THE INFLUENCE OF USING FLOWER WRITING STRATEGYTOWARDS STUDENTS' WRITING ABILITY IN DESCRIPTIVE TEXT

A THESIS

Submitted as a Partial Fulfillment of the Requirements for the S1-Degree

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2023

ABSTRACT

THE INFLUENCE OF USING FLOWER WRITING STRATEGY TOWARDS STUDENTS' WRITING ABILITY IN DESCRIPTIVE TEXT

By
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The objective of this research was to know whether there was significant influence of using Flower Writing Strategy towards students' writing ability on descriptive text. Writing ability is a skill to got ideas or opinion in written form with correct structure of language. The research methodology of this research was quasi experimental design. In this research, the population was the seventh grade of SMPN 2 Pardasuka which consisted of 71 students in 3 classes. The sample of this research was two classes which consisted of 46 students for experimental class and control class. In the experimental class, the researcher used Flower Writing Strategy, and in the control class the researcher used Groupwork Strategy. In collecting the data, the researcher used instrument in the form of writing test in form of descriptive text. The instrument was given in pre-test and post-test. Before giving the treatment, the researcher gave pre-test for both classes. Then, after conducting the treatments, the instrument was given in post-test. After giving pre-test and post-test, the researcher analyzed the data using SPSS to compute the data. This resrach used Wilcoxon test by using SPSS because the data in experimental class and control class do not have normal distribution. And the researcher used test nonparametric Wilcoxon, it was obtained that *Sig.* = .001 and $\alpha = 0.05$. It means Ha was accepted because *Sig.* $< \alpha = .001 < 0.05$. Therefore, there was different between the result of writing ability by using Flower Writing Strategy and Group Work Strategy which means there was an influence of using Flower Writing Strategy towards Students Writing ability of the Seventh Grade of SMPN 2 Pardasuka in the Academic Year of 2022/2023.

Keywords: *Descriptive Text, Flower Writing Strategy, Writing ability.*

ABSTRAK

PENGARUH PENGGUNAAN STRATEGI MENULIS BUNGA TERHADAP KEMAMPUAN MENULIS SISWA PADA TEKS DESKRIPIF

By
Mayang Dwi Safitri

Tujuan dari penelitian ini adalah untuk mengetahui apakah terdapat pengaruh yang signifikan penggunaan Strategi Menulis Bunga terhadap kemampuan menulis siswa pada teks deskriptif. Kemampuan menulis adalah suatu keterampilan untuk memperoleh ide atau pendapat dalam bentuk tulisan dengan struktur bahasa yang benar. Metodologi penelitian dalam penelitian ini adalah quasi eksperimen design. Populasi dalam penelitian ini adalah siswa kelas VII SMPN 2 Pardasuka yang terdiri dari 71 siswa dalam 3 kelas. Sampel penelitian ini adalah dua kelas yang terdiri dari 46 siswa untuk kelas eksperimen dan kelas kontrol. Di kelas eksperimen, peneliti menggunakan Strategi Menulis Bunga, dan di kelas kontrol peneliti menggunakan Strategi Kerja Kelompok. Dalam mengumpulkan data, peneliti menggunakan instrumen berupa tes menulis berbentuk teks deskriptif. Instrumen diberikan dalam pre-test dan post-test. Sebelum memberikan perlakuan, peneliti memberikan pre-test untuk kedua kelas. Kemudian, setelah melakukan perlakuan, instrumen diberikan dalam post-test. Setelah memberikan pre-test dan post-test, peneliti menganalisis data menggunakan SPSS untuk menghitung data. Penelitian ini menggunakan uji Wilcoxon dengan menggunakan SPSS karena data pada kelas eksperimen dan kelas kontrol tidak berdistribusi normal. Dan peneliti menggunakan uji non parametik Wilcoxon, diperoleh Sig. = 0,001 dan a = 0,05. Artinya Ha diterima karena Sig. <a = 0,001 <0,05. Oleh karena itu terdapat perbedaan antara hasil kemampuan menulis dengan menggunakan Strategi Menulis Bunga dan Strategi Kerja Kelompok yang artinya ada pengaruh penggunaan Strategi Menulis Bunga terhadap Kemampuan Menulis Siswa Kelas VII SMPN 2 Pardasuka Tahun Pelajaran 2022/2023.

***Kata Kunci**: Teks Deskriptif, Strategi Menulis Bunga, Kemampuan Menulis.*

DECLARATION

The researcher is a student with the following identity:

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I declare officially confirm that thesis, "The Influence of Using Flower Writing Strategy towards Students' Writing abilty in Descriptive Text" is completely my own individual researcher. I am quite aware of the fact that I have considered satements and theories from various sources and fully acknowledged in this thesis.

Bandar Lampung, April 2023

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MOTTO

لَا يُكَلِّفُ ٱللَّهُ نَفْسًا إِلَّا وُسْعَهَا

"Allah burdens not a person beyond his scope." (Q.S Al- 'Imran:286)[1]

[1] Al-Hilali, Muhammad Taqi-ud, et al, *Translation of the meanings of The Noble Qur'an in the English Language,* p. 66. https://www.holybooks.com/wp-content/uploads/2010/05/english-quranalhilali-khan.pdf

DEDICATION

By expressing gratitude to Allah SWT for the abundant blessing that have been givwn to the researcher to complete this thesis. This researcher dedicates this thesis to : For the deep of my heart, I would like to dedicate this thesis to the followings :

1. Her lovely parents, Mr. Kaelani and Mrs. Natmadali, always pray and give me motivation and wish for my success. Thank you so much for your love and continued support, both spiritually and materially, and you are the biggest spirits in finishing this thesis.
2. My beloved brother Imam Surya Agung, Yuda Pratama and also my beloved younger sister Mutia Salsa Lutfiya and my sister in law Alifia Maharani Putri who has been supportive, carring and generous during many difficult stages of my study at the university.
3. My beloved nephew Arshaka Kalandra Alfaizan Putra Agung, who have been brought laughter and become motivation.

CURRICULUM VITAE

The writer name is Mayang Dwi Safitri, or famously called by her friends, Mayang or Fitri. She was born in Pringsewu, Lampung, on January 26th 2000. She is the second child of the third child of Muslim couple Mr. Kaelani and Mrs. Natmadali. She has one brother and one younger sister. The brother name is Imam Surya Agung and the younger sister name is Mutia Salsa Lutfiya.

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Bandar Lampung, 2023
The Writer

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ACKNOWLEDGMENT

Firstly, I would like to express my sincerest praise to Allah SWT, who has given His blessing and mercy to complete my study at the Islamic State University of Raden Intan Lampung. I also would like to send my besv prayer and salutation to the prophet Muhammad (peace upon him), the best lover of the god Allah, who has guided us from the darkness to the lightness. This thesis entiled "The Influence of Using Flower Writing Strategy towards Students' Writing Ability in Descriptive Text". The primary aim of writing this vhesis is to fulfill a part of students' tasks in partial fulfillmenv of the requirement to obtain an S1-degree. Furthmore, this thesis would not have been completed without the support, aid, guidance, advice and encouragement of people.

Therefore the writer would like to express the deepest sense of gratitude to :

1. Prof. Dr. Hj. Nirva Diana, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung with all staff, who had given an opportunity and forbearance to the writer when on going the study until the end of this thesis composition.
2. Dr. Moh. Muhassin, M. Hum, Head of English Study Program at Uin Raden Intan Lampung
3. M. Ridho Kholid, M.Pd the Advisor, who has patienly guided and directed until the completion of thesis.
4. Nurul Puspita, M.Pd the Co-Advisor, who has guided with full of patience since the first till the writer completed this thesis.
5. All lecturers of the English Department of UIN Raden Intan Lampung, who have given knowladge and experience
6. Rahayu, S.Pd as a Head-Master in SMPN 2 Pardasuka, has granted reserach permission
7. Muhtaridi, S.Pd.I as a English Teacher at SMPN 2 Pardasuka who has given the guidance and spirit inconducting this researcher.
8. Natmadali, S.Pd, my beloved teacher at SMPN 2 Pardasuka.

Who have always give me love, support and provide suggestions in the process of preparing this thesis.

9. My Parents Mr. Kaelani and Mrs. Natmadali and my big families who always support me.
10. My beloved friends Eka Sari Agustin, Devhia Suci Ardhana, Finny Restiana, always give support to each other.
11. All members of A (Amazing) Class of English Department 2018, I am thankfull for our friendship and always give support to each other.
12. Last but not least, I wanna thank me. I wanna thank me for believing me, I wanna thank me for doing all this hard wirk, I wanna thank me for having no days off, I wanna thank me for never quiting, I wanna thank me for always being a giver and trying to give more than I received, I wanna thank me for trying to do more right than wrong, and I wanna thank myself for just being me at all times.

Finally, nothing is perfect neither this thesis. Any corrections, comments and suggestions for the goodness of this thess are always open-heartedly welcome. Furthmore, this thesis is expected that can be useful for the other writers particularly and the reader generally, especially for those who are involved in the English teaching profession.

Bandar Lampung, 2023
The writer,

Mayang Dwi Safitri
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CHAPTER I
INTRODUCTION

A. Title Confirmation

Confirmation of the title in this proposal intended to provide a brief explanation of the main title in the proposal, which aims to avoid misunderstandings related to the main title of the proposal.

Influence is something that effect a person, thing, and another thing to experience a change. Which can come from someone around him or objects that can have a positive or negative influence to change a situation.

Flower writing strategy is a writing strategy in the form of a simple flower chart. The graph takes part in writing activities such as the main idea, which is then followed by supporting sentences from the main idea.

Writing is one of the learning applied in education, not only, so writing is an activity that someone does to convey an idea in someone. Writing ability is the ability of a person to express, develop, and produce an idea in written form. Writing ability is very complex where one must be able to provide a lot of vocabulary mastery, develop ideas perfectly and arrange a strategy so that readers can clearly receive the written information.

Descriptive text is one type of text that aims to explain or describe in more detail related to the main subject being discussed. The purpose of descriptive text is to describe an object in the form of an object, a animals, a person, a job, and others which aims to provide information to the reader.

On the basis o the explanation above, it can be concluded that the researcher conducted a study on “The Influence of Using Flower Writing Strategy towards Students' Writing Ability in Descriptive Text.”

B. Background of the Problem

Writing is one aspect of language that is very influential in learning. Writing activities are not only used as an aspect of

language but can make writing a separate characteristic that can lead to a positive activity for people who do it. Writing is an action taken by someone to produce real information for someone who reads the text. Writing activities can be used as a hobby because of a certain basis that makes someone like these activities in expressing ideas or opinions through tangible forms. As said by Hyland"writing is a way of sharing personal meanings and writing courses emphasize the power of the individual to construct his or her views on a topic".[1] Meaning that writing is one aspect of language in communication, which is the way to get information or obtain information in a written form about the topic discussed. Thereore, writing is a form of communication in real or written form.

However, writing activities require a person to develop an idea of what he wants to convey so that they can produce a written work. In learning activities, writing is considered an activity that is not easy because someone has to develop ideas from specific topics. That's what makes a problem in writing activities. Therefore in the learning process, a teacher is expected to have new strategies to create a pleasant atmosphere in order to make it easier for a student to convey ideas into writing. In the opinion of Nunan, "Writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader".[2] This implies that writing is an activity carried out by a person in conveying his ideas so that he conveys his aspirations through writing. Not spared from global developments, writing has become a study that is in great demand by researchers on various types of writing. As the result, there are many things that must be considered in writing activities, and conveying ideas related to a topic must have appropriate elements in writing. So that in an article it can be easier to understand.

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[1] Ken Hyland, *Second Language Writing* (1stEd) (New York: Cambridge University Press, 2003), 9.

[2] David Nunan, *Practice English Language Teaching* (New York: McGraw-Hill/Contemporary, 2003), 88.

Writing is an activity that has been carried out since an early age, where learning to write trains a person to be able to convey ideas that are in accordance with the theme or even writing activities are used as a hobby in conveying one's feelings about what is being experienced. As claimed by Erkan "Writing is a complex process as it is one of the necessary skills to generate the symbols and signs required to express our emotions and thoughts".[3] It means that writing is a difficult activity, where in the process of conveying ideas it must be appropriate and can provide its own understanding to the reader by going through certain codes when delivering information. As stated by Sarah "Writing is seen not just as a standardized system of communication but also as an essential tool for learning".[4] It can be concluded that writing is one of the skills used to communicate in the form of a work or an action. Writing can train a person's ability to be able to convey ideas or ideas in a more attractive manner and with different styles of delivery. In conclusion, writing is a complex activity that can be done by anyone in the delivery of information, related to a feeling that is being experienced or as an activity in a learning process.

There are many difficulties experienced by someone in writing, especially writing in English. Parisa said, "Writing is considered as a challenge which many foreign/second language learners face. It is important component not only in education, but also in life especially for those people who do not know how to express their fellings verbally, thus they use words and letters to translate their fellings, ideas, and thoughts.[5] This indicates that writing is one of the lessons that involve a necessity in developing an idea, especially in learning foreign languages such as English.

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[3] Erkan Cer, "The Instruction of Writing Strategies: The Effect of the Metacognitive Strategy on The Writing Skills of Pupils in Secondary Education," *Journals Sage*, 9 (2019): 1-17, https://doi.org/10.1177/2158244019842681.

[4] Sarah Cushing Weigle, *Assessing Writing* (New York: Cambridge University Press, 2002), 5.

[5] Parisa Yeganehpour and Elham Zarfsaz, "The effect of co-teaching on advanced EFL learners' writing ability," *Journal of Language and Linguistic Studies* 16, no. 4 (2020): 1833-1850, http://www.jlls.org/index.php.jlls/article/dowload/3972/0873

In the education system, writing lessons is an important aspect because someone can express his feelings or share opinions and develop other ideas in a written form. In writing, symbols, letters, and words are applied to describe the expression of one's ideas. The opinion of Septandira, "Writing is the stage where the writer starts developing the ideas into sentences and paragraph. In this stage, writers' ability to deliver and organize the ideas and this consideration in choosing the words used in the texts are very important to produce texts that the readers can easily understand.[6] This means that writing is the first step where someone can share opinions and develop simple ideas in a structured manner so that they become a sentence and also a simple, complete essay that aims to be more understandable by the reader. Therefore, the learning process in writing activities is not an easy thing. Especially learning in English, one must be able to develop the main idea into an English paragraph, and must also pay attention to aspects that are in accordance with the rules of writing.

There are many reasons why someone has difficulty in doing writing activities. Some problem could be found in writing text, the students who rarely write in English always face some difficulties when their teacher asked them to write down their ideas, thoughts or experience.[7] As meaning that, writing is not an easy thing to do, especially writing an essay on a specific topic. One must be able to develop thoughts and ideas related to the specified topic. Writing in English, which is known that English is a second language for specific countries, that's what makes one of the problems in writing activities for students is that it is difficult to develop ideas related to the topic of an article.

Writing also becomes the most difficult skill, particularly in English Education, which through complex processes that engages

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[6] Septemdira Intan Sari Suprobowati, et al, "Writing Strategies Used by English Department Students with Different Self-Estem Level to Revise Their Essay(s)," *Jurnal Pendidikan: Teori, Penelitian, dan Pengembangan* 6, no. 3 (2021): 453-458, http://journal.um.ac.id/index.php/jptpp/article/download/14630/6374

[7] Fika Alisha et al, "Students Difficultes in Writing EFL," *Professional Journal of English Education* 2, no.1, (2019): 20-25, https://journal.ikipsiliwangi.ac.id/index.php/project/article/download/1659/pdf

several competencies. Also, students at the university experienced various obstacles in their processes of writing. The obstacles such as vocabulary and diction, grammatical features, exploring and generating ideas, organization and teaching process.[8] Writing is an activity in learning with a fairly high level of difficulty. Even at the level of education for students, a student still has a level of difficulty in writing activities according to a predetermined topic at the college level. Some things that become problems in writing activities, especially writing in English, such as lack of mastered vocabulary, poor grammar levels, limitations in developing ideas, and in the learning process itself, which results in difficulties in learning English writing activities.

The students and teachers delineated several problems in the writing of undergraduate ESL learners. They agreed that ESL learners lack knowledge of appropriate vocabulary, learners also have difficulties in grammar and syntax. They make mistakes in subject-verb agreement, pronouns, tenses, articles, prepositions and basic sentence structures. Additionally, lack of ideas affect learners' writing skill.[9] It means thatit is known that a foreign language or a second language is not easy to learn for someone. Some of the problems faced by some people in writing activities are as follows, lack of ability in mastering vocabulary, grammar errors, and lack of ideas in developing a predetermined writing topic.

In the learning process requires a strategy that can support the learning that will be carried out, and the flower writing strategy is a strategy that provides creativity to students in conveying ideas in written form. Flower writing strategy is a strategy that can be used in teaching writing. Flower writing strategy uses a graph like a flower which has topic and supporting

[8] Suhaimah Bulqiyah et al, "Investigating writing difficulties in essay writing: Tertiary students' perpective," *English Language Teaching educational Journal* 4 no. 1 (2021): 61-73, https://doi.org/10.12928/eltej.v4i1.2371

[9] Fareed et al, "ESL learners' writing skills: Problems, factors and suggestions," *Journal of Education & Social Sciences* 4, no. 2 (2016): 83–94, https://doi.org/10.20547/jess0421604201

details to help the students explore their ideas into paragraph.[10] In other words flower writing strategy is a strategy in learning to write, which can be used by educators in achieving successful writing learning goals. By using a simple floral graphic, which gives the impression of being attractive and easy to understand, it involves the main sentences and other supporting sentences. It is hoped that in this learning strategy, students are more able to develop ideas or ideas on a topic to produce a perfect writing essay.

Strategies in learning must be well defined by a teacher, because in the learning process requires achievement in accordance with the specified criteria. In the opinion of Kasmaini "Flower Writing was a writing strategy in which the central (main) idea was written first, followed by the information that surrounded it".[11] It indicates that, learning to write is one of the essential things in education, especially learning to write, which requires students to convey ideas in an article. In the learning English, there are still obstacles experienced by students in writing activities, such as vocabulary and difficulty in developing ideas. Therefore, teachers must have strategies that can influence students to participate in learning activities properly. The flower writing strategy is one of the strategies in learning to write that can provide creativity to students. A flower-shaped graph with the main idea written in the flower's core, followed by supporting sentences written on the flower petals so that it makes writing activities in a flower graph, which provides its creativity.

At the junior high school education, English is one of the lessons that are required in academic units. Therefore, the researcher conducted a pre-research in one of the junior high schools in Pringsewu, namely SMPN 2 Pardasuka. The researcher

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[10] Mellki Sara, " A Comparative Study of Quick Write and Flower Writing Strategies on Students' Writing Achievment" (Padang, STKIP PGRI Sumatera Barat, 2014), 3.

[11] Kasmaini et al, " Penerapan Strategi *Fower Writing* untuk Meningkatkan Menulis Mahasiswa Semester III Program Studi S-1 Pendidikan Bahasa Inggris FKIP Universitas Bengkulu," in *Seminar Bulan Bahasa (Semiba)*, (Seminar Nasional Pendidikan Bahasa dan Sastra, 2020), https://ejournal.unib.ac.id/index.php/semiba/article/download/10289/5167

interviewed with the 7th grade English teacher Mr. Muhtaridi, S.Pd.I about students' ability to participate in learning English in writing activities. In the seventh grade, students was studied material about descriptive text. Based on the pre-research the material studied in the seventh grade is descriptive text about animals and the syllabus used by the teacher in the learning process about descriptive text animals. Therefore, the researcher used material about descriptive text animal in this research. The level of students' ability to learn English is still very low, especially in writing activities. Many things are a factor in the lack of students' writing skills, one of which are the lack of ability to develop ideas in writing, the lack of vocabulary, and the lack of more active learning strategies to increase students' enthusiasm for learning.

