) many students still have difficulties in writing text , (b) some students were not play the rules correctly, (c) many students did not discuss the topic, (d) many students still got score 75 below. From the data, researcher decided to continue the second cycle in order get better result.

3. Cycle II

Based on the result of cycle I. The cycle 2 was better than the first cycle. In this cycle the researcher felt better than the first cycle because the researcher had already got the reflection on the first cycle to be used as the information on the students' problem in class. The researcher conducted this cycle with the same step in the first cycle, namely:

a. Planning

In the cycle, the researcher was in teaching writing descriptive text and gave more explanation how to write descriptive text through place mat technique easily. The researcher conducted the second cycle in two meeting with the same steps.

The research created more supportive condition in order to foster the students' attention to give more their responses and their participation actively in the class. In this step were some activities such as: prepare the lesson based on the material which would be thought, preparing material and media, the observation sheet to measure the students' participation in learning and students attitude during learning process. In the observation English teacher as a collaborator in active during learning process, and prepare the test.

b. Action

In this cycle, the researcher implement of place mat technique again. In this step, there were some activities which were done by the researcher, including: introduction, main activity, and closing. In introduction, there were some activities had done by the researcher,

they were: (1) The researcher did appreciation by greeting the students, instructing the praying before start in the learning process, checking the students' attendance list, and checking the cleanness of the classroom. (2) The researcher explained the objectives of learning. In the main activity, there were some activities had done by the researcher, they were: (1) The researcher explained about descriptive text, (2) Give some example to make the students' more understood, (3) They were know the generic structure of descriptive text, (4) The teacher was applied Place Mat Technique to increasing their ability in writing descriptive text, (5) The teacher ask the students' to write descriptive text in paper in each their group.

The last activity of action was closing. In closing there were some activities that had done by researcher, they were: (1) The researcher gave appreciation to the efforts and result of students, (2) The researcher closed the meeting by saying the greetings.

c. Observation

In this cycle, the students' achievement in writing descriptive text can be improved. They were more enthusiastic active and serious. The students more active and give the good response during learning process, and the students more seriously when did the test. From the last result it indicated that the students had able to answer the test. Most of students got score up 75.

Based on the data observation, there was an improvement in the teaching process. The teacher could improve the students' in writing descriptive text. The result of the pos-test II of the second cycle, it showed that the total score of the students was 2575 and the number of the students who took the test was 32. So, the mean of the students' score of the test was 80.46. It can be seen that the students' score in writing descriptive text was improved. The percentage of the students' score of the post- test II was 28 students who passed or got score up to 75, it was 87.5 %. On the other hand, 4 students failed or didn't get score up to 75 and it

was 12.5 %. So, post-test II of the second cycle was categorized successfully.

Based on data above, the result showed the improvement of the students' score from the post-test I to the post-test II of cycle II. In the post-test I, the students who got the score 75 or more were 12 of 32 students (37.5 %). In the post-test II of cycle II, the students who got the score 75 or more were 28 of 32 students (87.5%). The improvement of the post-test I to the post-test II of cycle II was about 50 %. In this also used to test the hypothesis in the researcher, from the computation above, it could be seen that coefficient of $t_{\text{observed}} = 10.36$ and t_{table} to $df = N - 1 = 32 - 1 = 31$, with fact level $\alpha = 0,05$ was. In the coefficient of $t_{\text{observed}} 9.65 > 1.693 t_{\text{table}}$. Thus, alternative hypothesis (H_a) saying that the place mat technique could be improved the students' writing descriptive text.

d. Reflection

In this phase, based on the observation and result test, the researcher could be concluded that having checked the student' writing test, researcher found that the students' score showed improvement. Based on the observation sheet, the students' achievement in writing by using place mat technique was improved. Based on the reflection of this cycle II, it wasn't needed to conducting in the third cycle. The cycle of this research could be stopped because the students' in writing descriptive text had been improved.

B. Discussion

Based on the result of the quantitative and the qualitative data, the implementation of place mat technique can be improved the students' achievement in writing descriptive text. The result of quantitative data that there was an improvement the students' in writing descriptive text through place mat technique it was supported by the fact the mean of the students' score in the pre-test was 62.37. It was low because only 7 students who got the score more 75. The mean of the students' scores in the post-test of cycle I was 71.15. It was

higher than the pre-test of cycle I. The mean of the students' scores in the post-test II of cycle I was 80.46. It was higher than the post-test I of cycle I. The percentage of students who got point > 75 also grew up. In the pre-test, the students who got point >75 were only 7 students (21.88%). In cycle I of the post-test students who got point > 75 there were 12 students (37.5%). It means that there was improved about 15.62 %. In cycle II of the post test II, students who got point >75 there were 28 students (87.5%) and the improvement was about 50%. For the total improvement of the students' scores from pre- test to post-test of cycle II was 65.62%.

The qualitative data were taken from observation sheet, interview, diary notes and documentation. From the observation sheet, it was found that the students were active in learning writing descriptive text through place mat technique. The interview sheet showed that the students felt difficulties to write descriptive text and bored in the first meeting, but the last meeting the students were active and enjoy because they interesting in writing descriptive text through place mat technique. The English teacher also agreed that the teacher was suitable to use in the class, because the technique made the students being active and easy to write descriptive text.

Based on the explanation above, it could be concluded that the result of the research showed that the implementation of the place mat technique could improve the students' achievement in writing text. It could be seen by the quantitative data which showed the students' score in cycle I got better from the pre-test to the post-test I and in cycle II the post-test I to the post-test II. It also could be proven by the qualitative data which showed that the teacher got better in controlling the class and the students' were more active enthusiastic, and enjoy during learning writing descriptive text.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the researcher, it could be conclude that teaching writing descriptive text trough place mat technique could be improve the students' achievement in writing descriptive text, especially for students at Grade VII class of MTs Al-Washliyah Senayan Kec. Sei Rampah. So the conclusion as follow:

1. In the preliminary study, it can be conclude that mean of the pre-test is 62.37. The result of the students' improvement in writing descriptive text is still low. Its means that most students have not achieved the minimum passing grade 75. Quantitatively, the result of the data described that the students had difficulties in writing descriptive text in the beginning of the research. They did not how to start to write and how to express their in writing form and how to develop their ideas. They have already studied about writing text, but they still difficult to write.
2. In cycle I, the students' achievement in writing descriptive text is 71.15. It can be concluded that the mean of the students score was better than in the preliminary study. The qualitative data describe that most of the students were active and enthusiastic. They were confused to write their ideas in sentence because they were lack of vocabulary.
3. In cycle II, the students' achievement in writing descriptive text is 80.46. It can be concluded that the score improve from the cycle I to the cycle II. From the qualitative data is found that the students were able to write the text well that cycle I. In conclusion of the usefulness of place mat technique significantly improved the students' achievement in writing descriptive text.