Table 1.1
The Data of Students' English score of the Seventh Grade at the first semester of SMP N 2 Pardasuka in the Academic Year 2022/2023

NO	KKM	Classes			Total	Percentage
		VII A	VII B	VII C		
1	< 62	14	15	14	43	61%
2	≥ 62	8	9	11	28	39%
		22	24	25	71	100%

Source: Data score of Students' Writing score of the Seventh Grade at the first semester of SMP N 2 Pardasuka in the Academic Year 2022/2023[12]

In reference to data above, the mean score determined from the class VII A, VII B, VIIC are 62. From the class VII A, VII B, VII C students who have a scoree less than 62 are 43 students. And for the students who have score more than or equal to 62 are 28 students. From these data, it can be concluded that the ability of students in learning English is still very lacking, and the

[12] Data score of Students' Writing score of the Seventh Grade at the first semester of SMP N 2 Pardasuka in the Academic Year 2022/2023, un-publish.

learning strategies used are still not right. Mr. Muhtaridi says that the students have difficulty in developing ideas according to a predetermined theme. As well as the lack of mastery of the vocabulary they have, and the lack of motivation in writing activities makes the students less mastered in learning writing.

Graounded on the explanation above, the researcher can conclude that in teaching and learning process, a teacher must be able to provide appropriate learning strategies to attract students to take part in learning to write in English. The use of good strategies or methods in the teaching and learning process is needed to help improve students' writing abilities, students will be more relaxed in learning and able to provide creativity to students to be able to develop topic ideas in learning better. The students will feel that learning is not only focused on material but they can also develop their ways and ideas through the strategies used.

From the explanation above, the researcher wants to focus on writing ability on descriptive text. The researcher feels interested to conduct a research under the title "The Influence of Using Flower Writing Strategy Towards Students' Writing Ability in Descriptive Text. From the explanation above, the researcher wants to focus on writing ability on descriptive text. The researcher feels interested to conduct a research under the title "The Influence of Using Flower Writing Strategy Towards Students' Writing Ability in Descriptive Text".

Moreover, some researchers hae done their research by using flower writing strategy. The first researh comes from Nur Eva with entiled “The Effectiveness of Using Flower Writing Strategy in Teaching Writing Descriptive Text for Tenth Grade Students at Madrasah Aliyah Negeri (MAN) Tarakan”. The objective of this research was to describe whether or not the use of flower writing strategy was effective in improving the students’ writing achievment in learning English as a foreign language.[13] The second research comes from Madu Sri Anggoro Wati with

[13] Nur Eva, “The Effectiveness of Using Flower Writing Strategy In Teaching Writing Descriptive Text for Tenth Grade Students at Madrasah Aliyah Negeri (MAN) Tarakan” (Thesis, Universitas Borneo Tarakan, 2018), 5.

entitled "A Comparative Study Between Quick Write and Flower Writing Strategies toward Writing Skills of the Seventh Grade Students of MTS N 1 Salatiga in the Academic Year of 2019/2020". This research was intended to find out the comparative study or significant difference of using quick write and flower writing strategies toward writing skills of the seventh grade students of MTs N 1 Salatiga in the academic year of 2019/20120.[14]

The third researh comes from Maya Ainul Hayati with entiled "Improving Students' Writing Ability by Using Flower Writing Strategy". The objective of this research was to describe wheter or not the use of flower writing strategy was effective in improving the students' writing achievment in learning English as a foreign language.[15] The fourth research comes from Iseu Lilis Hendrayani with entiled "Effect of Flower Writing Strategy on Writing Skills of Fable Story Text in MTS Students". This study aims to describe he effect of using flower Writing strategy on the writing skills of the eight grade students of MTS Persis 50 Lembang.[16] The last research comes from Yuliana and Rachmanita entiled "Applying Flower Writing Strategy to the Tenth Grades in Writing Descriptive Text". This study aimed to find out whether or not the Flower Writing Strategy was effective to be used in teaching writing descriptive text.[17]

There are similarities among fifth previous researches above with this research, all the researchers used the same strategy in the learning process namely Flower Writing Strategy. And then

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[14] Madu Sri Anggoro Wati, "A Comparative Study Between Quick Write And Flower Writing Strategies Toward Writing Skills of The Seventh Grade Students of MTS N 1 Salatiga In The Academic Year Of 2019/2020" (Thesis, Institut Agama Islam Negeri Salatiga, 2019), 9.

[15] Maya Ainul Hayati, "Improving Students' Writing Ability by Using Flower Writing Strategy" (Thesis, Institut Agama Islam Negeri Bengkulu, 2020), 8.

[16] Yuliana and Rachmanita, "Applying Flower Writing Strategy to the Tenth Graders In Writing Descriptive Text," *Language and Education Jurna*l 6, no.2 (2021): 17-27, https://doi.org/10.52237/lej.v6i01.203

[17] Iseu Lilis Hendrayani, "Effect of Flower Writing Strategy on Writing Skills of Fable Story Text in MTS Students," *Journal of Language Education Research* 5, no.1 (2022): 12-19, https://journal.ikipsiliwangi.ac.id/index.php/jler/article/download/8965/2935

there are differences among fifth previouses with this research, the first previous research focused to determining levels of the learners' skill for writing a descriptive text that saw from language features of the text then conducting on the Islamic Senior High School. The second previous research focused on comparison in the learning to write between Quick Write and Flower Writing Strategy. The third previous research focused on how to improve students writing skill by using flower writing strategy with design Classroom Action Research (CAR). The fourth previous research focused on how to improve students writing skill in Fable Story Text. The fifth previous research focused on how to improve students writing skill in descriptive text conducting on the Senior High School.

In this research focus on how to improve the writing ability on descriptive text, by using flower writing strategy. When using the creative strategy in teaching learning process it can be a new innovation to attract students in learning English, especially in writing. In creating the active and interactive class, the teacher needs innovation to teaching learning process. Based on the explanation above, the researcher interested in discussing this case under the title "The Influence of Using Flower Writing Strategy Towards Students' Writing Ability in Decriptive Text".

C. Identification and Limitation of the Problem

Based on the background above, the problems experienced by students in writing could be identified as follows :

1. The students have problem in finding ideas to write
2. The students have lacked of vocabulary in the English learning, especially in writing Decriptive text animals
3. The flower writing strategy has never been used in the English learning proses at the SMP Negeri 2 Pardasuka.

From the identification of those problems, the researcher focuses on the influence of using flower writing strategy on students' writing ability. The subject in this research was students' writing ability that was write about descriptive text animals which focused on the seventh graders.

D. Formulation of the Problem

Based on the identification and limitation of the problem, the researcher formulated the problem as follows : is there any influence of using flower writing strategy towards students' writing ability in descriptive text?

E. Objective of the Research

Related to the formulation of the problem, the objectives of the research is to determine whether there is an influence of using flower writing strategy towards students' writing ability in descriptive text.

F. Significant of the Research

There are significances that can be acquired from this research:

1. Theoretically

   The research is expected that this research will be increase to knowladge that using flower wriing strategy can make teaching and learning process more effective and the class active.

2. Practically

   The research is expected to be used :

   a. For students

      This research is expected to help improve students' writing ability

   b. For teachers

      This research is expected that flower writing strategy can be an effective in teaching and learning process of writing

   c. For further researcher

      This research can be used by other researchers as a reference with the same study.

G. Relevant Research

Moreover, some previous researchers who were relevants in this research as follows, the first researh comes from Nur Eva with entiled "The Effectiveness of Using Flower Writing Strategy in Teaching Writing Descriptive Text for Tenth Grade Students at

Madrasah Aliyah Negeri (MAN) Tarakan". The objective of this research was to find out whether there was any significant difference on students before and after using flower writing strategy as the strategy in teaching writing at the tenth grade students of MAN Tarakan. This research used pre experimental design and tenth grade students at MAN Tarakan as the populations. The numbers of sample in this research were 40 students which were chosen by using purposive sampling technique. X MIA become the only class that was being as the example. It consisted of 40 students. There were three steps in this research namely pretest, treatment and posttest. In pretest, the students were asked to write a descriptive text related to friend, famous person, or family. After pretest, the researcher gave treatment. The treatment class was taught by using flower writing strategy as strategy. After giving the treatment, students were asked to write descriptive text related to friend, famous person, or family again in the posttest. From both of the result it can be concluded that there was significant different between pretest and posttest in writing descriptive text after the treatment that was given by the researcher and flower writing strategy as strategy was effective in teaching writing descriptive text..[18]

The second research comes from Madu Sri Anggoro Wati with entitled "A Comparative Study Between Quick Write and Flower Writing Strategies toward Writing Skills of the Seventh Grade Students of MTS N 1 Salatiga in the Academic Year Of 2019/2020". This research was intended to find out the comparative study or significant difference of using quick write and flower writing strategies toward writing skills of the seventh grade students of MTs N 1 Salatiga in the academic year of 201t9/2020. The subject of this research was the class VII D and VII E of MTs N 1 Salatiga. This research was true experimental research. The population of this study was the seventh grade students at MTs N 1 Salatiga that consist of 334 students. The sample was 63 students chosen through random sampling technique and classified into two classes; experiment

[18] Nur Eva, Op.Cit, 5.

and control class. The instrument for collecting data was tests which were given at the beginning and the last meeting after the treatment. The data of pre-test and post-test were analyzed by using ttest. At the end this study, the researcher took conclusion as follows: after analyzing data, (1) the mean of the students' scores in writing descriptive text who was taught by using quick write strategy was 73.47, with the highest score was 85 and the lowest score was 60. The mean of students' scores in writing descriptive text who was taught by using flower writing strategy was 78.87, with the highest score was 90 and the lowest score was 69. There is difference Ma (78.87)> Mb (73.47), it showed that the teaching learning activity by using flower writing strategy was more effective to increase the students' skills in writing descriptive text than Quick write strategy. (2) Based on independent sample t-test result p-value (2 tailed) = 0.000 in the post-test less than sig ?=0.05 and gained scores p-value (0.001) is less than sig ?=0.05 (5%). There is significance difference of ttest (3.840) >ttable (0.2480). It showed that ttest was in null hypothesis rejection (Ho). Thus, alternative Hypothesis (Ha) was accepted. Its mean the hypothesis which the researcher proposed that there was significant difference of using quick write strategy and using flower writing strategy toward students' writing skills in writing descriptive text was acceptable.[19]

The third researh comes from Maya Ainul Hayati entiled "Improving Students' Writing Ability by Using Flower Writing Strategy". The objective of this research was to describe wheter or not the use of flower writing strategy was effective in improving the students' writing achievement in learning English as a foreign language. This research was classroom action research. The subject of this research were 20 students, consists of females. The instrument of this research were writing test, observation, field notes, interview, and documentation. This research was conducted in two cycles, namely cycle I, and cycle II. The results of the student's writing test showed that the number of subjects that passed (KKM ≥ 70) there was an improvement from 58,35 in pre-

[19] Madu Sri Anggoro Wati, Op.Cit, 9.

assessment, 63,94 in cycle I, and 78,15 in cycle II. Non test data showed that Flower Writing Strategy helped students in developed their ideas, helped teacher in controling, guiding, and helped students to improved their interest, attention, and partisipation. Thus researcher concluded Flower Writing Strategy to improve students writing ability.[20]

The fourth research comes from Iseu Lilis Hendrayani entiled "Effect of Flower Writing Strategy on Writing Skills of Fable Story Text in MTS Students". This study aims to describe the effect of using the flower writing strategy on the writing skills of the eighth grade students of MTS Persis 50 Lembang. The data of this research is in the form of a score of writing skills for fable stories without and using mind mapping techniques. This type of research is quantitative research conducted using an experimental design. The results of this study are that the skills of writing fable texts for class VIII MTS Persis 50 Lembang students do not use mind mapping techniques but still have more than adequate qualifications and the skills of writing fable texts for class VIII MTS Persis 50 Lembang students using flower writing strategies are good qualifications. Based on the t-test, it was concluded that the use of flower writing strategy had an effect on the writing skill of the fable text.[21]

The last research comes from Yuliana and Rachmanita entiled "Applying Flower Writing Strategy to the Tenth Grades in Writing Descriptive Text". Writing is regarded as a challenging subject in school. At the same time, it was a critical skill for students to master because it is so important in this age of globalization. This study aimed to find out whether or not the Flower Writing Strategy was effective to be used in teaching writing descriptive text. The quasi-experimental method was used in this study. The sample of the study was 68 students taken by using the purposive sampling technique. The data was gained by using a written test. The data were analyzed by using a t-test. Based on the result of the independent sample t-test, it was found

[20] Maya Ainul Hayati, "Op.Cit, 8.
[21] Yuliana and Rachmanita, "Op,Cit, 17.

that t-obtained (3.439) was higher than ttable (1.9955) and pvalue (0.001) was less than άvalue (0.05). It meant that the null hypothesis (Ho) was rejected and alternative hypothesis (Ha) were accepted. Hence, Flower Writing Strategy was effective to be used in teaching descriptive text.[22]

H. Systematics of the Research

Systematic discussion was a series of discussions that contain in research, where one chapter to another is interconnected and cannot be separated.To achieve the expected goals, the systematic discussion of this research is divided into several chapters, namely:

Chapter I Introduction, this chapter consist of title affirmation, background of the problem, identification of the problem, limitation of the problem, formulation of the problem, objective of the reearch, significant of the research, relevant research, and systematic of the research.

Chapter II Review of Literature, this chapter consist of theories involve writing, flower writing strategy, text, and descriptive text.

Chapeter III, Research Methods, this chapter consist of time and place of the research, research design, population, sample, variable, instrument, data collecting technique and data analysis.

Chapter IV, contains the results and discussion of the research that has been done. This chapter contains the results of the research, the classification of the discussion adapted to the approach, the nature of the research, and the formulation of the problem.

Chapter V, contains conclusions, suggestions, or recommendations. Conclusions briefly present all the research findings to do with the research problem, and suggestions are formulated based on the results of the study.

[22] Iseu Lilis Hendrayani, "Op.Cit, 12.

CHAPTER II
FRAME OF THEORY AND HYPOTHESIS

A. Theories

1. Writing

a. Definition of writing

Writing is one of the aspects of language skills, such as listening, speaking, reading and writing. As said by Batubara "Writing is the parlance skill used to communicate with the reader to express things and feelings in written form to make the readers understand, and they can experience the things and feel conveyed in the text".[23] Meaning that communication activities cant not be separated from language elements, where a language has its own meaning in delivering messages. Writing is a form of communication in a language, conveyed in natural form or in writing related to all the feelings or expressions of a writer. It is hoped that this article will be able to provide a different understanding of the message conveyed. In the opinion of Hyland "Writing is a social act that occurs within a particular situation. It is therefore influenced both by the personal attitudes and prior experiences that the writer brings to writing and the impact of the specific political and institutional contexts in which it takes place".[24] This means that, writing is an activity of conveying information carried out in a particular situation. Writing activities aim as an expression or message aimed at the reader. It is hoped that the reader will understand more about a particular condition, and it is also related to the feelings that are being experienced or the person's life experience.

Writing activity is a learning process that requires

[23] Batubara, et al, "An Analysis Of Student's Error In Writing Ability Through Descriptive Text Of VII Grade Of Smp N 4 Takengon", *Jurnal As-Salam* 5, no. 2 (2021): 110–119, https://doi.org/10.37249/assalam.v5i2.276

[24] Ken Hyland, "*Teaching and Researching Writing* (New York: Routledge, 2022), 19.

various aspects in order to create an appropriate writing. Based on the Westwoood, "Writing is a complex skill involving multiple processes and abilities that problems can arise for some students".[25] In other words in learning, writing activities involve various aspects. Writing activities require to be the ability to develop or convey ideas related to a predetermined topic. And also writing is a delivery of messages to the readers associated with the written work. Not only are activities carried out in tangible form on a paper, but a writer must also be able to provide creative ideas related to the topics discussed and attract interest so that an article can become a helpful reading for someone. Said by Zakaria "Writing is rooted in ideas and words, and written communication refers to handwriting and spelling idioms' mental and physical abilities, through the investigator point of view, writing is the process of writing words into an essay".[26] It does mean that, writing is a process of assembling information from words into an paragraph or essay. It is intended to provide a more complex reading with a more organized writing system such as what will be conveyed, information related to the main topic, and better systematic. Thus learning to write a reading text must be followed by the correct procedure so that the sentence is easy to understand. In brief, writing is a complex learning process that involves various aspects. As well as the delivery of information into a paragraph.

Writing is a skill in the learning that requires thinking and feeling. In accordance with Fitriani "Writing is one of productive skills and an activity in which someone can convey some information and express

[25] Peter Westwood, " *What Teachers Need to Know About Reading And Writing Difficulties* (Australia: Nationaly Library, 2008), 57.

[26] Rahmanita Zakaria, et al, "Teaching Narrative Text Using TAI Method To Increase Students' Writing Ability", *Journal of Linguistics, Literature and Language Teaching* 1, no. 1 (2021): 30-41, https://jurnal-assalam.org/index.php/JLLLT/article/download/322/184/895

his/her feelings and thoughts to the readers in written language".[27] One of the writing skills that a person has is a skill that can be arranged in an orderly manner by expressing all feelings or things related to the specified topic. Writing activities can also be said as a form of communication with other people about everything experienced by the author. Writing is an endeavor to convey the writer's thoughts, feelings, or ideas in written form while taking into account writing features and phases so that the readers may understand them clearly.[28] As stated by Nur "Writing is an activity to share ideas, feeling, and thought into written form that is meaningful not only for the writer but also for the reader".[29] Citraresmana said that "Writing is one of the language skills; through writing, we can observe one's language ability. It is believed that writing is a kind of reflection of the writer's cognition since that writing will represent the writer him or herself. Through writing students' can deliver their idea and expression".[30] Therefore, Writing can provide information to others related to an important event or situation that someone is currently experiencing.

Corresponding to definition about writing above, it can be concluded that writing is an activity carried out by combining the word for word to make a composed paragraph, which aims to provide information to other people. Writing provides its own space in conveying ideas

[27] Yesi Fitriani, et al, "An Analysis Of English Department Students' Ability In Writing Argumentative Essay", *Journal of Applied Linguistic and Literacy* 3, no.2 (2019): 96-107 http://dx.doi.org/10.25157/jall.v3i2.2541

[28] Roma July, et al, "Writing Assessment Strategies Of English Teachers In Junior High School", *Journal of Applied Linguistic and Literacy* 6 no.1 (2022): 73-83 http://dx.doi.org/10.25157/jall.v6i1.6626

[29] Hasriati Nur, "Improving Students' Writing Ability Through Folktales", *Didaktika Jurnal Kependidikan* 11, no.1 (2017): 95-111 http://doi.org/10.30863/didaktika.v11i1.157

[30] Elvi Citraresmana, "English Language Competence of Secretary Students through Report Writing: Corpus-Based Study Teknosastik", *TEKNOSASTIK Jurnal Bahasa dan Sastra* 16 no.1, (2018): 1-8 http://jim.teknokrat.ac.id/index.php/english-language-teaching/article/download/602/192

and ideas, which will later produce perfect writing and provide a lot of information to others.

b. Writing Ability

A person's ability can be used as a process which in the end becomes an easy habit, which can produce a work. The level of a person's ability can be assessed if in a process the activity can provide information to others. The ability to write is a complex skill that involves all aspects of its activities. The ability to write requires that one must understand the rules of writing, starting from giving opinions and being able to string words that must be used according to predetermined topics. Birhan said "Writing is one of the most significant skills in students' academic context and it requires systematic instruction and mastery learning experiences".[31] This indicates that, writing is one of the activities for students who have significant abilities in the learning process. Writing activities require learning experiences and writing skills, which require that they be able to understand the appropriate writing context. As claimed by Suriansih "Writing ability is the skill to express ideas, thoughts, and feelings to other people in written symbols to make other people or readers understand the ideas conveyed".[32] It can be stated that writing ability is one of a person's complex abilities. With the ability to write, a person can convey thoughts, opinions, and ideas based on the combination of words and sentences to do difficult writing and provide information to someone. Writing and ability are regarded as one activity which cannot be separated, and each program is depending on the progress of delivering ideas.