B. Suggestion

Based on the result of the researcher, the researcher provides suggestions for the teacher, students and other researchers in order to have a clear understanding when they teach writing texts using place mat technique activity.

1. For English teacher, to teach writing text through place mat technique in the class, the teacher should follow the procedure of place mat technique. The teacher should know the characteristics of place mat technique. The teacher should choose the appropriate material to the student's level of proficiency.
2. For the students, in improve their achievement in writing descriptive text, it's better to overcome their difficulties in writing.
3. For other researcher. The researcher suggests that the other researcher use place mat technique as a technique in teaching writing descriptive text activity in different grades and within different text. It is expected that there will be other studied related to the use of place mat as a technique of writing. Therefore, students writing problems can be minimized.

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APPENDIX I**LESSON PLAN**

School Name : MTs. Al-Washliyah Senayan

Subject : English

Class/ semester : VII / B

Time Allocation : 2 X 45 Minutes (2 meetings)

Skill : Writing

Topic : **Our English Teacher**

A. Core Competencies

- K1 respect and appreciate the teachings of religion.
- K2 Respect and appreciate the honest behavior, discipline, responsibility, caring (tolerance, mutual assistance), courteous, confident, in interacting effectively with the social and natural environment within the reach of the association and its existence.
- K3 Understanding knowledge (factual, conceptual, and procedural) is based on his/her curiosity about science, technology, art, culture related phenomena and events that appear to the eye.
- K4 Trying, processing, and presenting in a concrete realm (using, parsing, assembling, modifying, and making) and abstract realm (writing, reading, computing, drawing and composing) as learned in school and other similar sources in point of view / theory.

B. Basic Competencies and Indicators of Competency Achievement.

KI	Basic Competencies	Indicators of Competency Achievement.
1	1.1 Thankful for the opportunity to learn English as the language of international communication that is manifested in the spirit of learning.	1.1.1 Have gratitude with the opportunity to learn English.
2	2.1 Shows courteous and caring behavior in carrying out interpersonal communication with teachers and	2.1.1 Be caring about others by giving the right compliment.

	friends	
3	3.10 Understanding social functions, text structure, and language elements of descriptive text by stating and asking about description of people, animals, and objects, short and simple, according to the context of their use.	<p>3.10.1 Understanding and analyzing the social function used in descriptive text.</p> <p>3.10.2 Understanding and analyzing the generic structure used in descriptive text.</p> <p>3.10.3. Understanding and analyzing the language features used in descriptive text.</p>
4	4.13. Compose oral and written descriptive texts, very short and simple, about descriptions of people, animals, and object, taking into account social functions, text structures, and language elements that are correct and in accordance with the context.	<p>4.13.1 Writing descriptive text in simple form.</p> <p>.</p>

C. Learning Objectives

1. Students are able to understand the social function of descriptive text.
2. Students are able to understand the generic structure of descriptive text.
3. Students are able to understand the language features of descriptive text.
4. Students are able to write a descriptive text in simple form.

D. Learning Materials

Descriptive text is a text that describes people, animals, objects and place.

Social Function : Describes, boasts, introduces, identifies, praises, criticizes, etc.

Language Features

- 1) The use of present tense and present perfect tense.
- 2) The use of verb to be (is, am, are), have and linking verb such as seems, likes, looks, sounds and etc.
- 3) The use of adjective to describe or illustrate the condition of topic, theme, described.

- 4) The use of a passive sentence.
- 5) Pronouns I, You, We , She, it, they, etc.
- 6) Verbs that point to actions that are very common and related in simple present tense: be, have, work, live, etc.
- 7) Mention of singular and plural nouns in regular (-s) and in irregularities for example: children.

E. Learning Methods

Place Mat Technique.

F. Learning Media, Tools and Sources

1) Media

- Cartoon paper about descriptive text explanation.
- Place Mat paper

2) Tools

- Whiteboard markers and erasers.
- Projector and Laptop Screen

3) Lesson Sources

- English relevant text book (When English Rings a Bell, publisher: Kementerian Pendidikan dan Kebudayaan).
- English relevant text book (Bright An English, publisher: Erlangga)
- Dictionary.

G. Learning Activities

Activities	Activities Description	Time
Pre-teaching activities	<ul style="list-style-type: none"> • Greetings • Perform a prayer before starting the lesson. • Check the presence of students • Provide motivation and apperception. • Delivering the material to be discussed. • Deliver the objectives of today's meeting learning. 	10 minutes
Whilst teaching activities.	<p>Observing</p> <ul style="list-style-type: none"> • The teacher asks students to observe images on the carton and hear examples of descriptive text read by the teacher with social functions, text structure, 	60 minutes

	<p>elements of descriptive text.</p> <p>Questioning</p> <ul style="list-style-type: none"> • The teacher directs students to provide and asks question about the descriptive text in the example that has been observed. • With the guidance and direction of the teacher, students asks the question, among other things, the meaning of terms that have not been understood, etc. <p>Experimenting</p> <ul style="list-style-type: none"> • Teacher gives the model how to write descriptive text in front of the class in simple way with considering its linguistics aspects needed. <p>Associating</p> <ul style="list-style-type: none"> • Teacher applies the stages of Place Mat Technique. • Students select the theme or topic. • Students become a group participants. • Students do the sequence tasks based on the determined theme. • Students discuss and interact with their group. <p>Communicating</p> <ul style="list-style-type: none"> • Each student collects their work (descriptive text). 	
Post-teaching activities	<ul style="list-style-type: none"> • Reflections on what has been learned in this meeting. • Summarize learning outcomes today. • Delivering plans for learning activities for the next meeting. 	10 minutes

H. Assessment

1. Write a short descriptive text about Our English Teacher “ Mrs. Leni Carmila”

6. Content	
Score	Criteria
27-30	Very good to excellent, knowledge, substantive, through development of topic

	sentence, relevant to assigned topic.
22-26	Average to good, some knowledge of subject, adequate range, limited, development of topic sentence, mostly relevant to topic, but lack detail.
17-21	Fair to poor: limited knowledge of subject, little substance, inadequate development of topic.
13-16	Very poor: does not show the knowledge of subject, not substantive, not pertinent, or not enough to evaluate.

7. Organization

18-20	Very good to excellent; ideas clearly started/supported, cohesive, time, sequence, spatial, particular to general to particular.
14-17	Average to good; somewhat copy, loosely organized but main ideas stand out, limited support, logical sequencing and development.
10-13	Fair to good; non-fluent, ideas confused or disconnected, lack logical sequencing and development.
7-9	Very poor; does not communicate, no organization, or not enough to evaluate.

8. Vocabulary

18-20	Very good to excellent; exact word, effective words idioms choice and usage, word form mastery appropriate register.
14-17	Average to good; adequate range, occasional errors of words/ idioms for choices and usages but meaning not obscured.
10-13	Fair to poor, limited range, frequent error of words/ idioms for choices and usages but meaning not obscured.
7-9	Very poor; essentially translation, little knowledge of English vocabulary, idioms and words forms, not enough to evaluate.