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[31] Birhan, A.T, "Effects of Mastery Learning Instruction on Engineering Students' Writing Skills Development and Motivation", *Journal of Language and Education* 4, no. 4 (2018): 20-30, https://doi.org/10.17323/2411-7390-2018-4-4-20-30

[32] Meili Suriansih, " The Correlation Among the Students' Writing Motivation, Writing Anxiety And Writing Ability at SMP Ahmad Dahlan Kota jambi" (Thesis, The State Islamic University Sulthan Thaha Saifudin Jambi, 2020), 9.

In other words, writing ability is an ability to deliver the ideas in written materials.[33] A person's ability has the character that makes it a skill of interest. And writing ability is one of the abilities possessed by someone with complex skills, by applying ideas that need to be developed to become writing that readers easily understand.

Proceeding from definition of writing ability above, it can be concluded that writing is one of a person's unique abilities. Writing activities that have become a separate will for someone will make it easier for people who do writing activities to find it easier to carry out. The ability to write is one of the complex abilities that a person has because writing activities not only develop one's ideas but also must be able to develop a predetermined topic.

In a learning process, students experience many problem and obstacles, especially in learning to write in English. Many students found it hard to start writing especially in a foreign language.[34] First, some students were not interested in it. Second, they had difficulties starting writing.[35] And than some students had a lack of vocabulary. And the last some students had difficulty in finding and expressing the ideas.[36] It Implies that, writing is not an activity that many people enjoy. Many things make writing activities difficult to do because of the difficulties experienced in the writing process. Especially

[33] Ibid., 10.

[34] Fitriani, F. et al, Improving Students' Descriptive Text Writing by Using Writing in the Here and Now Strategy at the Tenth Grade Students of Vocational High School. *International Journal for Educational and Vocational Studies*, 1, no. (6), (2019): 632–636. https://doi.org/10.29103/ijevs.v1i6.1802

[35] Pham Vu Phi Ho and Do Thi Phoung Trinth, High School Students' Common Errors in Writing Essay *International Journal of English Lingustics 9, no. 6*, (2019): 309-319 https://doi.org/10.5539/ijel.v9n6p309

[36] Ratma Deli, Arifmiboy, Students' Difficulties in Writing Paragraph At Tenth Grade Of Smk S Pembina Bangsa. *Journal Of English Language And Education*. IAIN Bukittinggi, 2021 https://doi.org/10.31004/jele.v6i2.135

for students in writing activities in English, it is known that English is a foreign language in Indonesia and is applied in the learning system. With all the difficulties experienced in writing, such as difficulty in developing ideas, not mastering a lot of vocabulary, grammar problems, and lack of interest in writing among students themselves. This makes it difficult for students to learn to write.

c. Aspect of Writing

To make a good writing there are some criteria. Based on the Heaton there are five aspect to make a good writing, such as:

1. Content (the ability to think creatively and develop thoughts)

   The content section usually contains main ideas related to the topic, such as the development of ideas, facts, illustrations, and matters relating to a predetermined topic. In the content section, it is usually determined related to the things to be discussed. In this section, supporting sentences related to the topic will be needed in order to provide more information from the topic discussed.

2. Organization (the ability to write in appropriate manner)

   Writing activities are carried out in an organized manner. Organized writing will give value to a piece of writing, which will later be easier to read and understand. Starting from a precise sequence of stories, supporting ideas, and logically sequential stories. Every writing definitely requires writing rules that are regular, clear, related to the intent and purpose of the writing. In each type of writing, the topic to be discussed will be determined as well as supporting sentences related to the topic. This is so

that the information submitted is appropriate and does not cause errors.

3. Vocabulary (the ability to use of word/idiom)
   Writing is a series of words by word to make a paragraph. For a writer, he must master a lot of vocabulary, which will make it easier to develop a more expansive and quality writing in a reading. Vocabulary is one of the important aspects in conveying information, especially writing. The choice of vocabulary in writing must be precise, aiming to provide an explanation that is easier for someone to understand. The words chosen must be in accordance with the topics discussed and the choice of words placed in the desired type of writing, such as formal and non-formal writing.
4. Language use (the ability to write appropriate structure)
   The use of excellent and structured language will provide perfect writing and provide good quality and easy to understand by people who read it. In the aspect of language use important as anything else, the use of appropriate language will provide its own convenience for someone. If the use of language is not in accordance with the rules of writing, it will give a misunderstanding of the writing made. Therefore, the use of language in carrying out writing activities must be appropriate, in order to provide a clearer understanding of the topic of discussion.
5. Mechanics (the ability to use punctuation, capitalization, spelling and layout correctly.[37]
   Usually, the mechanic's section involves reasonably complex writing elements such as spelling, punctuation, capitalization, and the paragraphs used. For someone who does not understand the rules in

[37] J. B. Heaton, *Writing English Language Tests* (New York: British Library Cataloguing, 1988), 135.

writing, they will assume that mechanics are writing rules that are not too important. However, someone who understands mechanics in writing activities will be made a mistake or the main point in order to create a writing that is easier to understand. The use of periods, commas, capital letters and so on will give its own meaning to the resulting writing.

In keeping with explanation above, producing perfect writing requires several aspects that are used to do better writing. Creative thinking aims to create unique and helpful writing. The proper organizational structure will be used as one of the aspects needed in writing activities, with a complete organizational structure and ease in writing and the results of writing that can be useful for others. The selection of the appropriate vocabulary in a sentence will determine the effectiveness of a written work. Easily understood, and the selection of simple vocabulary will produce perfect writing. The type of language used in writing must be adapted to the kind of writing is made. Paying attention to the language used following the portion will give value to a piece of writing. So that writers can adapt to the type of writing that is carried out. And the last is mechanics, a writing system that is perfect, neat, and pays attention to the elements in a piece of writing, which will provide tidiness starting from the form of writing and appearance.

d. Process of Writing

In writing activities, several processes must be carried out so that the resulting writing can provide appropriate information and is also easy to understand. This writing process aims to make it easier for someone who is just starting writing activities to understand and make writing easier. Some processes in writing have their functions to produce perfect writing. And there are some process of writing, to make good writing such as:

1. Planning

   When planning, writers have to think about three main issues. In the first place they have to consider the purpose of their writing since this will influence (amongst other things) not only the type of text they wish to produce, but also the language they use, and the information they choose to include. Secondly, experienced writers think of the audience they are writing for, since this will influence not only the shape of the writing (how it is laid out, how the paragraphs are structured, etc.), but also the choice of language whether, for example, it is formal or informal in tone. Thirdly, writers have to consider the content structure of the piece - that is, how best to sequence the facts, ideas, or arguments which they have decided to include.

2. Drafting

   We can refer to the first version of a piece of writing as a draft. This first 'go' at a text is often done on the assumption that it will be amended later. As the writing process proceeds into editing, a number of drafts may be produced on the way to the final version.

3. Editing (reflecting and revising)

   Once writers have produced a draft they then, usually, read through what they have written to see where it works and where it doesn't. Perhaps the order of the information not clear. Perhaps the way something is written is ambiguous or confusing. They may then move paragraphs around or write a new introduction. They may use a different form of words for a particular sentence.

4. Final version

   Once writers have edited their draft, making the changes they consider to be necessary, they produce their final version. This may look considerably

> different from both the original plan and the first draft, because things have changed in the editing process. But the writer is now ready to send the written text to its intended audience.[38]

Referring to explanation about the process of writing above, it can be concluded that an activity must have a plan before carrying out. Likewise, writing activities need to be considered in writing activities, especially for writing a paragraph or essay that requires a particular elaboration in the content of the writing. The first process is planning, which is writing activities to describe a topic. One must have the correct planning about what things will be written in the text. Second, drafting is another crucial thing in the writing process. In writing activities, it is necessary to have drafted in considering the chosen word for word so that it has the correct meaning and is under the main topic. The topic in an article must have a clear picture of the article's content and the purpose of the topic idea in the article; this is done so that someone who reads the article can understand it easily. Third, in an editing process, it is necessary to find out whether the resulting work has perfect results. We can provide a preliminary analysis of the writing system with the editing process, both from the words used in the writing process and the incorrect structure. And the fourth final result is the result of perfect writing that has gone through the previous writing process by considering various aspects and the writing process and following the writing rules.

2. Descriptive Text

a. Definition of Descriptive Text

Descriptive text is one type of the text in English which aims to convey more detailed information about the topic. In the opinion of Husna "Descriptive text is a text

[38] Jeremy Harmer, "How to Teach Writing", (Pearson Education, 2004), 4.

by which a writer tries to picture what he is describing. Description is used to describe a particular thing/object, place, or person".[39] In others words, descriptive text is one type of text that explains or describes a particular object. In terms of things that can be explained in this text, various types of objects can be described, such as people, objects, places, and different other objects. Descriptive text is to expose something, describe the object more influentially and emotionally, shape the imagination of the reader, and explain the object following the characteristics and traits.[40] As meaning that, complete and basic description is part of the descriptive text in explaining something or describing a particular object.

Descriptive text is a kind of texts which is used to describe the real object (person, place, and things). It will help the reader more understand clearly about the real object. Then descriptive text consists of identification and description. Identification is a process of how to an object that wants to describe. Then, the description is a process on how to describe the object.[41] This means that, an explanation in written form of an object that is fundamentally and has detailed information is part of a descriptive text, which provides a description that is easy to understand by someone who reads it.

Descriptive text describing an object person, animals, thing, and place with clear and detailed explanation. In this case, the readers can visualize an object described. Therefore, the writers will create their feeling and get a

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[39] Lailatul Husna, "An Analysis of Students' writing Skill in Descriptive text at Grade XI Ipa 1 of Man 2 Padang", *Jurnal Ilmiah Pendidikan Scholastic* 1, no 1 (2018): 16-28, http://e-journal.sastra-unes.com/index.php/JIPS/article/view/281

[40] Irma Khoirot Daulay et al, "The Effect of Media Guessing Game Towards University Students' Writing Ability on Descriptive Text Local Tourism Content," *Journal of English Education* 9, no.2 (2021): 389-398, https://doi.org/10.25134/erjee.v9i2.4379

[41] Fitriani et al, Improving Students' Descriptive Text Writing by Using Writing in the Here and Now Strategy at the Tenth Grade Students of Vocational High School," *International Journal for Educational and Vocational Studies* 1, no.6 (2019): 632–636, https://doi.org/10.29103/ijevs.v1i6.1802

clear view of the object described, and the reader can imagine, feel, and have an overview of the subject being read. Furthermore, description activity describes an object to make the readers understand about the object described.[42] It implies that, various types of texts have specific criteria that make a central point of the text. Delivery of messages of the kind of descriptive text provides information on all objects in detail. So that it can be interpreted that all the information contained in the descriptivte text offers its understanding for the person who reads it. Concerning a particular object, the author will create all feelings to make the reader get a clear picture of the described thing. The author can create a sense that makes people who read the text feel, imagine and understand the object being read.

By virtue of definition about descriptive text above, it can be concluded that descriptive text is one type of the text with the intent and purpose of explaining an object to others. The descriptive text explains the topic being discussed to provide a more detailed and detailed understanding of the topic being discussed. The sentences and language used in writing descriptive text are straight forward and can be easily understood by someone. Writing descriptive text types makes someone can explain and understand more easily.

b. Generic Structure of Descriptive Text

Each type of text must have a generic structure which is the format for writing the text to be used. And the descriptive text has its own writing element that can make a text according to the writing rules. In the opinion of Ngurah, "English descriptive text consists of two generic structures: identification and description".

[42] Dewi Purnamasari et al, " An Analysis of Students' Writing Skill on English Descriptive Text," *English Education: Jurnal Tadris Bahasa Inggris* 14, no.1 (2021): 101-114, https://doi.org/10.24042/ee-jtbi.v14i1.7943

1. Identification

   Identification consists of introducing the general description of the topic and the special characteristics of the animal described. The identification consists of the illustration of physical features, explanation of animal, explanation of explanation of interesting facts description properties. In identification, the students can identify the subject. In this part, the learner introduces the subject.

   Example :

   The Catfish

   My favorite dish fish is catfish. Catfish elongated shape, with a slippery body. It has no scales and has a mustache. In generally, have a blackness or grey color.

   In the example the identification section above describes the bicycle as a topic to be discussed.

2. Description

   In a description, the students can describe a particular part, characteristics, and qualities of the object. Besides that, the students should involve the language features in writing descriptive text. Such as a grammatical function, vocabulary, and mechanics".[43] It means that writing descriptive text has a simple generic structure that can provide complex explanations.

   Example :

   The Catfish

   The catfish is one type of freshwater fish consumption. Does not have many bones, with a distincitive taste making catfish popular with many people. Catfish are very easy to process into dishes,

[43] Putu Ngurah Rusmawan, " Genre Based Approach to Teach Writing Descriptive Text," *Journal of English Educators Society* 2, no.2 (2017): 119-134, https://doi.org/10.21070/jees.v2i2.875

and many dishes with catfish menu can be found in restaurant. It can be fried, grill and many other types of menu catfish dishes.

In this section, explain the parts contained in the bicycle as a supporting sentence of the topic discussed.

It can be conclude that, identification section an initial explanation related to the topic of discussion, such as a brief and basic explanation that makes a central feature of the topic. In description explain in a complex manner related to the topics discussed. The description section provides an explanation of supporting sentences, which makes writing more complex related to information and matters relating to a predetermined topic.

c. Language Features of Descriptive Text

The language element in each type of text has differences from one another. In this type of descriptive text, language features are used, which are related to conveying information that is simple and easier to understand by many people. The grammatical features of descriptive text focus on Language features (simple present tense, action verb and adjective), vocabulary and mechanics.[44]

1. Language Features (simple present tense, action verb, and adjective)

   The language features of descriptive text are use of simple present tense because it tells the object description, use of the adjective to clarify the noun. Adjective are words that modify a nun or pronoun. It

[44] Ade Dwi Jayanti, Students' Writing Ability on English Descriptive Text at Grade VII in SMPN 33 Padang, *Academic Journal of English Language and Educaion* 3, no.1, (2019): 71-94 http://journal.iaincurup.ac.id/index.php/english/article/download/843/pdf

is to give more information so that he writer's meaning is clear to the reader.

2. Vocabulary

   Vocabulary is important in writing English descriptive text. It can be said as necessity to be known by students in Junior high school. A writer can make readers explore more deeply in what is telling about. In fact, it is always become a big problem in learning English. Students are still difficult in writing text because they have less of vocabulary. So, they cannot convey their ideas related to topic clearly as they would have to.

3. Mechanics

   The mechanic concerns about the writers' ability to use correctly those conventions peculiar to the written language such as punctuation and spelling.[45] Punctuation and spelling are important in writing to help readers understand the writer's ideas. In learning English, both of them are accurately presented and learned. Using punctuation brings clarity to writing and makes it comprehensive. While spelling means the word looks like if misspelled, the word's meaning can be different.

Conforming to explanation above, it can be concluded that writing descriptive text has language features that are the basis for writing it. The use of simple present tense, action verbs, and adjectives aims to make the language easy to understand and have a simpler understanding that more people can understand.

d. Example of Descriptive Text

Based on the explanation and the generic structure described above, the following is an example of a descriptive text about a person accompanied by a generic structure.

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[45] J.B Heaton, Op.Cit, 148.

My Father's Sheep

(Identification)

My father has a sheeps. The sheeps have four legs. And two long ears with the two sharp's horns. The sheep have several feathers color like white, black, brown and mixed colors.

(Description)

The sheeps is a herbivore animals. Eating grass and green leaves. It also can produces a milk, but in certain types of it. Sheeps become livestock animals for many people, because they are easy to maintain. There is even a television cartoon depicting this animals, namely Shaun The Sheep.

The example of descriptive text above, it explains the identification and description. Explain about people, complete with supporting sentences and part of descriptive text such as generic structure identificaion and description. In the f identification explain about the name of the people as the main topic. And the part of description explains that things related with the main topic.

3. Flower Writing Strategy

a. Definition of Flower Writing Strategy

Flower writing strategy is one of the strategies in the learning process. Added by Burton "Flower writing is a writing strategy that involves writing down the central idea supported by the details around that have connection to make a complete paragraph".[46] This would means that, flower writing strategy is a strategy in learning by applying more fun activities in a written form that requires students to convey information related to the

[46] Burton, Corrine, 30 *Graphic Organizers with Lessons & Transparencies* (Huntington Beach: Shell, 2006), 52.

topic and then equipped with supporting sentences written in a flower-shaped framework to make the explanation more complex. David said, "Flower writing is a writing strategy to create the creativity and sense of students in taking a writing section by finding the main ideas from the text and determine the supporting details that is related to the topic aimed to construct a good paragraph.[47] This implies that, flower writing strategy is one of the strategies in implementing writing activities that aims to provide a more active and fun atmosphere in an appropriate form of writing, which is equipped with core sentences and supporting sentences so that it makes a good text.

Therefore, the flower writing strategy is expected to provide improvements in the learning process, because using this strategy can provide creativity for both students in learning. According to Yuliana "Flower writing strategy is supposed to serve as a guide for students in constructing a text or essay using the steps and points outlined in the strategy. It is reasonable to expect that students' writing skills will develop as a result of this strategy".[48] It can be concluded that, in learning process especially writing, it is expected that students can develop ideas related to the perfectly determined topic so that a strategy is needed that can provide effective learning. With the flower writing strategy, students are expected to write more effectively by considering the main points and complementary sentences of the topic and written in a structured way in the floral outline, which is arranged as a whole into a good paragraph.

Another definitions about flower writing strategy, Burman said "this strategy can help the students in making a paragraph without getting in trouble. In other

[47] David Holmes, *Teaching Strategy, Create a Interesting Classroom Activity* (University of North Dakota, 2007), 3.

[48] Yuliana and Rachmanita, Op.Cit, 21.

words, the students were able to develop a topic and work individually to find the main idea and supporting details to make a good paragraph".[49] It means that, flower writing strategy can make it easier for students in writing learning activities. Developing ideas and choosing supporting sentences can be done more efficiently and provide creativity for students to write according to the flower graph.

By virtue of definition about flower writing strategy above, it can be conclude that flower writing strategy is a type of learning strategy used to provide a separate evaluation, to give students freedom and creativity, so that they can develop ideas through writing. Applying the flower writing strategy to learning, it will provide students with independence and also give students responsibility to be able to complete the written results that have been determined. The following is an example of the learning process by using the flower writing strategy, which applies using pictures in the form of a framework of the flower for the learning process.

[49] Riski Darman, "Teaching Writing By Combining Journalist Questions And Flower Strategies At Junior High School," (Padang, STKIP PGRI, 2014), 6.

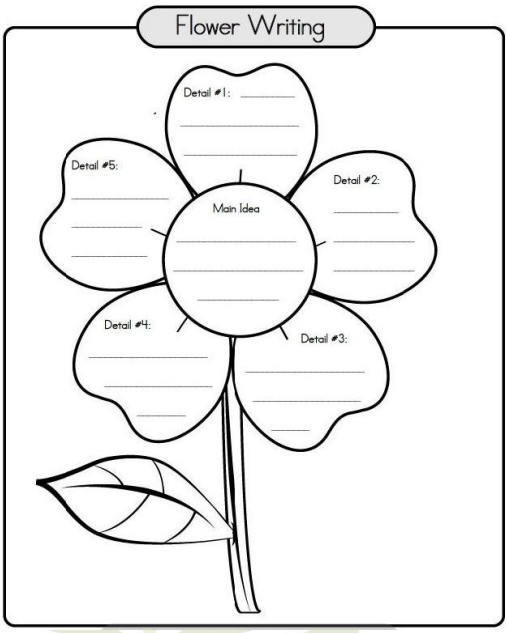

Figure 2.1 Framework of Flower Writing Strategy

The picture above explains the use of writing using a the framework of the flower. The framework of the flower is divided into several parts such as the flower core, which will later be written about the main topic of the theme to be discussed. Then it is equipped with flower petals, which contain supporting sentences related to the topics discussed. And then, after completing writing the main topic and also supporting sentences, arrange them into a perfect paragraph that involves elements in a writing.

b. Procedure of Flower Writing Strategy

In the learning process by using flower writing strategy, there are several usage procedures that must be considered. Even though it looks easy by using a flower-shaped outline, you must still pay attention to a clear writing procedure. The following is the procedure of teaching with flower writing strategy students must:

1. Introducting flower writing strategy before beginning the lesson. It is aimed to make the students understand how to use this strategy.
2. Selecting the main idea/topic that will be discussed. The students choose the certain topic in the midle of the strategy.
3. Finding the supporting details which are related to the topic. After finding the topic/main idea students are asked to find the supporting detail and put it around the strategy chart.
4. Constructing the paragraph by combining the topic and detail to be an essay. Students ask to write down the sentence into paragraph.[50]

On the basis of procedure of flower writing strategy above, the researcher conclude there are several steps in the learning using this strategy. First, students are explained about the flower writing strategy, related to how to use this strategy. After understanding how to use it, students are given a framework image of the flower writing strategy that the teacher has provided. Second, after understanding part of the flower writing strategy chart, the teacher given the some topic about animals and the students choose one of the topic and write down the main topic at the midle of the flower. Third, After determining the main topic to discuss, write a supporting sentence about the main topic discussed. And then written on the flower petal graphic section. Fthe last, after writing the complete supporting sentences on the next flower petal, arrange the main ideas into a paragraph.

The following is examples of learning process by applying flower writing strategy by using picture of the framework of the flower. It is expected to provide more effective and fun learning. So that it can make it easier for students to develop ideas in writing and providing

[50] Maya Ainul Hayati, Op.Cit, 28.

information.

Figure. 2.2 Example of framework of the flower

The Pigeon

(Identification)

I have a pigeon. It has a grey feathers. My pigeon has a stocky body with a short neck. It has two shorts legs, and two wings to fly with long tail.

(Description)

Taking care a pigeon is almost the same as caring for an animal in general. My pigeon eating whole grains, like a corn. Not only pets but also pigeon can be a competition. Become a winner in a competition , and even an national competition.

The picture above is an example of learning process by using using flower writing straegy with the framework of the flower. In this example, the main topic “My Pet” is written in the center of the

flower. And then, it is also included with supporting sentences related to the topic and written on the flower petals. After all the main topics and supporting sentences have been written, the final part is written into a perfect paragraph. Become a descriptive text by paying attention to generic structures such as identification and description sections.

c. Advantages of Flower Writing Strategy

Each in the learning by using the strategy have the advantages and disadvantages in learning. And here are some of the advantages of applying flower writing strategies in the learning process.

1. To help students explain their thought processes and creativity to support logical arguments in making complete paragraph.
2. Make the students creative and easy to explore and write their ideas.
3. Help the students to explore, organize, and develop their ideas about the topic The students get easy to follow the steps in developing their ideas in order the writing activity can be effective.[51]

With reference to explanation about the advantages of the flower writing strategy above, it can be concluded that the advantages of using flower writing strategy will provide convenience and creativity for students. Students will be able to develop ideas more actively and follow the pattern according to the flower arrangement that has been adjusted. The unique strategy provided will provide convenience in conveying more pleasant ideas.

[51] Monica, "Teaching Writing by Combining Looping and Flower Writing Strategies for Junior High School", (Padang, STKIP PGRI Sumatera Barat, 2014). 5.

d. Disadvantages of Flower Writing Strategy

There are some disadvantages of using flower writing strategies in the learning process, such as:

1. Preparation that needs to use media must be provided by the teacher.
2. The limited size of the flowers framework for writing at the middle and the petals.

Grounded on the explanation above, the use of flower writing strategy only has two disadvantages compared to other strategies. With the preparation that must be provide by the teacher before learning, make it this strategy still rarely used. And the shape and size must be adjusted by the paper allow the writing activity to use this strategy to limited.

4. Groupwork Strategies

a. Definition of Groupwork Strategies

Groupwork is one of the strategy in the learning process, that used in writing learning activities. As claimed by Elizabeth "groupwork is a strategies that students working together in a group small enough so that everyone can participate on a clearly assigned learning task".[52] It menas that, learning process using group work strategies, students can interact with each other and give each the ideas related to the topics. Monica say that, "group work is defined as more than one person working together to complete a task or assignment. The goal of group work is to get students to interact with each other and collaborate to complete a task or assignment".[53] This indicate that, the use of group work strategies in learning can provide convenience to students who have difficulty. By using

[52] Elizabeth, G.C and Rachel, A.L "*Designing Groupwork Strategies for the Heterogeneous Classroom* (New York: Teachers College Press, 2014), 1.

[53] Monica Amelia Situmorang, "Students' Perception of Using Group Work in English Class," *Journal of English Teaching* 7, no.1 (2021): 280-288 https://doi.org/10.33541/jet.v7i1.2302

this strategy, students can exchange ideas and can complete assignments more effectively, precisely and quickly.

Group work is one of teaching strategies available to teachers attempting to make their teaching more effective".[54] It can be stated, the use of appropriate strategies in learning process it can provide active and effective learning. Learning using group work strategies, students can interact with each other and give each the ideas related to the topics. By using a groupwork strategies, it can provide convenience for students in learning English, with the aim of being able to interact with each other and maintain cohesiveness, as well as being able to ask questions and complement each other for fellow group members.

b. Procedure of Groupwork Strategies

In the learning using groupwork strategies, there are several procedure in their use, it aims to provide easier explanations to apply in the learning process, such as:

1. Explain to students what they are going to do and when they will have finished the task.
2. After that, teachers give the instruction to students for the topic what they want to choose as a main topic.
3. Provide opportunities for students to be able to perform each others duties and share information with the group members.
4. After completing writing the topic related information, students are given the opportunity to re-check the group's work
5. Students collect assignments and teachers pass

[54] Gelis, T and Yayna, K.T, "Research on Group Work and Collaborative Work and Its Implications for Primary School Teachers, *Applied Linguistic, 5, no.2* (2004) : 27-34 https://dergipark.org.tr/tr/download/article-file/1336961

judgments.

From explanation above, it can be conclude that, in learning by using groupwork has several steps that must be applied, wich aim to make learning easy to understand by students. First, the students were divided into several groups, in one group consisted of 2 until 5 students. Second, discuss the topics that will be selected to be discussed in more detail. Third, the members are given the task of finding information related to the topics discussed. Fourth, combine the overall information obtained into a paragraph. Fifth, check the results of the tasks that have been made by giving each other feedback and exchanging information with other members to be able to check the results of the tasks.

c. Advantages of Groupwork Strategies

There are some advantages o using groupwork strategies, such as :

1. Like pairwork, it dramatically increases the number of talking opportunities for individual students.
2. Unlike pairwork, because there are more than two people in the group, personal relationships are usually less problematic; there is also a greater chance of different opinions and varied contributions than in pairwork.
3. It encourages broader skills of cooperation and negotiation than pairwork, and yet is more private than work in front of the whole class.
4. It promotes learner autonomy by allowing students to make their own decisions in the group without being told what to do by the teacher.
5. Although we do not wish any individuals in groups to be completely passive, nevertheless some students can choose their level of participation

more readily than in a whole-class or pairwork situation.[55]

It can be conclude that, the use of group work strategies in learning has several advantages including, fellow students can share information about learning topics. Provide opportunities for members to be able to express ideas related to the topics. And the last, provide intimacy among students who may rarely communicate with each other.

d. Disadvantages of Groupwork Strategies

Addition to the advantages that have been explained before, groupwork strategies also have some disadvantages, such as:

1. It is likely to be noisy (though not necessarily as loud as pairwork can be). Some teachers feel that they lose control, and the whole-class feeling which has been painstakingly built up may dissipate when the class is split int smaller entities;
2. Not all students enjoy it since they would prefer to be the focus of the teacher's attention rather than working with their peers. Sometimes students find themselves in uncongenial groups and wish they could be somewhere else;
3. Individuals may fall into group roles that become fossilized, so that some are passive whereas others may dominate; and
4. Groups can take longer to organize than pairs; beginning and ending groupwork activities, especially where people move around the class, can take time and be chaotic.[56]

On basis of the explanation above, it can be concluded that, not all the advantages that have been

[55] Jeremy Harmer, *The Practice of English Language Teaching* (Pearson Education, 2007), 165

[56] Ibid, 165.

described can be approved in the use of this strategy. Some of the disadvantages in using this strategy such as, the classroom atmosphere is very noisy, out of control from the combination of several students who are difficult to give instructions. Furthermore, many of the several groups consisting of students gave orders to each other without any cooperation in completing the task. And finally, there are some students who feel they can do it individually without the need for other students. This is what makes some students less interested if learning uses groupwork.

B. Hypothesis

Based on the theories and explanation above, the research makes the hypothesis as follow :

H_a : There is a significant influence of using flower writing strategy towards students' writing ability in descriptive text.

H_0 : There is no significant influence of using flower writing strategy towards students' writing ability in descriptive text.

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APPENDICES

Appendix 1

The Result Interview with English Teacher
SMP N 2 Pardasuka

NO	Questions	Answer
1	How long have you been teaching English lesson in SMPN 2 Pardasuka	I have been teaching for 7 years.
2	What are the students problem in learning writing, especially in descrptive text?	Vocabulaary, and grammar.
3	What are the students ability in writing descriptive text?	The ability of students in writing descriptive text still very low and needs to be guided.
4	What kind strategy that you used?	Team work / Group work.
5	Have you ever used flower writing strategy in the learning process?	Not yet, I have never used that strategy in the learning process.

Appendix 2

The Result Interview With Students Class VII.A SMPN 2 Pardasuka

Name : Ade Arka Pratama

Questions	Answer
Do you like English lesson ?	No, I do not like it
Do you like writing in English learning ?	I do not like writing
What the problems did you feel when the teacher gave the task of writing decsriptive text ?	Vocabulary and expressing the ideas
Have you ever used a learning strategy by writing story on a framework of the flower?	I have never used it

Name : Adil Arfan

Questions	Answer
Do you like English lesson ?	No
Do you like writing in English learning ?	Not really
What the problems did you feel when the teacher gave the task of writing decsriptive text ?	Expressing the ideas and vocabulary
Have you ever used a learning strategy by writing story on a framework of the flower?	I have never used used it

Name : Adrevi Dekhwan

Questions	Answer
Do you like English lesson ?	Yes, I like English
Do you like writing in English learning ?	No, I do not like writing
What the problems did you feel	Expressing the ideas and

when the teacher gave the task of writing decsriptive text ?	vocabulary
Have you ever used a learning strategy by writing story on a framework of the flower?	I have never used it

Name : Aini

Questions	Answer
Do you like English lesson ?	Yes
Do you like writing in English learning ?	Not really like it
What the problems did you feel when the teacher gave the task of writing decsriptive text ?	Sometimes I have the problem with the vocabulary and expressing the ideas
Have you ever used a learning strategy by writing story on a framework of the flower?	No, I have never used it

Name : Alya Fadhila

Questions	Answer
Do you like English lesson ?	Not really
Do you like writing in English learning ?	No
What the problems did you feel when the teacher gave the task of writing decsriptive text ?	Vocabulary and grammar
Have you ever used a learning strategy by writing story on a framework of the flower?	I have never used used it

Name : Anindia Ashifa Nazwa

Questions	Answer
Do you like English lesson ?	Yes, I like English lesson
Do you like writing in English learning ?	No, I do not like writing
What the problems did you feel when the teacher gave the task of writing decsriptive text ?	Vovabulary and expressing the ideas
Have you ever used a learning strategy by writing story on a framework of the flower ?	I have never used it

Name : Arvindo Arya Dinata

Questions	Answer
Do you like English lesson ?	No
Do you like writing in English learning ?	I do not like writing
What the problems did you feel when the teacher gave the task of writing decsriptive text ?	My problems with vocabulary and grammar
Have you ever used a learning strategy by writing story on a framework of the flower?	I have never used it

Name : Bayu Okta Saputra

Questions	Answer
Do you like English lesson ?	No, I do not like it
Do you like writing in English learning ?	I do not like writing
What the problems did you feel when the teacher gave the task of writing decsriptive text ?	Vocabulary and expressing the ideas
Have you ever used a learning strategy by writing story on a framework of the flower?	I have never used it

Name : Darma Pansah

Questions	Answer
Do you like English lesson ?	Yes
Do you like writing in English learning ?	Not really like it
What the problems did you feel when the teacher gave the task of writing decsriptive text ?	Sometimes I have the problem with the vocabulary and expressing the ideas
Have you ever used a learning strategy by writing story on a framework of the flower?	No, I have never used it

Name : Dika Bayu Pangestu

Questions	Answer
Do you like English lesson ?	Yes
Do you like writing in English learning ?	Yes, I like it
What the problems did you feel when the teacher gave the task of writing decsriptive text ?	Grammar and vocabulary
Have you ever used a learning strategy by writing story on a framework of the flower?	No, I have never used it

Name : Fando Octa Pratama

Questions	Answer
Do you like English lesson ?	Yes
Do you like writing in English learning ?	Not really
What the problems did you feel when the teacher gave the task of writing decsriptive text ?	Vocabulary, expressing ideaa and grammar
Have you ever used a learning strategy by writing story on a framework of the flower r ?	I have never heard of it, and have never used it.

Name : Intan Lestari

Questions	Answer
Do you like English lesson ?	Not really like English lesson
Do you like writing in English learning ?	No, I do not like it
What the problems did you feel when the teacher gave the task of writing decsriptive text ?	My probems when teachng writing is vocabulary
Have you ever used a learning strategy by writing story on a framework of the flower ?	I have never used it

Name : Kharan Daniel

Questions	Answer
Do you like English lesson ?	No
Do you like writing in English learning ?	I do not like English Writing
What the problems did you feel when the teacher gave the task of writing decsriptive text ?	Always confused to start writing and expressing the ideas.
Have you ever used a learning strategy by writing story on a framework of the flower ?	I have never heard of it

Name : Khoiriyah Novisa Putri

Questions	Answer
Do you like English lesson ?	Yes, I like English lesson
Do you like writing in English learning ?	Not really
What the problems did you feel when the teacher gave the task of writing decsriptive text ?	Vocabulary and expressing the ideas
Have you ever used a learning strategy by writing story on a framework of the flower?	I have never used it

Name : Khoiratul Azkiyah

Quetions	Answer
Do you like English lesson ?	No
Do you like writing in English learning ?	No
What the problems did you feel when the teacher gave the task of writing decsriptive text ?	Expressing the ideas and vocabulary
Have you ever used a learning strategy by writing story on a framework of the flower?	I have never used used it

Name : Marvin Tri Fatra

Questions	Answer
Do you like English lesson ?	Yes, I like English lesson
Do you like writing in English learning ?	I do not like writing
What the problems did you feel when the teacher gave the task of writing decsriptive text ?	My problems with vocabulary and grammar
Have you ever used a learning strategy by writing story on a framework of the flower?	No, I have never used it

Name : Muhamad Bagus Maulana

Questions	Answer
Do you like English lesson ?	Not really, but little bit
Do you like writing in English learning ?	Not really
What the problems did you feel when the teacher gave the task of writing decsriptive text ?	I have problem when I am expressing the ideas
Have you ever used a learning strategy by writing story on a framework of the flower?	No, I have never used it

Name : Akbar Surya Ramadhan

Questions	Answer
Do you like English lesson ?	No, I do not like English lesson
Do you like writing in English learning ?	No
What the problems did you feel when the teacher gave the task of writing decsriptive text ?	Vocabulary
Have you ever used a learning strategy by writing story on a framework of the flower?	No, I have never used it

Name : Al Arief Ridho Setiawan

Questions	Answer
Do you like English lesson ?	No
Do you like writing in English learning ?	Not really
What the problems did you feel when the teacher gave the task of writing decsriptive text ?	Expressing the ideas and vocabulary
Have you ever used a learning strategy by writing story on a framework of the flower?	No, I have never used it

Name : Andrean

Questions	Answer
Do you like English lesson ?	I do not like English leson.
Do you like writing in English learning ?	I do not like writing
What the problems did you feel when the teacher gave the task of writing decsriptive text ?	My problems with vocabulary, expressing ideas and grammar
Have you ever used a learning strategy by writing story on a framework of the flower?	I have never used it

Name : Ariyanti Sapitri

Questions	Answer
Do you like English lesson ?	Yes, I like it
Do you like writing in English learning ?	I think, I like writing
What the problems did you feel when the teacher gave the task of writing decsriptive text ?	Sometimes my problem with the expressing the ideas
Have you ever used a learning strategy by writing story on a framework of the flower?	I have never used the strategy in learning writing

Name : Assifa Viqi Nuraini

Questions	Answer
Do you like English lesson ?	Not really, but little bit
Do you like writing in English learning ?	Not really
What the problems did you feel when the teacher gave the task of writing decsriptive text ?	I have problem when I am expressing the ideas
Have you ever used a learning strategy by writing story on a framework of the flower?	No, I have never used it

Name : Ayu Karisma

Questions	Answer
Do you like English lesson ?	Yes
Do you like writing in English learning ?	Not really
What the problems did you feel when the teacher gave the task of writing decsriptive text ?	Vocabulary and expressing ideas
Have you ever used a learning strategy by writing story on a framework of the flower?	No, I have never used it

Name : Aziza Nurinda

Questions	Answer
Do you like English lesson ?	Yes, I like English lesson
Do you like writing in English learning ?	No
What the problems did you feel when the teacher gave the task of writing decsriptive text ?	I have problem when I am expressing the ideas and vocabulary
Have you ever used a learning strategy by writing story on a framework of the flower?	No, I have never used it

Name : Fariz Maulana

Questions	Answer
Do you like English lesson ?	Not really
Do you like writing in English learning ?	No
What the problems did you feel when the teacher gave the task of writing decsriptive text ?	Vocabulary
Have you ever used a learning strategy by writing story on a framework of the flower?	No, I have never used it

Name : Gustian Ramadhan

Questions	Answer
Do you like English lesson ?	Yes
Do you like writing in English learning ?	Not really
What the problems did you feel when the teacher gave the task of writing decsriptive text ?	I have the problem with vocabulary
Have you ever used a learning strategy by writing story on a framework of the flower?	No, I have never used it

Name : Hardiansyah

Questions	Answer
Do you like English lesson ?	No
Do you like writing in English learning ?	Not really
What the problems did you feel when the teacher gave the task of writing decsriptive text ?	Grammar and vocabulary
Have you ever used a learning strategy by writing story on a framework of the flower?	No, I have never used it

Name : Ibnu Zaki

Questions	Answer
Do you like English lesson ?	Yes, I like English lesson
Do you like writing in English learning ?	No, I do not like writing
What the problems did you feel when the teacher gave the task of writing decsriptive text ?	Vovabulary and grammar
Have you ever used a learning strategy by writing story on a framework of the flower?	No, I have never used it