9. Language Use

22-25	Very good to excellent; effective complex, construction few errors of agreement tense, number, word order/ function, articles, pronouns, prepositions.
18-21	Average to good; simple construction minor problems and complex instruction several errors of agreement, tense number of word order/ function, article pronoun, preposition and or fragments meaning confused or obscured.
11-17	Fair to good; major problem in simple complex construction frequent errors of negotiation, agreement, tense number of word order/ function, article pronoun,

	preposition and or fragments meaning confused or obscured.
5-10	Very poor, virtually no mastery of sentence construction rules, dominated by errors, does not communicate, and not enough to evaluate.
10. Mechanic Skill	
5	Very good to excellent; demonstrated mastery of convention, few errors of spelling punctuation, few errors of spelling punctuation, capitalization, writing sentences.
4	Average to good; occasional errors of spelling punctuation, capitalization, writing sentences, but meaning not obscured.
3	Fair to good; major problem in simple complex construction frequent errors of negotiation, agreement, tense, number of word order/ function, article pronoun, preposition and or fragments meaning confused or obscured.
2	Very poor; no mastery convention, dominated by errors of spelling, punctuation, capitalization, paragraphing, hand writing illegible, or not enough to evaluate.

Medan, May 30th 2019



**Recognizant of,
Headmaster**

Drs. Sudini

English Teacher

Leni Carmila, S.Pd.

Researcher

Hanum Relatri Periza

APPENDIX II**LESSON PLAN****(CYCLE II)**

School Name : MTs. Al-Washliyah Senayan

Subject : English

Class/ semester : VII / B

Time Allocation : 2 X 45 Minutes (2 meetings)

Skill : Writing

Topic : **Our School "MTs. Al-Washliyah Senayan"**

A. Core Competencies

- K1 respect and appreciate the teachings of religion.
- K2 Respect and appreciate the honest behavior, discipline, responsibility, caring (tolerance, mutual assistance), courteous, confident, in interacting effectively with the social and natural environment within the reach of the association and its existence.
- K3 Understanding knowledge (factual, conceptual, and procedural) is based on his/her curiosity about science, technology, art, culture related phenomena and events that appear to the eye.
- K4 Trying, processing, and presenting in a concrete realm (using, parsing, assembling, modifying, and making) and abstract realm (writing, reading, computing, drawing and composing) as learned in school and other similar sources in point of view / theory.

B. Basic Competencies and Indicators of Competency Achievement.

KI	Basic Competencies	Indicators of Competency Achievement.
1	1.1 Thankful for the opportunity to learn English as the language of international communication that is manifested in the spirit of learning.	1.1.1 Have gratitude with the opportunity to learn English.
2	2.1 Shows courteous and caring	2.1.1 Be caring about others by giving the

	behavior in carrying out interpersonal communication with teachers and friends	right compliment.
3	3.10 Understanding social functions, text structure, and language elements of descriptive text by stating and asking about description of people, animals, and objects, short and simple, according to the context of their use.	3.10.1 Understanding and analyzing the social function used in descriptive text. 3.10.2 Understanding and analyzing the generic structure used in descriptive text. 3.10.3. Understanding and analyzing the language features used in descriptive text.
4	4.13. Compose oral and written descriptive texts, very short and simple, about descriptions of people, animals, and object, taking into account social functions, text structures, and language elements that are correct and in accordance with the context.	4.13.1 Writing descriptive text in simple form.

C. Learning Objectives

1. Students are able to understand the social function of descriptive text.
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3. Students are able to understand the language features of descriptive text.
4. Students are able to write a descriptive text in simple form.

D. Learning Materials

Descriptive text is a text that describes people, animals, objects ad place.

Social Function : Describes, boasts, introduces, identifies, praises, criticizes, etc.

Language Features

- 1) The use of present tense and present perfect tense.

- 2) The use of verb to be (is, am, are), have and linking verb such as seems, likes, looks, sounds and etc.
- 3) The use of adjective to describe or illustrate the condition of topic, theme, described.
- 4) The use of a passive sentence.
- 5) Pronouns I, You, We , She, it, they, etc.
- 6) Verbs that point to actions that are very common and related in simple present tense: be, have, work, live, etc.
- 7) Mention of singular and plural nouns in regular (-s) and in irregularities for example: children.

E. Learning Methods

Place Mat Technique.

F. Learning Media, Tools and Sources

1) Media

- Cartoon paper about descriptive text explanation.
- Place Mat paper

2) Tools

- Whiteboard markers and erasers.
- Projector and Laptop Screen

3) Lesson Sources

- English relevant text book (When English Rings a Bell, publisher: Kementerian Pendidikan dan Kebudayaan).
- English relevant text book (Bright An English, publisher: Erlangga)
- Dictionary.

G. Learning Activities

Activities	Activities Description	Time
Pre-teaching activities	<ul style="list-style-type: none"> • Greetings • Perform a prayer before starting the lesson. • Check the presence of students • Provide motivation and apperception. • Delivering the material to be discussed. • Deliver the objectives of today's meeting learning. 	10 minutes
Whilst teaching	Observing	60 minutes

activities.	<ul style="list-style-type: none"> • The teacher asks students to observe images on the carton and hear examples of descriptive text read by the teacher with social functions, text structure, elements of descriptive text. <p>Questioning</p> <ul style="list-style-type: none"> • The teacher directs students to provide and asks question about the descriptive text in the example that has been observed. • With the guidance and direction of the teacher, students asks the question, among other things, the meaning of terms that have not been understood, etc. <p>Experimenting</p> <ul style="list-style-type: none"> • Teacher gives the model how to write descriptive text in front of the class in simple way with considering its linguistics aspects needed. <p>Associating</p> <ul style="list-style-type: none"> • Teacher applies the stages of Place Mat Technique. • Students select the theme or topic. • Students become a group participants. • Students do the sequence tasks based on the determined theme. • Students discuss and interact with their group. <p>Communicating</p> <ul style="list-style-type: none"> • Each student collects their work (descriptive text). 	
Post-teaching activities	<ul style="list-style-type: none"> • Reflections on what has been learned in this meeting. • Summarize learning outcomes today. • Delivering plans for learning activities for the next meeting. 	10 minutes