Name : Laras Kila Maharani

Questions	Answer
Do you like English lesson ?	No, I do not like it
Do you like writing in English learning ?	No
What the problems did you feel when the teacher gave the task of writing decsriptive text ?	Vocabulary
Have you ever used a learning strategy by writing story on a framework of the flower?	No, I have never used it

Name : Latifa Anggun Choirunnisa

Questions	Answer
Do you like English lesson ?	Yes, I like it
Do you like writing in English learning ?	Not really like it
What the problems did you feel when the teacher gave the task of writing decsriptive text ?	Sometimes I have the problem with the vocabulary and expressing the ideas
Have you ever used a learning strategy by writing story on a framework of the flower?	No, I have never used it

Name : Melisa Oktavia

Questions	Answer
Do you like English lesson ?	Not really
Do you like writing in English learning ?	No
What the problems did you feel when the teacher gave the task of writing decsriptive text ?	Expressing ideas, grammar and vocabulary
Have you ever used a learning strategy by writing story on a framework of the flower?	No, I have never used it

Name : Muhamad Fahri Pratama

Questions	Answer
Do you like English lesson ?	No
Do you like writing in English learning ?	No
What the problems did you feel when the teacher gave the task of writing decsriptive text ?	Grammar, vocabulary and expresing ideas
Have you ever used a learning strategy by writing story on a framework of the flower?	No, I have never used it

Name : Muhammad Alvin Kurniawan

Questions	Answer
Do you like English lesson ?	Yes
Do you like writing in English learning ?	Yes, I like it
What the problems did you feel when the teacher gave the task of writing decsriptive text ?	My problems with vocabulary and grammar
Have you ever used a learning strategy by writing story on a framework of the flower?	I have never used it

Name : Muhammad Arief

Questions	Answer
Do you like English lesson ?	Yes, I like English
Do you like writing in English learning ?	No
What the problems did you feel when the teacher gave the task of writing decsriptive text ?	Vocabulary, expressing the ideas and grammar
Have you ever used a learning strategy by writing story on a framework of the flower?	No, I have never used it

Name : Panji Arya Tri Saputra

Questions	Answer
Do you like English lesson ?	Not really
Do you like writing in English learning ?	No
What the problems did you feel when the teacher gave the task of writing decsriptive text ?	Vocabulary and expressing the ideas
Have you ever used a learning strategy by writing story on a framework of the flower?	No, I have never used it

Name : Rasenda Feby Salma

Questions	Answer
Do you like English lesson ?	Not really
Do you like writing in English learning ?	No
What the problems did you feel when the teacher gave the task of writing decsriptive text ?	Expressing the ideas, vocabulary
Have you ever used a learning strategy by writing story on a framework of the flower?	I have never heared the strategy and never used it

Name : Reva Nur Aeni

Questions	Answer
Do you like English lesson ?	I do not like
Do you like writing in English learning ?	No, I do not like writing
What the problems did you feel when the teacher gave the task of writing decsriptive text ?	Vovabulary and expressing the ideas
Have you ever used a learning strategy by writing story on a framework of the flower?	No, I have never used it

Appendix 3

The Students Writing Score at the Class VII.A and VII.B at SMPN 2 Pardasuka

CLASS VII.A			CLASS VII.B		
NO	**Name**	**Score**	**NO**	**Name**	**Score**
1	A1	60	1	B1	60
2	A2	50	2	B2	80
3	A3	70	3	B3	50
4	A4	60	4	B4	50
5	A5	90	5	B5	80
6	A6	70	6	B6	80
7	A7	60	7	B7	60
8	A8	60	8	B8	80
9	A9	80	9	B9	60
10	A10	60	10	B10	60
11	A11	60	11	B11	70
12	A12	70	12	B12	60
13	A13	60	13	B13	80
14	A14	50	14	B14	70
15	A15	80	15	B15	70
16	A16	60	16	B16	80
17	A17	60	17	B17	40
18	A18	80	18	B18	40
19	A19	60	19	B19	50
20	A20	70	20	B20	60
21	A21	60	21	B21	40
22	A22	60	22	B22	50
			23	B23	60
			24	B24	50

Appendix 4

SYLLABUS

Sekolah **: SMP N 2 Pardasuka**
Mata Pelajaran **: Bahasa Inggris**
Kelas **: VII**
Kompetensi Inti **:**

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

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

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

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
3.2 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi hewan sangat pendek dan sederhana, sesuai dengan konteks	**Teks deskriptif tertulis sangat sederhana tentang hewan** ***Fungsi sosial*** Membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, dsb. ***Struktur text*** (1) Penyebutan nama hewan dan nama bagian-bagiannya yang dipilih untuk dideskripsikan	**Mengamati** • Guru memberikan contoh kerangka berbentuk bunga kepada peserta didik yang telah digambar pada papan tulis sebelumnya • Guru memberikan penjelasan kepada peserta didik mengenai tahapan pembelajaran menulis teks deskriptif dengan menggunakan	**Kriteria Penilaian** : • Tingkat kelengkapan dan keruntutan struktur teks deskriptif • Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Tingkat kesesuaian format penulisan/ penyampaian **CARA PENILAIAN:** **Kinerja (Praktik)** • Melakukan monolog	2 x 40 menit	Worksheet, Buku Bahasa Inggris kelas VII, Internet

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
penggunaannya. 4.12 Menangkap makna dalam teks deskriptif lisan dan tulis, sangat pendek dan sederhana. 4.13 Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, tentang hewan dengan memperhatikan fungsi sosial, struktur teks,	(2) Penyebutan sifat hewan dan bagiannya, dan (3) Penyebutan tindakan terkait dengan hewan yang semuanya sesuai dengan fungsi sosial yang hendak dicapai. Panjang teks: kurang lebih 3 (tiga) kalimat. ***Unsur kebahasaan*** (1) Penyebutan kata benda singular dengan	strategi menulis dalam kerangka berbentuk bunga. **Mempertanyakan** • Dengan arahan dan bimbingan guru, peserta didik diberikan kesempatan untuk bertanya mengenai materi teks deskriptif jika ada yang belum dipahami tekait dengan kegiatan menulis menggunakan kerangka	tentang deskripsi hewan di depan kelas • Ketepatan dan kesesuaian dalam menggunakan struktur teks dan unsur kebahasaan dalam membuat teks deskriptif **Pengamatan (observations):** • Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi • Ketepatan dan		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
dan unsur kebahasaan, secara benar dan sesuai konteks.	*a* dan *the*, dan plural (*-s*). (2) Kata ganti *it, they, she, we, dst; our, my, your, their, dst.* (3) Kata sifat yang sangat lazim, *young, old, clever, big, small, easy, difficult, dilligent, tired, tall, short, beautiful*, dan semacamnya (4) Kata kerja untuk	berbentuk bunga yang akan digunakan. **Mengeksplorasi** • Setelah memahami proses pembelajaran dengan menggunakan kerangka berbentuk bunga, peserta didik diberikan kesempatan untuk menenutkan topik yang akan dibahas • Setalah peserta	kesesuaian dalam menyampaikan dan menulis teks deskriptif • Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan **Portofolio** • Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks deskriptif. • Kumpulan karya siswa yang mendukung proses penulisan teks		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	menyatakan keadaan dan tindakan rutin dalam simple present tense: *be, have, go, play,get, take,* dan sebagainya. (5) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi (6) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.	didik menentukan topik, guru memberikan instuksi untuk dapat melengkapi hal-hal yang berkaitan dengan topik yang telah ditentukandeskriptif. • Siswa berlatih untuk menuliskan teks deskriptif sangat pendek dan sederhana tentang hewan dengan memperhatikan fungsi sosial,	diskriptif • Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	Topik Hewan di sekitar dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku disiplin, jujur, peduli, pola hidup sehat, dan ramah lingkungan.	struktur, dan unsur kebahasaan **Mengasosiasi** • Setelah menemukan informasi terkait dengan topik tersebut, peserta didik diharapkan dapat menuliskannya pada bagian kelopak bunga yang selanjutnya akan dituliskan menjadi sebuah paragrap ataupun esai.			

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		Mengkomunikasikan • Guru memberikan kesempatan kepada peserta didik untuk mengemukakan dari hasil pekerjaan yang telah dilakukan kepada peserta didik lainnya			

Appendix 5

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
CONTROL CLASS

Nama Sekolah : SMPN 2 Pardasuka **Kelas** : VII
Mata Pelajaran : Bahasa Inggris **Alokasi Waktu** : 2x40 menit
Materi : Descriptive Text

A. Tujuan Pembelajaran

Setelah mengikuti proses pebelajaran, peserta didik diharapkan :

- Dapat memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif
- Mampu menjelaskan struktur teks deskriptif lisan dan tulisan
- Mampu menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana.

B. Media Pembelajaran, Alat/bahan dan Sumber Belajar

- Media Pembelajaran : Worksheet atau lembar kerja siswa, lembar penelitian
- Alat/bahan : Spidol, papan tulis
- Sumber Belajar : Buku Bahasa Inggris Kelas VII, Kamus Bahasa Inggris

C. Langkah-Langkah Pembelajaran

Pertemuan ke-1 Pendahuluan (10 menit)

- Guru melakukan pembukaan dengan salam pembuka dan berdoa bersama untuk memulai kegiatan pembelajaran
- Guru memeriksa kehadiran peserta didik sebagai sikap disiplin
- Guru memberikan motivasi kepada peserta didik untuk semangat dalam belajar

- Guru mengaitkan pembelajaran dengan pengalaman peserta didik dan menghubungkan materi yang akan dipelajari
- Guru menyampaikan tujuan pembelajaran dan manfaat yang akan diperoleh dengan mempelajari teks deskripif

Kegiatan Int (60 menit)	
Observing	• Guru membentuk kelompok belajar yang terdiri dari empat siswa setiap kelompok • Guru memberikan contoh teks deskriptif tentang hewan • Peserta didik menyalin contoh teks deskriptif kedalam buku catatan harian mereka masing-masing • Guru memberikan penjelasan kepada peserta didik mengenai materi teks deskriptif tentang definisi, tujuan, struktur organisasi dan juga penggunaan bahasa yang digunakan dalam menulis teks deskriptif tersebut • Peserta didik menyimak penjelasan dari guru dan mengamati contoh deskriptif teks yang telah diberikan
Questioning	Dengan arahan dan bimbingan guru, peserta didik diberikan kesempatan untuk bertanya mengenai materi teks deskriptif jika ada yang belum dipahami
Exploring	Guru memberikan instruksi kepada peserta didik untuk dapat mengidentifikasi fungsi sosial, struktur teks dan juga penggunaan bahasa yang digunakan dari contoh teks deskriptif yang telah diberikan Peserta didik diminta untuk mengolah

Associating	informasi yang telah didapatkan dari hasil mengidentifikasi mengenai fungsi sosial, struktur teks dna penggunaan bahasa yang digunakan pada contoh teks deskriptif
Communicating	Guru memberikan kesempatan kepada peserta didik untuk mengemukakan dari hasil pekerjaan yang telah dilakukan kepada peserta didik lainnya

Kegiatan Penutup
(10 menit)

- Guru dan peserta didik membuat rangkuman/kesimpulan tentang materi teks deskrptive yang sudah dipelajari
- Guru menyampaikan rencana kegiatan pembelajaran pada pertemuan berikutnya.
- Guru memberikan motivasi kepada peserta didik
- Guru mengakhiri pembelajaran di kelas dengan membaca do'a bersama dan salam

Pertemuan ke-2

Pendahuluan (10 menit)

- Guru melakukan pembukaan dengan salam pembuka dan berdoa bersama untuk memulai kegiatan pembelajaran
- Guru memeriksa kehadiran peserta didik sebagai sikap disiplin
- Guru memberikan motivasi kepada peserta didik untuk semangat dalam belajar
- Guru mengaitkan pembelajaran dengan pengalaman peserta didik dan menghubungkan materi yang sudah dipelajari sebelumnya
- Guru menyampaikan tujuan pembelajaran dan manfaat yang akan diperoleh dengan mempelajari teks deskripif

Kegiatan Inti (60 menit)	
Observing	• Guru membentuk kelompok belajar yang terdiri dari empat siswa setiap kelompok • Guru memberikan contoh teks deskriptif tentang hewan • Peserta didik menyalin contoh teks deskriptif kedalam buku catatan harian mereka masing-masing • Guru meminta kepada peserta didik untuk mengamati dan memberikan pendapat untuk menyebutkan struktur teks serta penggunaan bahasa yang digunakan
Questioning	Dengan arahan dan bimbingan guru, peserta didik diberikan kesempatan untuk bertanya terkait dengan hal-hal yang belum dipahami.
Exploring	Guru memberi instruksi kepada peserta didik untuk dapat mencari informasi lebih serta menjelaskannya terkait dengan contoh hewan yang menjadi topik pembahasan
Associating	Guru mengarahkan peserta didik untuk dapat menyelesaikan tugas yang diberikan
Communicating	Guru memberikan kesempatan kepada peserta didik untuk mengemukakan dari hasil pekerjaan yang telah dilakukan kepada peserta didik lainnya
Kegiatan Penutup (10 menit)	

- Guru dan peserta didik membuat rangkuman/kesimpulan tentang materi teks deskrptive

yang sudah dipelajari

- Guru menyampaikan rencana kegiatan pembelajaran pada pertemuan berikutnya.
- Guru memberikan motivasi kepada peserta didik
- Guru mengakhiri pembelajaran di kelas dengan membaca do'a bersama dan salam

Pertemuan ke-3 Pendahuluan (10 menit)
• Guru melakukan pembukaan dengan salam pembuka dan berdoa bersama untuk memulai kegiatan pembelajaran • Guru memeriksa kehadiran peserta didik sebagai sikap disiplin • Guru memberikan motivasi kepada peserta didik untuk semangat dalam belajar • Guru mengaitkan pembelajaran dengan pengalaman peserta didik dan menghubungkan materi yang sudah dipelajari sebelumnya • Guru menyampaikan tujuan pembelajaran dan manfaat yang akan diperoleh dengan mempelajari teks deskripif

Kegiatan Inti (60 menit)	
Observing	• Guru membentuk kelompok belajar yang terdiri dari empat siswa setiap kelompok • Guru memberikan contoh teks deskriptif tentang hewan • Peserta didik menyalin contoh teks deskriptif kedalam buku catatan harian mereka • Guru memberikan penjelasan kepada peserta didik mengenai isi dari teks

	deskriptif serta langkah-langkah dalam menulis teks deskriptif mulai dari identifikasi dan juga deskripsi • Peserta didik menyimak penjelasan dari guru
Questioning	Dengan arahan dan bimbingan guru, peserta didik diberikan kesempatan untuk bertanya mengenai materi teks deskriptif jika ada yang belum dipahami
Exploring	Guru memberi instruksi kepada peserta didik untuk mencoba membuat short writing tentang teks deskriptif dari topik yang telah ditentukan
Associating	• Peserta didik diminta untuk mengolah informasi mengenai topik yang akan dibahas dan menjadi kalimat pendukung pada tulisan teks deskriptif yang meliputi aspek identifikasi dan deskripsi • Peserta didik menuliskan teks deskriptif sesuai dengan informasi yang telah didapatkan serta menuangkannya menjadi sebuah tulisan yang tetap memperhatikan lima aspek menulis seperti organization, content, vocabulary, language use and mechanics.
Communicating	Guru memberikan kesempatan kepada peserta didik untuk mengemukakan dari hasil pekerjaan yang telah dilakukan kepada peserta didik lainnya
Kegiatan Penutup (10 menit)	
• Guru dan peserta didik membuat	

rangkuman/kesimpulan tentang materi teks deskrptif yang sudah dipelajari

- Guru memberikan umpan balik dari hasil pembelajaran yang telah dilakukan
- Guru memberikan motivasi kepada peserta didik
- Guru mengakhiri pembelajaran di kelas dengan membaca do'a bersama dan salam

D. Penilian Hasil Pembelajaran

1. **Penilaian Sikap**
   Observasi/ pengamatan selama proses pembelajaran
2. **Penilaian Pengetahuan**
   Tes tertulis uraian, tes lisan/observasi terhadap diskusi tanya jawab
3. **Penilaian Keterampilan**
   Penilaian kinerja (praktik), portofolio, tes tertulis/produk penyusunan teks deskriptif tentang hewan

Pardasuka, 3 Oktober 2022

Mengetahui,	
Guru Mata Pelajaran	Peneliti
Muhtaridi, S.Pd.I	**Mayang Dwi Safitri**
NIP. 197811152014071001	NPM. 1811040474

Appendix 6

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
EXPERIMENTAL CLASS

Nama Sekolah : SMPN 2 Pardasuka **Kelas** : VII
Mata Pelajaran : Bahasa Inggris **Alokasi Waktu** : 2x40 menit
Materi : Descriptive Text

A. Tujuan Pembelajaran

Setelah mengikuti proses pebelajaran, peserta didik diharapkan :

- Dapat memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif
- Mampu menjelaskan struktur teks deskriptif lisan dan tulisan
- Mampu menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana.

B. Media Pembelajaran, Alat/bahan dan Sumber Belajar

- Media Pembelajaran : Worksheet atau lembar kerja siswa, lembar penelitian
- Alat/bahan : Spidol, papan tulis
- Sumber Belajar : Buku Bahasa Inggris Kelas VII, Kamus Bahasa Inggris

C. Langkah-Langkah Pembelajaran

Pertemuan ke-1 Pendahuluan (10 menit)

- Guru melakukan pembukaan dengan salam pembuka dan berdoa bersama untuk memulai kegiatan pembelajaran
- Guru memeriksa kehadiran peserta didik sebagai sikap disiplin
- Guru memberikan motivasi kepada peserta didik untuk semangat dalam belajar
- Guru mengaitkan pembelajaran dengan pengalaman peserta didik dan menghubungkan materi yang akan

dipelajari

- Guru menyampaikan tujuan pembelajaran dan manfaat yang akan diperoleh dengan mempelajari teks deskripif

Kegiatan Inti (60 menit)	
Observing	• Guru memberikan contoh kerangka berbentuk bunga kepada peserta didik yang telah digambar pada papan tulis sebelumnya • Guru memberikan penjelasan kepada peserta didik mengenai tahapan pembelajaran menulis teks deskriptif dengan menggunakan strategi menulis dalam kerangka berbentuk bunga
Questioning	Dengan arahan dan bimbingan guru, peserta didik diberikan kesempatan untuk bertanya mengenai materi teks deskriptif jika ada yang belum dipahami tekait dengan kegiatan menulis menggunakan kerangka berbentuk bunga yang akan digunakan
Exploring	• Setelah memahami proses pembelajaran dengan menggunakan kerangka berbentuk bunga, peserta didik diberikan kesempatan untuk menenutkan topik yang akan dibahas • Setalah peserta didik menentukan topik, guru memberikan instuksi untuk dapat melengkapi hal-hal yang berkaitan dengan topik yang telah ditentukan dan membuat deskrptif teks hewan sangat pendek dan sederhana

Associating	Setelah menemukan informasi terkait dengan topik tersebut, peserta didik diharapkan dapat menuliskannya pada bagian kelopak bunga yang selanjutnya akan dituliskan menjadi sebuah paragrap ataupun esai.
Communicating	Guru memberikan kesempatan kepada peserta didik untuk mengemukakan dari hasil pekerjaan yang telah dilakukan kepada peserta didik lainnya

Kegiatan Penutup
(10 menit)

- Guru dan peserta didik membuat rangkuman/kesimpulan tentang materi teks deskrptif yang sudah dipelajari
- Guru menyampaikan rencana kegiatan pembelajaran pada pertemuan berikutnya.
- Guru memberikan motivasi kepada peserta didik
- Guru mengakhiri pembelajaran di kelas dengan membaca do'a bersama dan salam

Pertemuan ke-2

Pendahuluan (10 menit)

- Guru melakukan pembukaan dengan salam pembuka dan berdoa bersama untuk memulai kegiatan pembelajaran
- Guru memeriksa kehadiran peserta didik sebagai sikap disiplin
- Guru memberikan motivasi kepada peserta didik untuk semangat dalam belajar
- Guru mengaitkan pembelajaran dengan pengalaman peserta didik dan menghubungkan materi yang akan dipelajari

- Guru menyampaikan tujuan pembelajaran dan manfaat yang akan diperoleh dengan mempelajari teks deskripif

Kegiatan Inti (60 menit)	
Observing	• Guru memberikan contoh teks deskriptif tentang hewan, yang telah dituliskan pada gambar kerangka berbentuk bunga kepada peserta didik • Guru memberikan penjelasan kepada peserta didik mengenai materi teks deskriptif tentang definisi, tujuan, struktur organisasi dan juga penggunaan bahasa yang digunakan dalam menulis teks deskriptif tersebut • Peserta didik menyimak penjelasan dari guru dan mengamati gambar kerangka berbentuk bunga
Questioning	Dengan arahan dan bimbingan guru, peserta didik diberikan kesempatan untuk bertanya mengenai materi teks deskriptif jika ada yang belum dipahami tekait dengan kegiatan menulis menggunakan kerangka berbentuk bunga yang akan digunakan
Exploring	Guru memberikan instruksi kepada peserta didik untuk dapat mengumpulkan infornasi terkait dengan topik tentang hewan yang akan dibahas pada teks deskriptif
Associating	Guru memberikan instruksi kepada peserta didik untuk dapat membuat contoh deskriptif teks sederhana mengenai hewan dan menuliskannya pada kerangka berbentuk bunga

Communicating	Guru memberikan kesempatan kepada peserta didik untuk mengemukakan dari hasil pekerjaan yang telah dilakukan kepada peserta didik lainnya

Kegiatan Penutup
(10 menit)

- Guru dan peserta didik membuat rangkuman/kesimpulan tentang materi teks deskrptif yang sudah dipelajari
- Guru menyampaikan rencana kegiatan pembelajaran pada pertemuan berikutnya.
- Guru memberikan motivasi kepada peserta didik
- Guru mengakhiri pembelajaran di kelas dengan membaca do'a bersama dan salam

Pertemuan ke-3

Pendahuluan (10 menit)

- Guru melakukan pembukaan dengan salam pembuka dan berdoa bersama untuk memulai kegiatan pembelajaran
- Guru memeriksa kehadiran peserta didik sebagai sikap disiplin
- Guru memberikan motivasi kepada peserta didik untuk semangat dalam belajar
- Guru mengaitkan pembelajaran dengan pengalaman peserta didik dan menghubungkan materi yang sudah dipelajari sebelumnya
- Guru menyampaikan tujuan pembelajaran dan manfaat yang akan diperoleh dengan mempelajari teks deskripif

Kegiatan Inti
(60 menit)

- Guru menginstruksi kepada peserta didik untuk membuat deskriptif teks

Observing	sederhana tentang hewan dan menuliskannya pada kerangka berbentuk bunga • Guru memberikan penjelasan materi mengenai teks deskriptif serta langkah-langkah dalam penulisan yang sesuai pada kerangka berbentuk bunga dengan struktur bahasa yang tepat • Peserta didik menyimak penjelasan dari guru
Questioning	Dengan arahan dan bimbingan guru, peserta didik diberikan kesempatan untuk bertanya mengenai materi teks deskriptif jika ada yang belum dipahami tekait dengan kegiatan menulis teks deskripsi menggunakan kerangka berbentuk bunga yang akan digunakan
Exploring	Guru memberikan instruksi kepada peserta didik untuk dapat menuliskan teks deskriptif yang sudah ditentukan, pada bagian kerangka yang berbentuk bunga
Associating	• Peserta didik diminta untuk mengolah informasi yang telah dikumpulkan sebagai kalimat pendukung untuk dapat menuliskannya dibagian kerangka yang berbentuk bunga • Setelah menuliskan berbagai informasi pada kerangka berbentuk bunga, peserta didik diharapkan dapat menguraikan menjadi sebuah paragraf yang sempurna mengikuti bagian identifikasi dan deskripsi.

Communicating	Guru memberikan kesempatan kepada peserta didik untuk mengemukakan dari hasil pekerjaan yang telah dilakukan kepada peserta didik lainnya

Kegiatan Penutup (10 menit)

- Guru dan peserta didik membuat rangkuman/kesimpulan tentang materi teks deskrptif yang sudah dipelajari
- Guru memberikan umpan balik dari hasil pembelajaran yang telah dilakukan
- Guru memberikan motivasi kepada peserta didik
- Guru mengakhiri pembelajaran di kelas dengan membaca do'a bersama dan salam

D. Penilian Hasil Pembelajaran

1. **Penilaian Sikap**
   Observasi/ pengamatan selama proses pembelajaran
2. **Penilaian Pengetahuan**
   Tes tertulis uraian, tes lisan/observasi terhadap diskusi tanya jawab
3. **Penilaian Keterampilan**
   Penilaian kinerja (praktik), portofolio, tes tertulis/produk penyusunan teks deskriptif tentang hewan

Pardasuka, 3 Oktober 2022

Mengetahui,
Guru Mata Pelajaran

Muhtaridi, S.Pd.I
NIP. 197811152014071001

Peneliti

Mayang Dwi Safitri
NPM. 1811040474

Appendix 7

Surat Balasan Penelitian

PEMERINTAH KABUPATEN PRINGSEWU
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPT SMP NEGERI 2 PARDASUKA
NSS : 201120110000 AKREDITASI : A NPSN : 10810201
Alamat : Jln. Raya Pekon Sukorejo Kec. Pardasuka Kab. Pringsewu Kode Pos 35681, E-Mail smpn2pardasuka@gmail.com

SURAT KETERANGAN
Nomor : 420/148/D.01.07 /2021

Berdasarkan surat dari Universitas Islam Negeri Raden Intan Lampung No : B.15.889 Un.16/DT/PP 009.07/12/2022 tentang Permohonan mengadakan Izin Melaksanakan Penelitian di UPT SMPN 2 Pardasuka Kecamatan Pardasuka Kabupaten Pringsewu dengan ini Kepala Sekolah Menerangkan bahwa mahasiswa/I tersebut di bawah ini :

Nama	: Mayang Dwi Safitri
NPM	: 1811040474
Program Studi	: Pendidikan Pendidikan Bahasa Inggris

Telah melaksanakan Penelitian di UPT SMPN 2 Pardasuka pada tanggal 3 – 24 Oktober 2022.

Demikian surat keterangan penelitian ini dibuat dengan sebenarnya, untuk dapat digunakan sebagaimana mestinya.

Pardasuka, 26 Oktober 2022
Kepala UPT SMPN 2 Pardasuka,

Rabasa, S. Pd
NIP 19680319 199903 2 003

Appendix 8

Instrument of Pre-test

Name : _____
Class : _____
Subject : English
Time Allocation : 60 minutes

Directions :

1. Write your name and class clearly on the paper.
2. Use your time adequately and work individually.

Instructions :

1. Please make a simple descriptive text about animals by choosing one of three topics below :
   a. Rabbit
   b. Elephant
   c. Panda
2. Write your text based on generic structure of descriptive text (identification, description) !
   (minimum 30 words on essay)
3. The text will be measured by 5 aspects of writing (content, organization, vocabulary, language use and mechanics) !

_____
_____
_____
_____
_____
_____
_____

Score :
_____

Appendix 9

Instrument of post-test

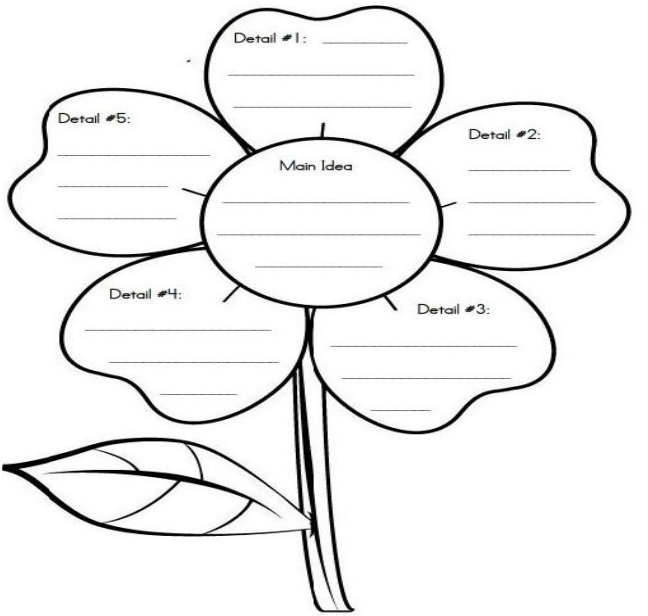
Name : _____
Class : _____
Subject : English
Time Allocation : 60 minutes

Directions :

1. Write your name and class clearly on the paper.
2. Use your time adequately and work individually.

Instructions :

1. Choose one of three topics below:
   a. Giraffe
   b. Penguin
   c. Tiger
2. After choose one of the topics, write down the main topic at the midle and supporting topics write it in the small petals ! (Framework of the flower in the next pages)
3. After writing the complete, arrange the topics into a paragraph ! (minimun. 30 words on essay)
4. Write your text based on generic structure of descriptive text (identification, description) !
5. The text will be measured by 5 aspects of writing (content, organization, vocabulary, language use and mechanics).



Score : _____

Appendix 10

Expert Validation Form of Writing Test

Based on the instrument of Writing Descriptive text test, please answer the following questions below and give your response by ticking (√) a box representing your choice.

NO	Questions	Yes	No	Comments
1	Do the direction and instruction of the test instrument clear enough ?	√		
2	Is the time allocation quite effective ?	√		
3	Are the topics appropriate ?	√		
4	Do the generic structures in decriptive text that consist of Identification and Description?	√		
5	Do the indicators in the test instrument have covered all aspect of writing that consisted of content, organization, vocabulary, language use, mechanics.	√		

Genera Comments :

Please give any general comments or suggestion you may have concerning this test development.

.....

.....
.....
.....
.....

Pardasuka, Juni 2022
Validator

Muhtaridi, S. Pd. I
NIP. 197811152014071001

Appendix 11

Instrument Readability of the Writing Test

Nama :
Kelas :

Berdasarkan tes menulis, jawalah pertanyaan berikut !

NO	Pertanyaan	Ya	Tidak	Skala (1-10)	Komentar
1	Apakah petunjuk dan instruksi pada instrument test cukup jelas ?				
2	Apakah anda memahami alokasi waktu yang diberikan ?				
3	Apakah anda memahami topik yang diberikan ?				
4	Apakah anda memahami generic structure dalam menulis descriptive text ?				
5	Apakah anda memahami aspect penulisan yang terdiri dari content, organization, vocabulary, language dan mechanic ?				

1-5 menjelaskan sebuah soal mudah dipahami dan 6-10 menjelaskan sebuah soal suit untuk dipahami.

Appendix 12

Result of Validity of the Instrument

No Butir instrument	Pearson correlation R hitung	R table	Nilai Signifikansi	Keterangan
1	0,762	0,432	0,000	Valid
2	0,449	0,432	0,000	Valid
3	0,819	0,432	0,000	Valid
4	0,768	0,432	0,000	Valid
5	0,835	0,432	0,000	Valid

Appendix 13

Result of Realibility of the Instrument

Case Processing Summary

		N	%
Cases	Valid	22	100,0
	Excluded[a]	0	,0
	Total	22	100,0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
,770	5

Appendix 14

Result of Readability of the Instrument

NO	Name	Question and Scale					Total	Mean
		1	2	3	4	5		
1	A1	1	1	1	2	4	9	1.8
2	A2	1	1	1	2	2	7	1.4
3	A3	2	1	2	3	5	13	2.6
4	A4	1	1	2	4	3	11	2.2
5	A5	2	2	1	3	4	12	2.4
6	A6	2	2	3	4	6	17	3.4
7	A7	2	2	1	4	3	12	2.4
8	A8	1	1	1	2	3	8	1.6
9	A9	1	2	1	3	4	11	2.2
10	A10	1	1	1	2	4	9	1.8
11	A11	1	1	2	3	4	11	2.2
12	A12	1	2	1	2	4	10	2
13	A13	2	1	1	3	5	12	2.4
14	A14	1	2	1	3	3	10	2
15	A15	2	2	3	4	6	17	3.4
16	A16	1	1	1	2	4	9	1.8
17	A17	1	1	2	3	4	11	2.2
18	A18	1	2	1	2	4	10	2
19	A19	2	1	2	3	5	13	2.6
20	A20	1	1	2	4	3	11	2.2
21	A21	2	1	1	3	5	12	2.4
22	A22	2	2	3	4	6	17	3.4
	Total Mean							50,4
	Mean							2.29

By virtue of Kouame's research, if the maean of all items of the instrument test under 4.46, it means that the instrument is quite readable and understandable by the reader.[77] The result of the readability test above was 2.29 (lower than 4.46). it can conclude that yhe instrument of the writing test in this research was readable.

[77] Julian B. Kouame, *Using Readibility Tests to Improve the Accucarcy of Evaluation Documents Intvended for Low-Literature Participants*, Op.Cit, 133.

Appendix 15

Result of the Students' Score of Writing Pre-Test in Experimental Class

NO	Code	Content		Organization		Vocabulary		Language		Mechanics		Total		Score
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	
1	VII-1	13	13	12	12	9	9	7	7	2	2	43	43	43
2	VII-2	14	13	9	10	10	11	8	9	3	3	44	46	45
3	VII-3	15	17	13	13	16	16	13	15	3	3	60	64	62
4	VII-4	17	17	15	15	17	17	13	13	3	3	65	65	65
5	VII-5	18	18	17	17	15	15	12	12	4	4	66	66	66
6	VII-6	15	15	14	14	14	14	11	11	3	3	57	57	57
7	VII-7	15	15	14	14	15	15	12	12	3	3	58	58	58
8	VII-8	16	16	15	15	17	17	12	12	3	3	63	63	63
9	VII-9	22	22	13	13	10	10	10	10	3	3	58	58	58
10	VII-10	19	19	13	13	16	16	13	13	3	3	65	65	65
11	VII-11	13	13	10	10	10	10	11	11	2	2	46	46	46
12	VII-12	22	22	9	9	13	13	10	10	3	3	57	57	57
13	VII-13	15	15	12	11	10	12	10	11	3	3	50	52	51
14	VII-14	16	16	15	15	14	14	14	14	3	3	62	62	62
15	VII-15	16	16	16	16	14	14	13	13	3	3	62	62	62
16	VII-16	17	18	14	15	15	14	15	16	4	4	65	67	66

17	VII-17	16	16	14	14	15	15	14	14	3	3	62	62	62
18	VII-18	13	13	9	9	12	12	10	10	2	2	46	46	46
19	VII-19	16	17	15	14	16	16	14	16	3	3	64	66	65
20	VII-20	15	15	14	15	16	16	15	14	3	3	63	63	63
21	VII-21	13	13	10	10	10	11	9	10	2	2	44	46	45
22	VII-22	14	14	9	9	10	10	9	9	2	2	46	46	46

R1 = The Taecher
R2 = The Reasearchert

Appendix 16

Result of the Students' Score of Writing Pre-Test in Control Class

NO	Code	Content		Organization		Vocabulary		Language		Mechanics		Total		Score
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	
1	VII-1	14	14	13	14	13	14	14	14	3	3	57	59	58
2	VII-2	13	14	13	15	13	15	10	13	3	3	52	60	56
3	VII-3	14	14	13	13	13	13	14	14	3	3	57	57	57
4	VII-4	21	21	10	10	10	10	10	10	2	2	53	53	53
5	VII-5	16	16	17	17	17	17	16	16	4	4	70	70	70
6	VII-6	17	18	18	18	15	16	15	16	4	4	70	72	71
7	VII-7	16	16	15	15	17	17	14	17	3	3	66	66	66
8	VII-8	15	16	13	15	16	15	13	13	3	3	60	62	61
9	VII-9	16	16	15	15	15	15	13	13	3	3	62	62	62
10	VII-10	16	16	10	10	12	12	11	11	2	2	51	51	51
11	VII-11	16	16	17	12	15	12	16	10	4	4	69	51	50
12	VII-12	15	15	15	15	14	14	14	14	3	3	60	60	60
13	VII-13	21	21	17	17	18	18	18	18	4	4	78	78	78
14	VII-14	16	16	12	12	10	10	10	10	3	3	51	51	51
15	VII-15	14	14	12	12	12	12	11	11	2	2	61	61	61
16	VII-16	17	18	17	19	19	19	18	17	4	4	75	77	76

17	VII-17	13	13	12	12	13	13	10	10	3	3	51	51	51
18	VII-18	14	14	8	8	9	9	11	11	2	2	43	43	43
19	VII-19	17	16	13	14	10	14	15	15	3	3	58	62	60
20	VII-20	13	13	10	10	10	10	11	11	2	2	46	46	46
21	VII-21	16	16	15	16	15	14	13	13	3	3	62	62	62
22	VII-22	13	13	10	10	10	10	11	11	2	2	46	46	46
23	VII-23	13	13	11	11	10	10	10	10	2	2	46	46	46
24	VII-24	15	15	10	10	11	11	12	12	3	3	51	51	51

R1 = The Taecher
R2 = The Reasearchert

Appendix 17

Result of the Students' Score of Writing Post-Test in Experimental Class

NO	Code	Content		Organization		Vocabulary		Language		Mechanics		Total		Score
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	
1	VII-1	19	20	15	16	17	18	17	18	3	3	71	75	73
2	VII-2	21	22	16	17	17	16	17	18	3	3	74	76	75
3	VII-3	23	25	18	18	18	19	19	20	4	4	82	86	84
4	VII-4	28	28	18	18	18	18	22	22	4	4	90	90	90
5	VII-5	26	25	18	18	18	19	20	20	4	4	86	86	86
6	VII-6	25	25	17	17	19	19	21	21	4	4	86	86	86
7	VII-7	23	23	18	18	17	17	19	19	3	3	80	80	80
8	VII-8	21	22	18	18	17	17	21	21	3	4	80	82	81
9	VII-9	25	26	18	18	17	18	21	21	3	3	84	86	85
10	VII-10	27	27	19	19	18	18	22	22	4	4	90	90	90
11	VII-11	27	27	18	18	18	18	20	20	4	4	87	87	87
12	VII-12	26	26	19	19	18	18	21	21	4	4	88	88	88
13	VII-13	22	22	16	16	17	17	18	18	3	3	76	76	76
14	VII-14	27	27	17	17	17	17	22	22	4	4	87	87	87
15	VII-15	26	26	18	18	17	17	21	21	4	4	86	88	87
16	VII-16	26	27	17	18	18	19	21	22	4	4	86	90	88

17	VII-17	27	27	17	17	16	16	22	22	3	3	85	85	85
18	VII-18	26	26	16	17	17	18	22	22	3	3	84	86	85
19	VII-19	25	25	17	17	18	18	16	16	4	4	80	80	80
20	VII-20	27	27	18	18	18	18	18	18	4	4	85	85	85
21	VII-21	22	22	16	16	17	17	18	18	3	3	76	76	76
22	VII-22	22	22	17	17	17	17	19	19	3	3	78	78	78