H. Assessment

I. Write a short descriptive text about Our School “ MTs. Al-Washliyah Senayan”

1. Content	
Score	Criteria

27-30	Very good to excellent, knowledge, substantive, through development of topic sentence, relevant to assigned topic.
22-26	Average to good, some knowledge of subject, adequate range, limited, development of topic sentence, mostly relevant to topic, but lack detail.
17-21	Fair to poor: limited knowledge of subject, little substance, inadequate development of topic.
13-16	Very poor: does not show the knowledge of subject, not substantive, not pertinent, or not enough to evaluate.
2. Organization	
18-20	Very good to excellent; ideas clearly started/supported, cohesive, time, sequence, spatial, particular to general to particular.
14-17	Average to good; somewhat copy, loosely organized but main ideas stand out, limited support, logical sequencing and development.
10-13	Fair to good; non-fluent, ideas confused or disconnected, lack logical sequencing and development.
7-9	Very poor; does not communicate, no organization, or not enough to evaluate.
3. Vocabulary	
18-20	Very good to excellent; exact word, effective words idioms choice and usage, word from mastery appropriate register.
14-17	Average to good; adequate range, occasional errors of words/ idioms for choices and usages but meaning not obscured.
10-13	Fair to poor, limited range, frequent error of words/ idioms for choices and usages but meaning not obscured.
7-9	Very poor; essentially translation, little knowledge of English vocabulary, idioms and words forms, not enough to evaluate.
4. Language Use	
22-25	Very good to excellent; effective complex, construction few errors of agreement tense, number, word order/ function, articles, pronouns, prepositions.
18-21	Average to good; simple construction minor problems and complex instruction several errors of agreement, tense number of word order/ function, article pronoun, preposition and or fragments meaning confused or obscured.
11-17	Fair to good; major problem in simple complex construction frequent errors of

	negotiation, agreement, tense number of word order/ function, article pronoun, preposition and or fragments meaning confused or obscured.
5-10	Very poor, virtually no mastery of sentence construction rules, dominated by errors, does not communicated, and not enough to evaluate.
5. Mechanic Skill	
5	Very good to excellent; demonstrated mastery of convention, few errors of spelling punctuation, few errors of spelling punctuation, capitalization, writing sentences.
4	Average to good; occasional errors of spelling punctuation, capitalization, writing sentences, but meaning not obscured.
3	Fair to good; major problem in simple complex construction frequent errors of negotiation, agreement, tense, number of word order/ function, article pronoun, preposition and or fragments meaning confused or obscured.
2	Very poor; no mastery convention, dominated by errors of spelling, punctuation, capitalization, paragraphing, hand writing illegible, or not enough to evaluate.

Medan, May 16th 2019



English Teacher

Leni Carmila, S.Pd.

Researcher

Hanum Relatri Periza

APPENDIX III**TEST SHEET I****PRE-TEST**

Write down a descriptive text about “Our English Teacher!”

Our English Teacher

APPENDIX IV

TEST SHEET II

POST-TEST OF CYCLE 1

Write down a descriptive text about Our English Teacher by using Place Mat Technique!

Here are the instructions what we will do.

1. Write down your own ideas (each member of group) in your Place Mat paper area about Our English Teacher such as: the location, the situation, the weather and how Lake Toba looks like.
2. Discuss with your group to find the common ideas or your group ideas about Our English Teacher.
3. Write your group ideas in the middle of Place Mat paper.
4. Share your Place Mat paper to others group.
5. Collect your Place Mat paper to your teacher.

<p>Student A</p> <p>Individual ideas are written here.</p>	<p>Student B</p> <p>Individual ideas are written here.</p>
<p>Student C</p> <p>Individual ideas are written here.</p>	<p>Student D</p> <p>Individual ideas are written here.</p>

Group's Ideas
Or Common ideas

APPENDIX V

POST-TEST OF CYCLE 2

Write down a descriptive text about Our School by using Place Mat Technique!

Here are the instructions what we will do.

1. Write down your own ideas (each member of group) in your Place Mat paper area about Our School such as: the location, the situation and how our School looks like.
2. Discuss with your group to find the common ideas or your group ideas about Our School.
3. Write your group ideas in the middle of Place Mat paper.
4. Share your Place Mat paper to others group.
5. Collect your Place Mat paper to your teacher.

<p>Student A</p> <p>Individual ideas are written here.</p>	<p>Student B</p> <p>Individual ideas are written here.</p>
<p>Student C</p> <p>Individual ideas are written here.</p>	<p>Student D</p> <p>Individual ideas are written here.</p>

Group's Ideas
Or Common ideas

APPENDIX VI

INTERVIEW SHEET

The Result of Interview in the Preliminary Study

Interviewer : How is the English learning process in the classroom?

English Teacher : I usually start with apperception by doing questions and answers about the material to be learned, then I instruct them to open the book that will be the topic of discussion on that day, then the process of learning as usual.

Interviewer : What activities are done in the process of teaching writing?

English Teacher : I usually explain the writing of the text definition first, then explain the structure and characteristics of the text to be taught. after which the students are asked to understand the texts that have been taught, then the students are asked to create examples of similar texts.

Interviewer : What media do you use in teaching writing ?

English Teacher : usually I use media text book and lks.

Interviewer : What skills do you find most difficult in teaching English?

English Teacher : Speaking and Writing.

Interviewer : What are the obstacles in teaching writing ?

English Teacher : The lack of vocabulary mastery of students and the interest of students to write the English text is weak.

Interviewer : How do students participate in writing lessons?

English Teacher : Their participation is enough to follow the material I have

taught because I press if not follow the lessons well then I will reduce their value.

- Interviewer** : What strategies do you use in teaching writing ?
- English Teacher** : Usually I use speech and discussion methods.
- Interviewer** : Have you heard of place mat technique in writing learning ?
- English Teacher** : never
- Interviewer** : Is writing learning strategy using place mat technique effectively applied to teaching writing?
- English Teacher** : I do not know yet because I have never applied it in learning writing.
- Interviewer** : Do you think the place mat technique can improve students' writing skills in English?
- English Teacher** : I cannot confirm yet, but I think the technique should be tried.

Medan, 25 April 2019

English Teacher

Leni Carmila, S.Pd

APPENDIX VII

INTERVIEW SHEET

The Result of Interview with teacher in Second Cycle

- Interviewer : How does student participation when learning using place mat technique?
- English Teacher : Some of them are quite active but there are some students who pay less attention when learning process.
- Interviewer : What do you think of the advantages of the place mat technique?
- English Teacher : I think the advantages of this place mat technique, students can work individually and share their idea, after that they can share their idea in group discussion.
- Interviewer : What obstacles are seen when learning to write using place mat technique?
- English Teacher : Because the place mat technique asked them to work individually first, so some of the students still cheat to their friends. When the teacher checks to other group and they have done with their work they chose to talking together.
- Interviewer : In your opinion, how to overcome these obstacles ?
- English Teacher : I think you should give a time management for them and still checks them. When some of group have done with their work you can asked them to prepare their paper to be present in front of class so they can focus and still quite.
- Interviewer : What do you think after seeing the writing lesson using place mat technique?

- English Teacher : I see this place mat technique can be an alternative in learning writing.
- Interviewer : Are you motivated after seeing the use of place mat technique in learning writing ?
- English Teacher : I deeply appreciate what you have done to my students in learning writing of course this will be the motivation for me to try the technique of place mat in the next writing lesson.
- Interviewer : How do you think the activities carried out in the process of learning writing using place mat technique?
- English Teacher : As far as I can see, the activities in the writing process using the place mat technique work well, the students become more active and gain new experiences and knowledge for them.
- Interviewer : After observing the learning of writing by using, is the place mat technique strategy effectively applied in writing skill learning ?
- English Teacher : Effective enough to be applied in learning writing
- Interviewer : After becoming an observer, do you think the place mat technique can improve writing skills in English ?
- English Teacher : Yes, this method can improve students achievement in writing English especially in writing descriptive text, it seen from indicator of achievement value which i see their value relative rise.

Medan, 25 April 2019

English Teacher

Leni Carmila, S.Pd

APPENDIX VIII

INTERVIEW SHEET

Interview with the student (before implementation)

- The researcher : hello, good morning. How are you?
- The student I : good morning miss. I am fine. Thank you. And you?
- The researcher : oh, I am fine too. What is your name?
- The student I : my name is Putri
- The student II : my name is Muhammad Rifal
- The researcher : do you like writing?
- The student I : no, I don't like.
- The student II : yes, I like. But just a little.
- The researcher : do you have any problem, when you writing? Could you mention it?
- The student I : yes, I do. It is about idea. I can't find the ideas to building sentences.
- The student II : off course miss, I have problem. One of them is I can't translate Indonesia to English well.

APPENDIX IX**INTERVIEW SHEET****Interview with the student (after implementation)**

The researcher : do you like learning by using place mat technique and why?

The student I : yes I like. Because the technique easy to understand.

The student II : yes I like miss, because this technique is interesting.

The researcher : do you feel place mat technique could be helped you in improving your writing descriptive text?

The student I : yes I do. Because this technique help me to write descriptive text with easy way and there is a group discussion.

The student II : I think so miss. place mat technique make us more understand about the descriptive text because we work with our group.

APPENDIX X**OBSERVATION SHEET****CYCLE I**

Date : April 25th 2019
Meeting : Cycle I, Meeting I
Observer : Indah Dwi Lestari
Aspect : Teaching Process of Researcher

Check (√) each item in the column that most clearly represent your observation.

No.	Observation Item	Category Score			
		1	2	3	4
	Pre-teaching				
1.	The teacher greets and asks the students' conditions.			√	
2.	The teacher checks the attendance list of students.		√		
3.	The teacher tells the objective of the teaching process.			√	
4.	The teacher introduces the new topic to the students.			√	
	Whilst-teaching				
6.	The teacher distributes handouts.		√		
7.	The teacher explains about descriptive text clearly.				√

8.	The teacher and the students discuss the language features and generic structure of descriptive text.		√		
9.	The teacher asks the students to identify the language features and generic structure of a descriptive text.		√		
10.	The teacher gives chance to the students to ask questions.		√		
11.	The teacher checks the students' understanding.		√		
12.	The teacher explains about Place Mat Technique.			√	
13..	The teacher explains how to write descriptive text by using Place mat technique			√	
14.	the teacher gives tasks to students			√	
15.	The teacher guides the students in every stage doing the tasks.			√	
16.	The students give good response to the topic		√		
	Post-teaching				
17.	The teacher summarizes and reflects the lesson.			√	
18.	The teacher previews on the upcoming materials.		√		

19.	The teacher closes the teaching process.			√	
	Class Situation				
20.	The teacher's instructions are clear.			√	
21.	The teacher manages the class well.		√		
22.	The teacher has good time management.		√		
	Total	$\sum X = 56$ or %= 66,6 %			

Category:

4= Very good (for 100%)

3= Good (75 % from overall percentage 100 %)

2= Enough (50 % from overall percentage 100 %)

1= Fair (25 % from overall percentage 100 %)

The formula to measure the teachers' activity in teaching is:

$$\text{Percentage \%} = \frac{n}{N} \times 100 \%$$

N= the sum of total criteria number.

n = the criteria of number

%= the percentage of the expectation.

25th 2019

Medan, April

Collaborator

Observer/

LestariIndah Dwi

APPENDIX XI

Date : April 25th 2019

Meeting : Cycle I, Meeting I

Observer : Indah Dwi Lestari

Aspect : Students' Activity

Check (√) each item in the column that most clearly represent your observation.

No.	Observation Item	Category Score			
		1	2	3	4
1.	The students respond to the teacher's greeting and tell about their condition.		√		

2.	The students are ready to learn the materials.			√	
3.	The students deliver the question to the teacher.	√			
4.	The students answer the question from teacher.	√			
5.	The students give good response to the topic.	√			
6.	The students are active during the teaching learning process.		√		
7.	The students have willingness to use their dictionaries.	√			
8.	The students show enthusiasm during the teaching learning process.			√	
9.	The students pay attention to the teacher's explanation about writing descriptive text by using Place Mat Technique.				√
10.	The students like the technique: Place Mat Technique.				√
11.	The students follow the teacher's instruction well.			√	
	Total	$\sum X = 25$ or %= 56.8 %			

Category:

4= Very good (for 100%)

3= Good (75 % from overall percentage 100 %)

2= Enough (50 % from overall percentage 100 %)

1= Fair (25 % from overall percentage 100 %)

The formula to measure the teachers' activity in teaching is:

$$\text{Percentage \%} = \frac{n}{N} \times 100 \%$$

N= the sum of total criteria number.

n = the criteria of number

%= the percentage of the expectation.

Medan, April 25th

2019

Observer/

Collaborator

Indah Dwi

Lestari

APPENDIX XII

OBSERVATION SHEET

CYCLE II

Date : May 18th 2019

Meeting : Cycle II, Meeting I

Observer : Indah Dwi Lestari

Aspect : Teaching Process of Researcher

Check (✓) each item in the column that most clearly represent your observation.

No.	Observation Item	Category Score			
		1	2	3	4
	Pre-teaching				
1.	The teacher greets and asks the students' conditions.				✓
2.	The teacher checks the attendance list of students.			✓	
3.	The teacher tells the objective of the teaching process.				✓
4.	The teacher introduces the new topic to the students.				✓
	Whilst-teaching				
6.	The teacher distributes handouts.			✓	
7.	The teacher explains about descriptive text clearly.				✓

8.	The teacher and the students discuss the language features and generic structure of descriptive text.			√	
9.	The teacher asks the students to identify the language features and generic structure of a descriptive text.			√	
10.	The teacher gives chance to the students to ask questions.			√	
11.	The teacher checks the students' understanding.			√	
12.	The teacher explains about Place Mat Technique.				√
13..	The teacher explains how to write descriptive text by using Place Mat Technique.				√
14.	the teacher gives tasks to students				√
15.	The teacher guides the students in every stage doing the tasks.				√
16.	The students give good response to the topic			√	
	Post-teaching				
17.	The teacher summarizes and reflects the lesson.				√
18.	The teacher previews on the upcoming materials.			√	
19.	The teacher closes the teaching process.				√

	Class Situation				
20.	The teacher's instructions are clear.				√
21.	The teacher manages the class well.			√	
22.	The teacher has good time management.			√	
	Total	ΣX= 74 or %=84%			

Category:

4= Very good (for 100%)

3= Good (75 % from overall percentage 100 %)

2= Enough (50 % from overall percentage 100 %)

1= Fair (25 % from overall percentage 100 %)

The formula to measure the teachers' activity in teaching is:

$$\text{Percentage \%} = \frac{n}{N} \times 100 \%$$

N= the sum of total criteria number.

n = the criteria of number

%= the percentage of the expectation.