R1 = The Taecher
R2 = The Reasearchert

Appendix 18

Result of the Students' Score of Writing Post-Test in Control Class

NO	Code	Content		Organization		Vocabulary		Language		Mechanics		Total		Score
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	
1	VII-1	25	25	17	17	18	18	19	19	4	4	83	83	83
2	VII-2	20	21	15	15	15	16	17	17	3	3	70	72	71
3	VII-3	22	21	16	17	17	17	18	18	4	4	77	77	77
4	VII-4	21	21	17	16	17	17	18	19	3	3	76	76	76
5	VII-5	24	25	18	18	18	18	19	20	4	4	83	85	84
6	VII-6	27	27	17	17	18	18	19	19	4	4	85	85	85
7	VII-7	23	23	14	14	15	15	17	17	3	3	72	72	72
8	VII-8	22	23	16	17	17	18	18	18	3	4	76	80	78
9	VII-9	22	22	16	17	17	18	18	18	3	3	76	78	77
10	VII-10	21	21	15	16	15	16	17	17	3	3	71	73	72
11	VII-11	19	19	15	15	13	13	15	15	3	3	65	65	65
12	VII-12	19	20	16	16	17	17	16	17	3	3	71	73	72
13	VII-13	27	27	17	17	17	17	21	21	3	3	85	85	85
14	VII-14	23	23	17	17	17	16	19	20	4	4	80	80	80
15	VII-15	22	22	16	16	15	17	17	17	3	3	73	75	74

16	VII-16	25	25	18	18	17	17	21	21	4	4	85	85	85
17	VII-17	23	25	17	18	18	18	19	20	4	4	81	85	83
18	VII-18	20	20	15	15	14	14	18	18	3	3	70	70	70
19	VII-19	21	21	16	16	15	15	19	19	3	3	74	74	74
20	VII-20	15	15	13	13	14	14	15	15	3	3	65	65	65
21	VII-21	19	20	15	15	14	15	17	17	3	3	68	70	69
22	VII-22	19	19	13	13	14	14	16	16	3	3	65	65	65
23	VII-23	21	21	15	16	15	16	19	19	3	3	73	75	74
24	VII-24	19	19	13	13	14	14	16	16	3	3	65	65	65

R1 = The Taecher
R2 = The Reasearchert

Appendix 19

Pre-test Experimental Class

Statistics

Score Writing Pretest Experimental Class

N	Valid	22
	Missing	0
Mean		56.95
Std. Error of Mean		1.748
Median		60.00
Mode		62
Std. Deviation		8.197
Variance		67.188
Range		23
Minimum		43
Maximum		66
Sum		1253

Score Writing Pretest Experimental Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	43	1	4.5	4.5	4.5
	45	2	9.1	9.1	13.6
	46	3	13.6	13.6	27.3
	51	1	4.5	4.5	31.8
	57	2	9.1	9.1	40.9
	58	2	9.1	9.1	50.0
	62	4	18.2	18.2	68.2
	63	2	9.1	9.1	77.3
	65	3	13.6	13.6	90.9
	66	2	9.1	9.1	100.0
	Total	22	100.0	100.0	

Appendix20

Post-test Experimental Class

Statistics

Score Writing Posttest Experimental Class

N	Valid	22
	Missing	0
Mean		83.27
Std. Error of Mean		1.079
Median		85.00
Mode		85
Std. Deviation		5.063
Variance		25.636
Range		17
Minimum		73
Maximum		90
Sum		1832

Score Writing Posttest Experimental Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	73	1	4.5	4.5	4.5
	75	1	4.5	4.5	9.1
	76	2	9.1	9.1	18.2
	78	1	4.5	4.5	22.7
	80	2	9.1	9.1	31.8
	81	1	4.5	4.5	36.4
	84	1	4.5	4.5	40.9
	85	4	18.2	18.2	59.1
	86	2	9.1	9.1	68.2
	87	3	13.6	13.6	81.8
	88	2	9.1	9.1	90.9
	90	2	9.1	9.1	100.0
	Total	22	100.0	100.0	

Appendix21

Pre-test Control Class

Statistics

Score Writing Pretest Control Class

N	Valid	24
	Missing	0
Mean		57.75
Std. Error of Mean		1.953
Median		57.50
Mode		51
Std. Deviation		9.566
Variance		91.500
Range		35
Minimum		43
Maximum		78
Sum		1386

Score Writing Pretest Control Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	43	1	4.2	4.2	4.2
	46	3	12.5	12.5	16.7
	50	1	4.2	4.2	20.8
	51	4	16.7	16.7	37.5
	53	1	4.2	4.2	41.7
	56	1	4.2	4.2	45.8
	57	1	4.2	4.2	50.0
	58	1	4.2	4.2	54.2
	60	2	8.3	8.3	62.5
	61	2	8.3	8.3	70.8
	62	2	8.3	8.3	79.2
	66	1	4.2	4.2	83.3
	70	1	4.2	4.2	87.5
	71	1	4.2	4.2	91.7
	76	1	4.2	4.2	95.8
	78	1	4.2	4.2	100.0
	Total	24	100.0	100.0	

Appendix22

Post-test Control Class

Statistics

Score Writing Posttest Control Class

N	Valid	24
	Missing	0
Mean		75.04
Std. Error of Mean		1.385
Median		74.00
Mode		65
Std. Deviation		6.785
Variance		46.042
Range		20
Minimum		65
Maximum		85
Sum		1801

Score Writing Posttest Control Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	65	4	16.7	16.7	16.7
	69	1	4.2	4.2	20.8
	70	1	4.2	4.2	25.0
	71	1	4.2	4.2	29.2
	72	3	12.5	12.5	41.7
	74	3	12.5	12.5	54.2
	76	1	4.2	4.2	58.3
	77	2	8.3	8.3	66.7
	78	1	4.2	4.2	70.8
	80	1	4.2	4.2	75.0
	83	2	8.3	8.3	83.3
	84	1	4.2	4.2	87.5
	85	3	12.5	12.5	100.0
	Total	24	100.0	100.0	

Appendix23

Normality Test

Case Processing Summary

Class		Cases					
		Valid		Missing		Total	
	N	N	Percent	N	Percent	N	Percent
Score Writing	Pretest Experimental Class	22	100.0%	0	0.0%	22	100.0%
	Posttest Experimental Class	22	100.0%	0	0.0%	22	100.0%
	Pretest Control Class	24	100.0%	0	0.0%	24	100.0%
	Posttest Control Class	24	100.0%	0	0.0%	24	100.0%

Descriptives

	Class			Statistic	Std. Error
Score Writing	Pretest Experimental Class	Mean		56.95	1.748
		95% Confidence Interval for Mean	Lower Bound	53.32	
			Upper Bound	60.59	
		5% Trimmed Mean		57.22	
		Median		60.00	
		Variance		67.188	
		Std. Deviation		8.197	
		Minimum		43	
		Maximum		66	
		Range		23	
		Interquartile Range		18	
		Skewness		-.598	.491
		Kurtosis		-1.312	.953
	Posttest Experimental Class	Mean		83.27	1.079
		95% Confidence	Lower Bound	81.03	

		Interval for Mean	Upper Bound	85.52	
		5% Trimmed Mean		83.46	
		Median		85.00	
		Variance		25.636	
		Std. Deviation		5.063	
		Minimum		73	
		Maximum		90	
		Range		17	
		Interquartile Range		8	
		Skewness		-.650	.491
		Kurtosis		-.755	.953
	Pretest Control Class	Mean		57.75	1.953
		95% Confidence Interval for Mean	Lower Bound	53.71	
			Upper Bound	61.79	
		5% Trimmed Mean		57.44	
		Median		57.50	
		Variance		91.500	
		Std. Deviation		9.566	
		Minimum		43	
		Maximum		78	
		Range		35	
		Interquartile Range		11	
		Skewness		.513	.472
		Kurtosis		-.367	.918
	Posttest Control Class	Mean		75.04	1.385
		95% Confidence Interval for Mean	Lower Bound	72.18	
			Upper Bound	77.91	
		5% Trimmed Mean		75.05	
		Median		74.00	
		Variance		46.042	
		Std. Deviation		6.785	
		Minimum		65	
		Maximum		85	
		Range		20	
		Interquartile Range		12	
		Skewness		.046	.472
		Kurtosis		-1.095	.918

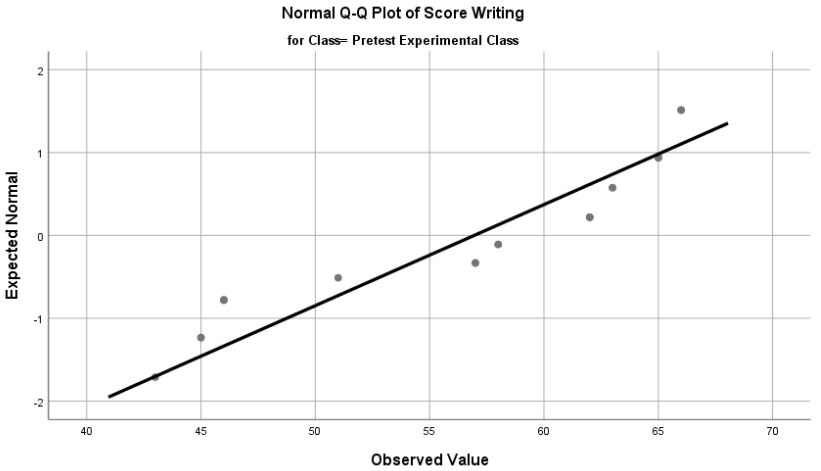
Tests of Normality

Class		Kolmogorov-Smirnov[a] Statistic	Df	Sig.	Shapiro-Wilk Statistic	df	Sig.
Score Writing	Pretest Experimental Class	.231	22	.003	.842	22	.002
	Posttest Experimental Class	.224	22	.005	.910	22	.008
	Pretest Control Class	.135	24	.002	.952	24	.006
	Posttest Control Class	.130	24	.002	.926	24	.008

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

```
Score Writing Stem-and-Leaf Plot for
Class= Pretest Experimental Class

 Frequency    Stem &  Leaf

     1.00        4 .  3
     5.00        4 .  55666
     1.00        5 .  1
     4.00        5 .  7788
     6.00        6 .  222233
     5.00        6 .  55566

 Stem width:         10
 Each leaf:        1 case(s)


Score Writing Stem-and-Leaf Plot for
Class= Posttest Experimental Class

 Frequency    Stem &  Leaf

     1.00        7 .  3
     4.00        7 .  5668
     4.00        8 .  0014
    11.00        8 .  55556677788
     2.00        9 .  00
```

```
 Stem width:        10
 Each leaf:       1 case(s)


Score Writing Stem-and-Leaf Plot for
Class= Pretest Control Class

 Frequency    Stem &  Leaf

     1.00        4 .  3
     3.00        4 .  666
     6.00        5 .  011113
     3.00        5 .  678
     6.00        6 .  001122
     1.00        6 .  6
     2.00        7 .  01
     2.00        7 .  68

 Stem width:        10
 Each leaf:       1 case(s)


Score Writing Stem-and-Leaf Plot for
Class= Posttest Control Class

 Frequency    Stem &  Leaf

      .00        6 .
     5.00        6 .  55559
     8.00        7 .  01222444
     4.00        7 .  6778
     4.00        8 .  0334
     3.00        8 .  555

 Stem width:        10
 Each leaf:       1 case(s)
```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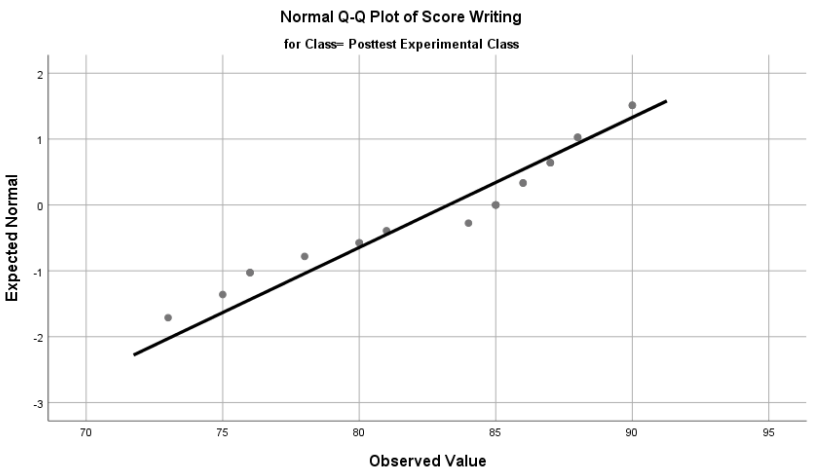
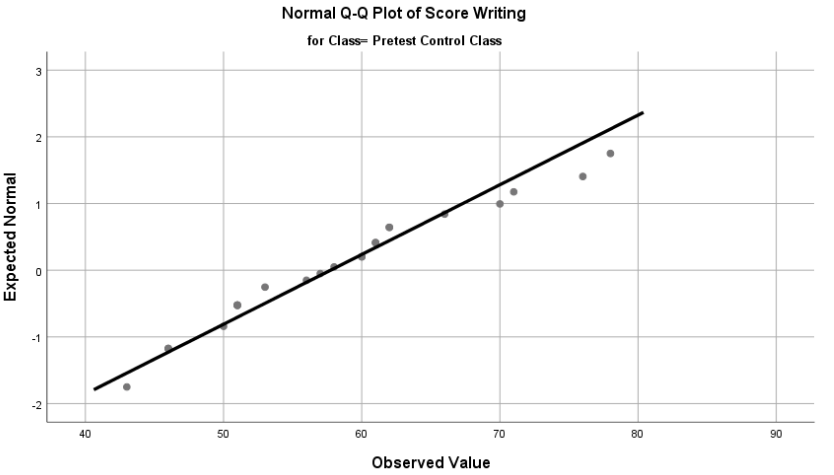
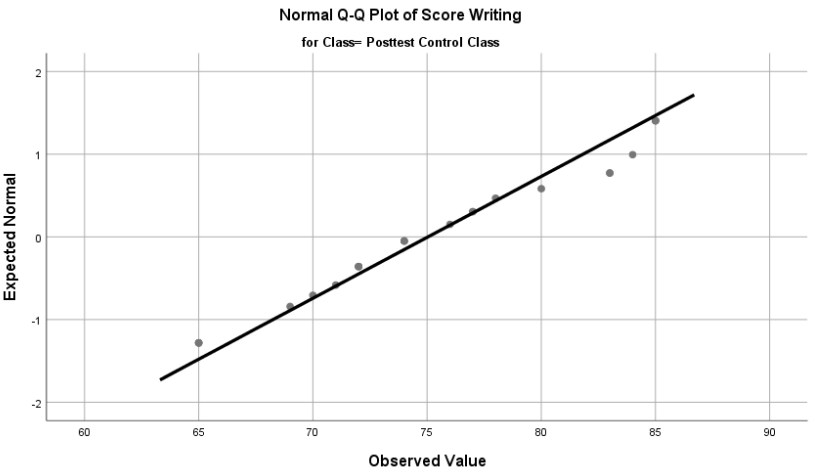
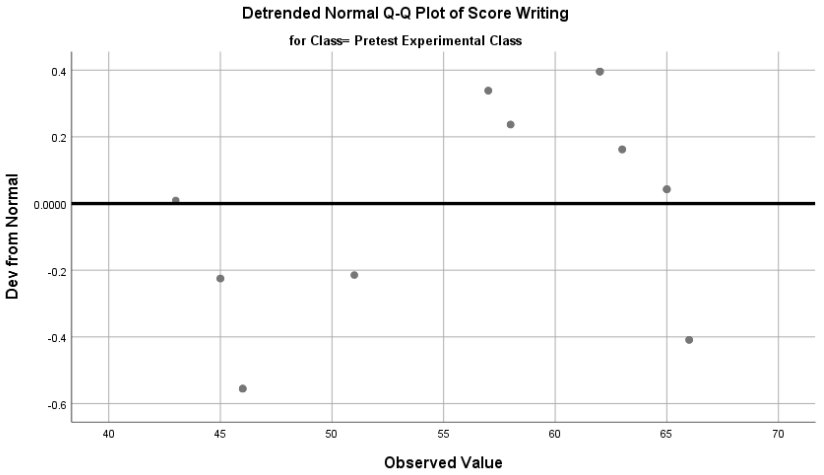
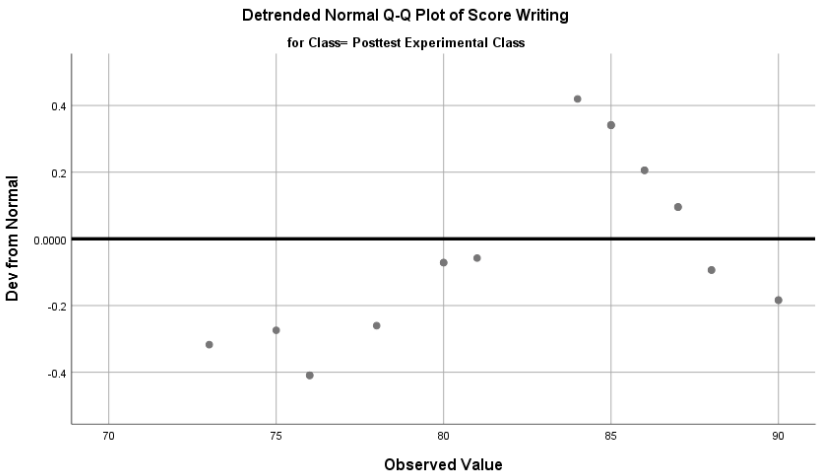
for Class= Pretest Experimental Class
Expected Normal
Observed Value
2
1
0
-1
-2
40
45
50
55
60
65
70

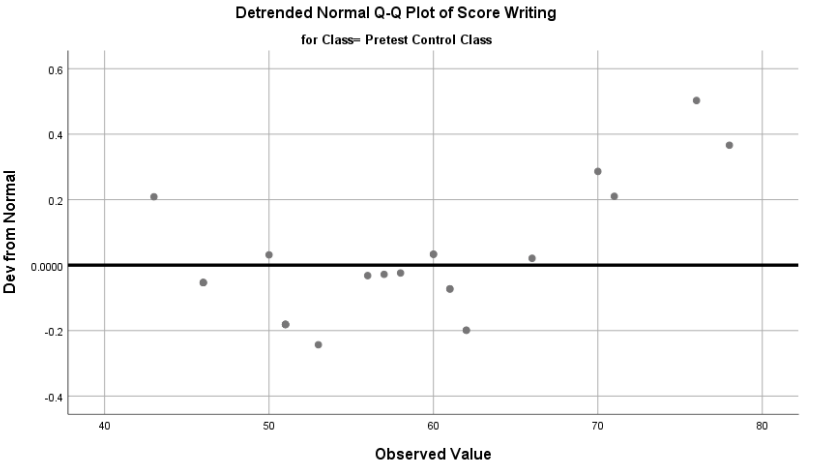

Normal Q-Q Plot of Score Writing
for Class= Posttest Experimental Class
Expected Normal
Observed Value
2
1
0
-1
-2
-3
70
75
80
85
90
95


Normal Q-Q Plot of Score Writing
for Class= Pretest Control Class
Expected Normal
Observed Value
3
2
1
0
-1
-2
40
50
60
70
80
90


Normal Q-Q Plot of Score Writing
for Class= Posttest Control Class
Expected Normal
Observed Value
2
1
0
-1
-2
60
65
70
75
80
85
90


Detrended Normal Q-Q Plot of Score Writing
for Class= Pretest Experimental Class
Dev from Normal
0.4
0.2
0.0000
-0.2
-0.4
-0.6
40
45
50
55
60
65
70
Observed Value