18th 2019

Medan, May

Collaborator

Observer/

LestariIndah Dwi**APPENDIX XIII**

Date : April 25th 2019

Meeting : Cycle I, Meeting I

Observer : Indah Dwi Lestari

Aspect : Students' Activity

Check (√) each item in the column that most clearly represent your observation.

No.	Observation Item	Category Score			
		1	2	3	4
1.	The students respond to the teacher's greeting and tell about their condition.			√	

2.	The students are ready to learn the materials.				√
3.	The students deliver the question to the teacher.			√	
4.	The students answer the question from teacher.			√	
5.	The students give good response to the topic.			√	
6.	The students are active during the teaching learning process.			√	
7.	The students have willingness to use their dictionaries.		√		
8.	The students show enthusiasm during the teaching learning process.			√	
9.	The students pay attention to the teacher's explanation about writing descriptive text by using Place Mat Technique.				√
10.	The students like the technique: Place Mat Technique.				√
11.	The students follow the teacher's instruction well.				√
	Total	$\sum X=36$ or $\%=81\%$			

Category:

4= Very good (for 100%)

3= Good (75 % from overall percentage 100 %)

2= Enough (50 % from overall percentage 100 %)

1= Fair (25 % from overall percentage 100 %)

The formula to measure the teachers' activity in teaching is:

$$\text{Percentage \%} = \frac{n}{N} \times 100 \%$$

N= the sum of total criteria number.

n = the criteria of number

%= the percentage of the expectation.

Medan, May 18th

2019

Observer/

Collaborator

Indah Dwi

Lestari

APPENDIX XIV

Diary Notes

Thursday, 25 April 2019

The class consist of 32 students. The teacher as observer asked the students to pay attention and gave the researcher a chance to introduce herself to the students. The researcher introduced herself and explained to the students her purpose in their class. The researcher could say welcome. First of all, the researcher called the students' names one by one to make it easy to notice them. Then, the researcher asked some question dealing with descriptive text and gave a brief explanation about that.

In this meeting, the first competence test was conducted to know the students' achievement in writing. Some students did the test seriously but the others try to cheat their friends' work. After that, the researcher explained about Place Mat Technique that would be applied in learning descriptive text. the researcher asked some students to make a role play about the procedure of Place Mat technique, so the others could understand how to apply the Place Mat technique.

Tuesday, 28 April 2019

It was the second meeting. In this meeting, the learning process was done based on the lesson plan. The teacher explained about descriptive text. A test was given to the students by title "Our English Teacher". Then, the students asked to analyze the generic structure. Some students were not active because they felt confused.

Next, the students divided into some groups. Each group consisted of four students. When the researcher started to apply the Place Mat technique, the students were enthusiastic because they were curious after the role play in the last meeting. Then, the researcher encouraged them to find some word/phrases, which were related to the topic. Ten they said the word while the teacher wrote on the whiteboard. Some of them were still confused but the teacher invited and encouraged them.

After that, the students were given a task: writing descriptive text about their English teacher. Every student in a group gave their ideas in place mat paper. Then, they discussed it and make a story based on the place mat paper. In this phrase the teacher kept monitoring the students.

Tuesday,14 May 2019

It was the third meeting. First, teacher reminded the students about what they have learned about descriptive text such as the generic structure of descriptive text. the teacher reminded about the procedure of Place mat technique. Next, every group presented their work in the last meeting, some of them gave response to their friends' work.

Thursday, 16 May 2019

It was the fourth meeting, since this was the first meeting in the second cycle, the teacher explained about the descriptive text and procedure of place mat technique once again. Then they analyze a text that is given by the teacher. The teacher only monitored them. They had a progress that was proved by doing it faster. In this meeting the students were more active.

Tuesday, 21 may 2019

The researcher explained about how to make a descriptive text through place mat technique. She divided the students into some group that consisted of four members. Then, she asked the representative of groups to discuss about the topic that was given by the teacher. In this meeting, the researcher found that it had been easier for the students to write a text. the students were more serious and active in doing the assignment given. Students' understanding about descriptive text became better. The situation in this meeting was quieter and better than in the previous meetings.

Thursday, 23 May 2019

It was the last meeting. The students presented their work. In this meeting, most of students were spirit and very active in studying. When the test was going on, the class was so quiet. They did the test seriously. Then they collected it.

APPENDIX V

The Students' Score before treatment (Pre-Test)
--

No.	Initial of name	Score	
		Pre-Test	Criteria of success ≥ 75
1.	AJ	50	Unsuccessful
2.	AZ	75	Successful
3.	DA	55	Unsuccessful
4.	DS	75	Successful
5.	FH	65	Unsuccessful
6.	IR	55	Unsuccessful
7.	JA	79	Successful
8.	JN	66	Unsuccessful
9.	JSR	50	Unsuccessful
10.	JWN	53	Unsuccessful
11.	JWY	65	Unsuccessful
12.	KMR	75	Successful
13.	KS	61	Unsuccessful
14.	KZA	42	Unsuccessful
15.	MD	47	Unsuccessful
16.	MF	60	Unsuccessful

17.	MS	50	Unsuccessful
18.	MSN	58	Unsuccessful
19.	MY	47	Unsuccessful
20.	MZ	47	Unsuccessful
21.	NAD	71	Unsuccessful
22.	NV	65	Unsuccessful
23.	NVT	70	Unsuccessful
24.	PSL	56	Unsuccessful
25.	PTR	64	Unsuccessful
26.	RA	74	Unsuccessful
27.	RAM	84	Successful
28.	RAY	50	Unsuccessful
29.	RND	82	Successful
30.	RT	64	Unsuccessful
31.	RZL	59	Unsuccessful
32.	ZD	82	Successful
	Total	$\Sigma X = 1.996$	
	M	62.37	

APPENDIX XVI

The Students' Score In Post-Test I

No.	Initial of name	Score	
		Post-Test I	Criteria of success ≥ 75
1.	AJ	60	Unsuccessful
2.	AZ	82	Successful
3.	DA	60	Unsuccessful
4.	DS	80	Successful
5.	FH	70	Unsuccessful
6.	IR	65	Unsuccessful
7.	JA	80	Successful
8.	JN	70	Unsuccessful
9.	JSR	65	Unsuccessful
10.	JWN	65	Unsuccessful
11.	JWY	72	Unsuccessful
12.	KMR	85	Successful
13.	KS	75	Successful
14.	KZA	60	Unsuccessful
15.	MD	55	Unsuccessful
16.	MF	70	Unsuccessful
17.	MS	65	Unsuccessful

18.	MSN	65	Unsuccessful
19.	MY	65	Unsuccessful
20.	MZ	65	Unsuccessful
21.	NAD	80	Successful
22.	NV	73	Unsuccessful
23.	NVT	78	Successful
24.	PSL	60	Unsuccessful
25.	PTR	75	Successful
26.	RA	72	Unsuccessful
27.	RAM	87	Successful
28.	RAY	65	Unsuccessful
29.	RND	85	Successful
30.	RT	78	Successful
31.	RZL	65	Unsuccessful
32.	ZD	85	Successful
	Total	$\Sigma X = 2.277$	
	M	71.15	

APPENDIX VIII

The Students' Score In Post-Test II

No.	Initial of name	Score	
		Post-Test II	Criteria of success ≥ 75
1.	AJ	75	Successful
2.	AZ	85	Successful
3.	DA	75	Successful
4.	DS	87	Successful
5.	FH	91	Successful
6.	IR	75	Successful
7.	JA	80	Successful
8.	JN	80	Successful
9.	JSR	77	Successful
10.	JWN	75	Successful
11.	JWY	82	Successful
12.	KMR	91	Successful
13.	KS	80	Successful
14.	KZA	70	Unsuccessful
15.	MD	70	Unsuccessful

16.	MF	80	Successful
17.	MS	75	Successful
18.	MSN	75	Successful
19.	MY	75	Successful
20.	MZ	70	Unsuccessful
21.	NAD	91	Successful
22.	NV	86	Successful
23.	NVT	80	Successful
24.	PSL	78	Successful
25.	PTR	80	Successful
26.	RA	91	Successful
27.	RAM	90	Successful
28.	RAY	72	Unsuccessful
29.	RND	90	Successful
30.	RT	79	Successful
31.	RZL	80	Successful
32.	ZD	90	Successful
	Total	$\Sigma X = 2.575$	

M	80.46	

APPENDIX IX

The Students' Score on Pre-test, post-test I, Post-test II				
No.	Initial of Name	Score		
		Pre-test	Post-test I	Post-test II
1.	AJ	50	60	75
2.	AZ	75	82	85
3.	DA	55	60	75
4.	DS	75	80	87
5.	FH	65	70	91
6.	IR	55	65	75
7.	JA	79	80	80
8.	JN	66	70	80
9.	JSR	50	65	77
10.	JWN	53	65	75
11.	JWY	65	72	82
12.	KMR	75	85	91
13.	KS	61	75	80
14.	KZA	42	60	70
15.	MD	47	55	70
16.	MF	60	70	80
17.	MS	50	65	75
18.	MSN	58	65	75

19.	MY	47	65	75
20.	MZ	47	65	70
21.	NAD	71	80	91
22.	NV	65	73	86
23.	NVT	70	78	80
24.	PSL	56	60	78
25.	PTR	64	75	80
26.	RA	74	72	91
27.	RAM	84	87	90
28.	RAY	50	65	72
29.	RND	82	85	90
30.	RT	64	78	79
31.	RZL	59	65	80
32.	ZD	82	85	90
Total $\sum x$		1.996	2.277	2.575
The mean		62.37	71.15	80.46

The statistic Analysis of the Students' Score Post-Test in First and
Second Cycle

No.	Post-test I	Post-test II	D	D ²
1.	60	75	15	225
2.	82	85	3	9
3.	60	75	15	225
4.	80	87	7	49
5.	70	91	21	441
6.	65	75	10	100
7.	80	80	0	0
8.	70	80	10	100
9.	65	77	12	144
10.	65	75	10	100
11.	72	82	10	100
12.	85	91	6	36
13.	75	80	5	25
14.	60	70	10	100
15.	55	70	15	225

16.	70	80	10	100
17.	65	75	10	100
18.	65	75	10	100
19.	65	75	10	100
20.	65	70	15	225
21.	80	91	11	121
22.	73	86	13	169
23.	78	80	2	4
24.	60	78	18	324
25.	75	80	5	25
26.	72	91	19	361
27.	87	90	3	9
28.	65	72	7	49
29.	85	90	5	25
30.	78	79	2	4
31.	65	80	15	225
32.	85	90	5	25
		Total	$\Sigma D = 309$	$\Sigma D^2 = 3845$

From the last computation have been found that:

$$\overline{D} = \frac{309}{40} = 9.65$$

As follow:

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

$$t = \frac{9.65}{\sqrt{\frac{\sum 3845 - \frac{(309)^2}{32}}{32(32-1)}}$$

$$t = \frac{9,65}{\sqrt{\frac{\sum 3845 - \frac{95481}{32}}{2992}}$$

$$t = \frac{9,65}{\sqrt{\frac{\sum 3845 - 2983,781}{992}}$$

$$t = \frac{9.65}{\sqrt{\frac{861,219}{992}}}$$

$$t = \frac{9.65}{\sqrt{0,868}}$$

$$t = \frac{9.65}{0,931} = 10.36$$

APPENDIX XX

Titik Persentase Distribusi t (df= 1-40)

df	Pr	0.25 0.50	0.10 0.20	0.05 0.10	0.025 0.050	0.01 0.02	0.005 0.010	0.001 0.002
1		1.00000	3.07768	6.31375	12.70620	31.82052	63.65674	318.30884
2		0.81650	1.88562	2.91999	4.30265	6.96456	9.92484	22.32712
3		0.76489	1.63774	2.35336	3.18245	4.54070	5.84091	10.21453
4		0.74070	1.53321	2.13185	2.77645	3.74695	4.60409	7.17318
5		0.72669	1.47588	2.01505	2.57058	3.36493	4.03214	5.89343
6		0.71756	1.43976	1.94318	2.44691	3.14267	3.70743	5.20763
7		0.71114	1.41492	1.89458	2.36462	2.99795	3.49948	4.78529
8		0.70639	1.39682	1.85955	2.30600	2.89646	3.35539	4.50079
9		0.70272	1.38303	1.83311	2.26216	2.82144	3.24984	4.29681
10		0.69981	1.37218	1.81246	2.22814	2.76377	3.16927	4.14370
11		0.69745	1.36343	1.79588	2.20099	2.71808	3.10581	4.02470
12		0.69548	1.35622	1.78229	2.17881	2.68100	3.05454	3.92963
13		0.69383	1.35017	1.77093	2.16037	2.65031	3.01228	3.85198
14		0.69242	1.34503	1.76131	2.14479	2.62449	2.97684	3.78739
15		0.69120	1.34061	1.75305	2.13145	2.60248	2.94671	3.73283
16		0.69013	1.33676	1.74588	2.11991	2.58349	2.92078	3.68615
17		0.68920	1.33338	1.73961	2.10982	2.56693	2.89823	3.64577
18		0.68836	1.33039	1.73406	2.10092	2.55238	2.87844	3.61048
19		0.68762	1.32773	1.72913	2.09302	2.53948	2.86093	3.57940
20		0.68695	1.32534	1.72472	2.08596	2.52798	2.84534	3.55181
21		0.68635	1.32319	1.72074	2.07961	2.51765	2.83136	3.52715
22		0.68581	1.32124	1.71714	2.07387	2.50832	2.81876	3.50499
23		0.68531	1.31946	1.71387	2.06866	2.49987	2.80734	3.48496
24		0.68485	1.31784	1.71088	2.06390	2.49216	2.79694	3.46678
25		0.68443	1.31635	1.70814	2.05954	2.48511	2.78744	3.45019
26		0.68404	1.31497	1.70562	2.05553	2.47863	2.77871	3.43500
27		0.68368	1.31370	1.70329	2.05183	2.47266	2.77068	3.42103
28		0.68335	1.31253	1.70113	2.04841	2.46714	2.76326	3.40816
29		0.68304	1.31143	1.69913	2.04523	2.46202	2.75639	3.39624
30		0.68276	1.31042	1.69726	2.04227	2.45726	2.75000	3.38518
31		0.68249	1.30946	1.69552	2.03951	2.45282	2.74404	3.37490
32		0.68223	1.30857	1.69389	2.03693	2.44868	2.73848	3.36531
33		0.68200	1.30774	1.69236	2.03452	2.44479	2.73328	3.35634
34		0.68177	1.30695	1.69092	2.03224	2.44115	2.72839	3.34793
35		0.68156	1.30621	1.68957	2.03011	2.43772	2.72381	3.34005
36		0.68137	1.30551	1.68830	2.02809	2.43449	2.71948	3.33262
37		0.68118	1.30485	1.68709	2.02619	2.43145	2.71541	3.32563
38		0.68100	1.30423	1.68595	2.02439	2.42857	2.71156	3.31903
39		0.68083	1.30364	1.68488	2.02269	2.42584	2.70791	3.31279
40		0.68067	1.30308	1.68385	2.02108	2.42326	2.70446	3.30688

APPENDIX XVI**DOCUMENTATION**

1. Researcher give the direction to the students.



2. Researcher explain about the material and technique



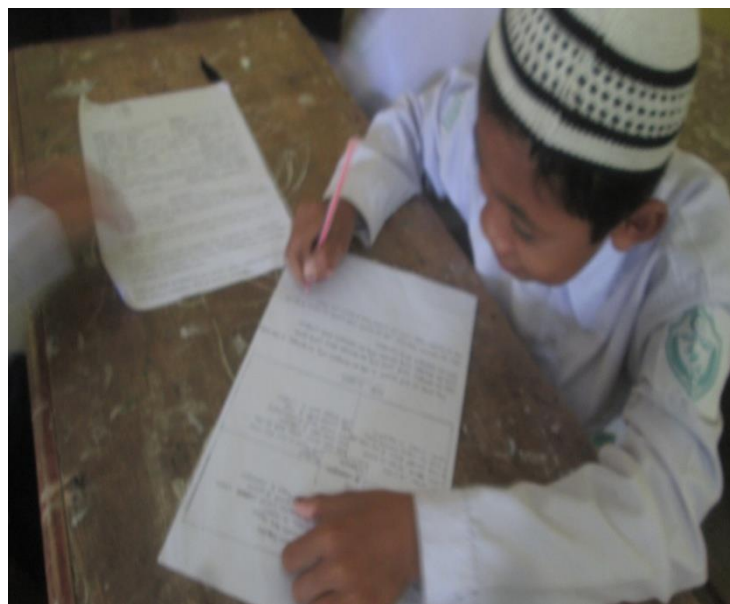
3. The students' write descriptive text.



4. The students' discuss together.



5. The students' sits in group and discussion.



6. The students' write descriptive text by using Place Mat technique.



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

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 Website : www.fitk.uinsu.ac.id e.mail : fitk@uinsu.ac.id

Nomor : B-4903/ITK/ITK.V.3/PP.00.9/ 04./2019
 Lampiran : -
 Hal : **Izin Riset**

Medan, 23 April 2019

Yth. Ka. MTs Al -Washliyah 44 Senayan Rampah

Assalamu 'alaikum Wr Wb

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

Nama : HANUM RELATRI PERIZA
 Tempat/Tanggal Lahir : Idi Rayeuk, 10 September 1997
 NIM : 34154131
 Semester/Jurusan : VIII /Pendidikan Bahasa Inggris

Untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di MTs Al -Washliyah 44 Senayan Rampah, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul:

IMPROVING THE STUDENTS' ACHIEVEMENT IN WRITING DESCRIPTIVE TEXT THROUGH PLACE MAT TECHNIQUE AT MTs AL WASHLIYAH 44 SENAYAN KEC SEI RAMPAH.

Demikian kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Wassalam

A.n. Dekan
 Ketua Jurusan PBI



Dr. Sholihatul Hamidah Diy, M.Hum
 NIP: 19750632 200312 2 002

Tembusan:
 Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan



MAJELIS PENDIDIKAN

Al Jam'iyatul Washliyah

MADRASAH TSANAWIYAH SWASTA AL WASHLIYAH SENAYAN

Dusun I Senayan Desa Simpang

Kecamatan Sei Rampah Kabupaten Serdang Bedagai Kode Pos : 20695

SURAT KETERANGAN

No : MTs.38/PP.00.5/591/2019

Yang bertanda tangan di bawah ini :

Nama : Drs. SUDINI
NIP : -
Jabatan : Kepala Madrasah Tsanawiyah Al Washliyah Senayan

Dengan ini menerangkan bahwa :

Nama : Hanum Relatri Periza
Tempat/Tgl. Lahir : Idi Rayeuk, 10 September 1997
Alamat : Dusun I Senayan Desa Simpang IV Kec. Sei Rampah Kab. Serdang Bedagai
Pekerjaan : Mahasiswa Universitas Islam Negeri Sumatera Utara Medan.
NPM/NIRM : 34.15.4.131
Jurusan : Pendidikan Bahasa Inggris
Semester : VIII (Delapan)

Benar nama tersebut diatas telah selesai dengan baik mengadakan penelitian di sekolah Madrasah Tsanawiyah Al Washliyah Senayan Desa Simpang Empat Kecamatan Sei Rampah Kabupaten Serdang Bedagai, Sejak Bulan April sd. Mei 2019.

Selanjutnya diterangkan bahwa penelitian dimaksud untuk persiapan skripsi dengan judul :

Improving the Students' Achievement in Writing Descriptive Text through Place Mat Technique at MTs. Al-Washliyah Senayan Kec. Sei Rampah.

Demikianlah Surat Keterangan ini Kami buat dengan sebenarnya dan diberikan kepada yang bersangkutan sebagaimana mestinya.

Senayan, 29 Juli 2019

Kepala MTs Al Washliyah Senayan