Detrended Normal Q-Q Plot of Score Writing
for Class= Posttest Experimental Class
Dev from Normal
0.4
0.2
0.0000
-0.2
-0.4
70
75
80
85
90
Observed Value


Detrended Normal Q-Q Plot of Score Writing
for Class= Pretest Control Class
Dev from Normal
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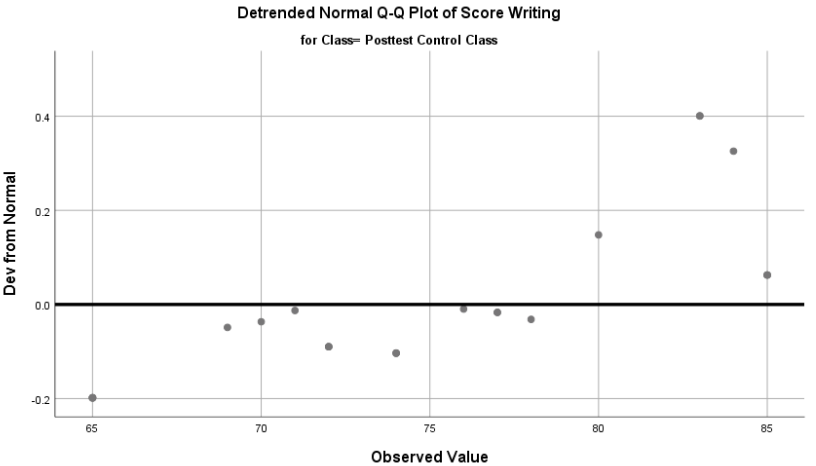
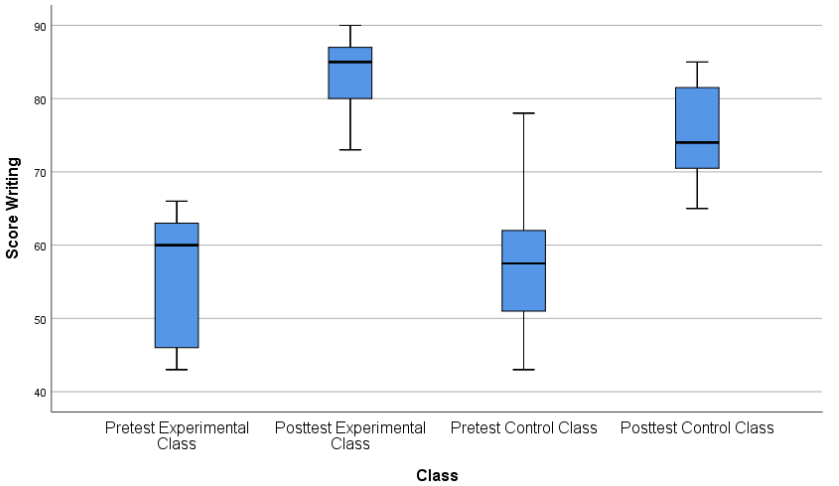
0.4
0.2
0.0000
-0.2
-0.4
40
50
60
70
80
Observed Value


Detrended Normal Q-Q Plot of Score Writing
for Class= Posttest Control Class
Dev from Normal
0.4
0.2
0.0
-0.2
65
70
75
80
85
Observed Value


Score Writing
90
80
70
60
50
40
Pretest Experimental Class
Posttest Experimental Class
Pretest Control Class
Posttest Control Class
Class

Appendix 24

Homogeneity test

Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Score Writing	Based on Mean	3.052	3	88	.336
	Based on Median	2.770	3	88	.046
	Based on Median and with adjusted df	2.770	3	77.888	.047
	Based on trimmed mean	3.032	3	88	.033

ANOVA

Score Writing

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	11524.441	3	3841.480	66.119	.000
Within Groups	5112.777	88	58.100		
Total	16637.217	91			

Appendix 25

Wilcoxon Test

Ranks

		N	Mean Rank	Sum of Ranks
Flower Writing Strategy – Group Work Strategy	Negative Ranks	20[a]	11.30	226.00
	Positive Ranks	2[b]	13.50	27.00
	Ties	0[c]		
	Total	22		

a. Flower Writing Strategy < Group Work Strategy

b. Flower Writing Strategy > Group Work Strategy

c. Flower Writing Strategy = Group Work Strategy

Test Statistics[a]

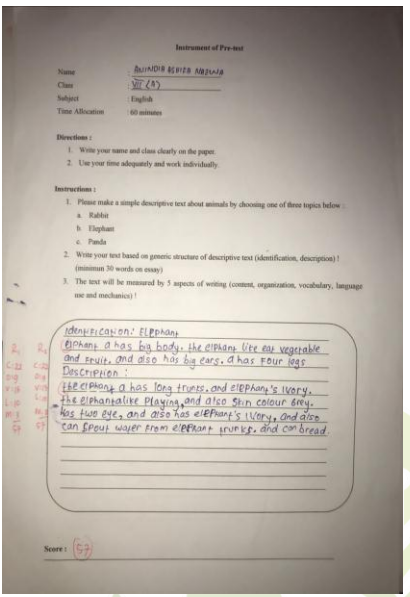
	Flower Writing Strategy – Group Work Strategy
Z	-3.232[b]
Asymp. Sig. (2-tailed)	.001

a. Wilcoxon Signed Ranks Test

b. Based on positive ranks.

Appendix 26

Pre-test and Post-test Experimental Class



Instrument of Pre-test

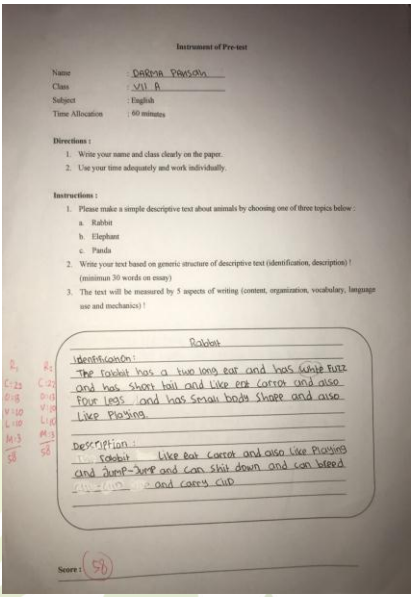
Name : AWINDIA ASHIFA NAFWA
Class : VII (A)
Subject : English
Time Allocation : 60 minutes

Directions :
1. Write your name and class clearly on the paper.
2. Use your time adequately and work individually.

Instructions :
1. Please make a simple descriptive text about animals by choosing one of three topics below :
   a. Rabbit
   b. Elephant
   c. Panda
2. Write your text based on generic structure of descriptive text (identification, description) ! (minimum 30 words on essay)
3. The text will be measured by 5 aspects of writing (content, organization, vocabulary, language use and mechanics) !

Identification: Elephant
Elephant a has big body, the elphant like eat vegetable and fruit, and also has big ears. a has four legs
Description :
the elphant a has long trunks, and elephant's ivory. the elphantalike playing, and also skin colour grey. has two eye, and also has elephant's ivory, and also can spout water from elephant trunks, and can bread.

Score : 57



Instrument of Pre-test

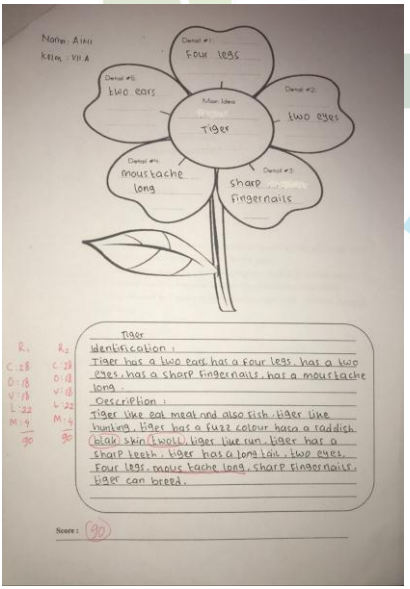
Name : DARMA PRASAN
Class : VII A
Subject : English
Time Allocation : 60 minutes

Directions :
1. Write your name and class clearly on the paper.
2. Use your time adequately and work individually.

Instructions :
1. Please make a simple descriptive text about animals by choosing one of three topics below :
   a. Rabbit
   b. Elephant
   c. Panda
2. Write your text based on generic structure of descriptive text (identification, description) ! (minimum 30 words on essay)
3. The text will be measured by 5 aspects of writing (content, organization, vocabulary, language use and mechanics) !

Rabbit
Identification:
The rabbit has a two long ear and has white fuzz and has short tail and like eat carrot and also four legs and has small body shape and also like playing.
Description:
rabbit like eat carrot and also like playing and jump-jump and can shit down and can breed and carry cup

Score : 58

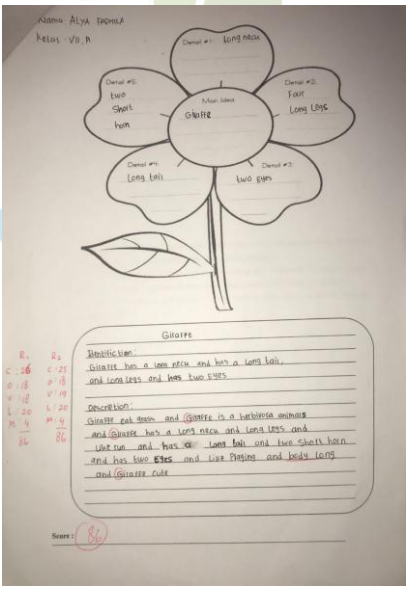


Name: AINI
Kelas: VII A

Detail #1: Four legs
Detail #2: two eyes
Detail #3: sharp fingernails
Detail #4: moustache long
Detail #5: two ears
Main Idea: Tiger

Tiger
Identification :
Tiger has a two ears, has a four legs, has a two eyes, has a sharp fingernails, has a moustache long.
Description :
Tiger like eat meat and also fish, tiger like hunting, tiger has a fuzz colour has a raddish (blak) skin (twoll), tiger like run, tiger has a sharp teeth, tiger has a long tail, two eyes, four legs, moustache long, sharp fingernails, tiger can breed.

Score : 90



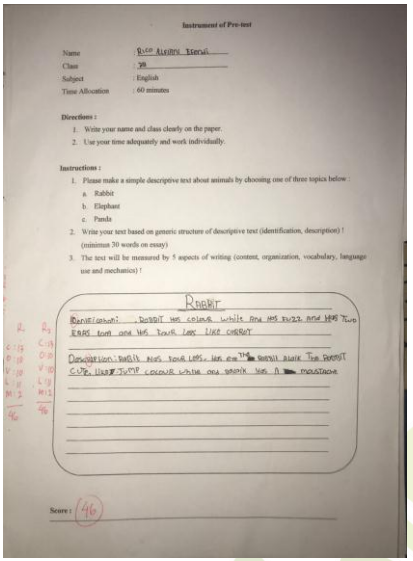
Name: ALYA FADHILA
Kelas: VII A

Detail #1: long neck
Detail #2: Four Long Legs
Detail #3: two eyes
Detail #4: Long tail
Detail #5: two short horn
Main Idea: Giraffe

Giraffe
Identification:
Giraffe has a long neck and has a long tail, and long legs and has two eyes
Description:
Giraffe eat grass and Giraffe is a herbivora animals and Giraffe has a long neck and long legs and like run and has a long tail and two short horn and has two eyes and like playing and body long and Giraffe cute

Score : 86

Pre-test and Post-test Control Class



Instrument of Pre-test

Name : [illegible]
Class : VII B
Subject : English
Time Allocation : 60 minutes

Directions :
1. Write your name and class clearly on the paper.
2. Use your time adequately and work individually.

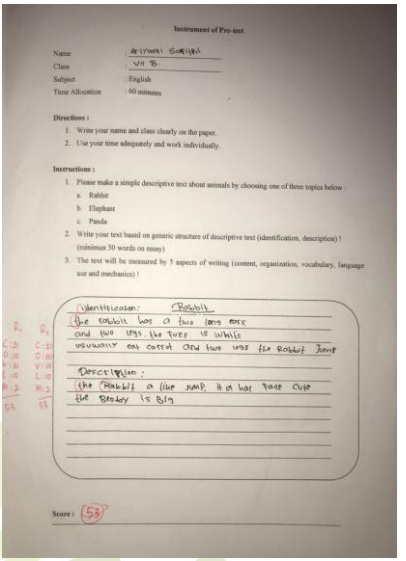
Instructions :
1. Please make a simple descriptive text about animals by choosing one of three topics below :
   a. Rabbit
   b. Elephant
   c. Panda
2. Write your text based on generic structure of descriptive text (identification, description) ! (minimun 30 words on essay)
3. The text will be measured by 5 aspects of writing (content, organization, vocabulary, language use and mechanics) !

RABBIT

Identification : Rabbit has colors white and has ears and has two ears long and has four legs like carrot

Description : Rabbit has four legs and the rabbit black The rabbit cute, like jump coloure white and brown has a moustache

Score : 46



Instrument of Pre-test

Name : [illegible]
Class : VII B
Subject : English
Time Allocation : 60 minutes

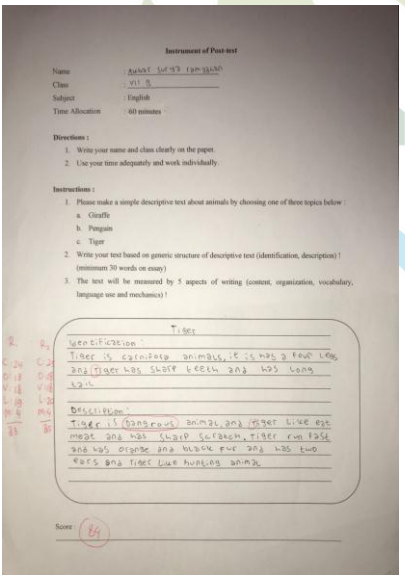
Directions :
1. Write your name and class clearly on the paper.
2. Use your time adequately and work individually.

Instructions :
1. Please make a simple descriptive text about animals by choosing one of three topics below :
   a. Rabbit
   b. Elephant
   c. Panda
2. Write your text based on generic structure of descriptive text (identification, description) ! (minimun 30 words on essay)
3. The text will be measured by 5 aspects of writing (content, organization, vocabulary, language use and mechanics) !

Identification : Rabbit
the rabbit has a two long ears and four legs the furs is white usuwuly eat carrot and two legs for Rabbit jump

Description :
the Rabbit a like jump it a has furs cute the Rabby is Big

Score : 53



Instrument of Post-test

Name : [illegible]
Class : VII B
Subject : English
Time Allocation : 60 minutes

Directions :
1. Write your name and class clearly on the paper.
2. Use your time adequately and work individually.

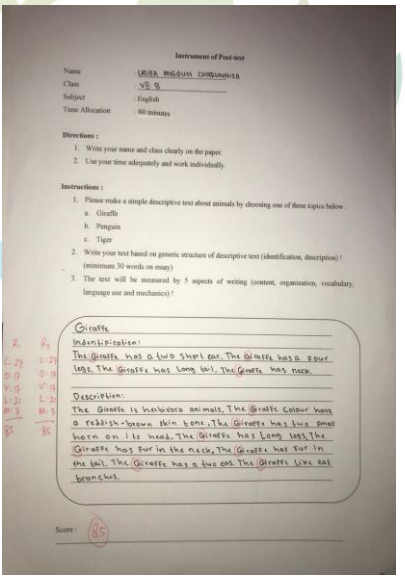
Instructions :
1. Please make a simple descriptive text about animals by choosing one of three topics below :
   a. Giraffe
   b. Penguin
   c. Tiger
2. Write your text based on generic structure of descriptive text (identification, description) ! (minimun 30 words on essay)
3. The text will be measured by 5 aspects of writing (content, organization, vocabulary, language use and mechanics) !

Tiger

Identification :
Tiger is carnivore animals, it is has a four legs and tiger has sharp teeth and has long tail

Description :
Tiger is (dangerous) animal and tiger like eat meat and has sharp scratch, tiger run fast and has orange and black eye and has two ears and tiger like hunting animal

Score : 84



Instrument of Post-test

Name : [illegible]
Class : VII B
Subject : English
Time Allocation : 60 minutes

Directions :
1. Write your name and class clearly on the paper.
2. Use your time adequately and work individually.

Instructions :
1. Please make a simple descriptive text about animals by choosing one of three topics below :
   a. Giraffe
   b. Penguin
   c. Tiger
2. Write your text based on generic structure of descriptive text (identification, description) ! (minimun 30 words on essay)
3. The text will be measured by 5 aspects of writing (content, organization, vocabulary, language use and mechanics) !

Giraffe

Identification:
The Giraffe has a two short ear. The Giraffe has a four legs, The Giraffe has long tail, The Giraffe has neck.

Description:
The Giraffe is herbivora animals, The Giraffe Colour have a reddish-brown skin tone. The Giraffe has two small horn on its head. The Giraffe has long legs, The Giraffe has fur in the neck, The Giraffe has fur in the tail, The Giraffe has a two ear. The Giraffe like eat branches.

Score : 85

Appendix 27

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURURAN
Alamat : Jl. Let. Kol. H. Endro Suratmin Sukarame I Bandar Lampung ☎ (0721) 703260

Nomor : B-15809 Un.16/DT/PP 009.07/09/2022 Bandar Lampung, 22 September 2022
Sifat : Penting
Lampiran : -
Perihal : Permohonan Mengadakan Penelitian

Kepada Yth.
Kepala UPT SMPN 2 Pardasuka, Pringsewu
di
Tempat

Assalamu'alaikum Wr.Wb.

Setelah memperhatikan Judul Skripsi dan Out Line yang sudah disetujui oleh dosen Pembimbing Akademik (PA), maka dengan ini Mahasiswa/i Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Raden Intan Lampung :

Nama	:	Mayang Dwi Safitri
NPM	:	1811040474
Semester/T.A	:	IX (Sembilan)
Program Studi	:	Pendidikan Bahasa Inggris
Judul Skripsi	:	" THE INFLUENCE OF USING FLOWER WRITING STRATEGY TOWARDS STUDENTS WRITING ABILITY IN DESCRIPTIVE TEXT"

Akan mengadakan penelitian di UPT SMPN 2 Pardasuka guna mengumpulkan data dan bahan-bahan skripsi yang bersangkutan. Waktu yang diberikan mulai tanggal 6 Desember sampai dengan selesai.

Demikian, atas perkenaan dan bantuannya diucapkan terima kasih.

Wassalamu'alaikum Wr.Wb.

Dekan,

Prof. Dr. Hj. Nirva Diana, M.Pd.
NIP. 19640828 198803 2 002

Tembusan :
1. WakilDekanBidangAkademik;
2. Kajur/Kaprodi Bimbingan Dan Konseling Pendidikan Islam
3. KasubagAkademik;
4. Mahasiswa yang bersangkutan

Appendix 28

PEMERINTAH KABUPATEN PRINGSEWU
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UPT SMP NEGERI 2 PARDASUKA
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Alamat : Jln. Raya Pekon Sukorejo Kec. Pardasuka Kab. Pringsewu Kode Pos 35681, E-Mail smpn2pardasuka@gmail.com

SURAT KETERANGAN
Nomor : 420/148/D.01.07 /2021

Berdasarkan surat dari Universitas Islam Negeri Raden Intan Lampung No : B.15.889 Un.16/DT/PP 009.07/12/2022 tentang Permohonan mengadakan Izin Melaksanakan Penelitian di UPT SMPN 2 Pardasuka Kecamatan Pardasuka Kabupaten Pringsewu dengan ini Kepala Sekolah Menerangkan bahwa mahasiswa/I tersebut di bawah ini :

Nama	: Mayang Dwi Safitri
NPM	: 1811040474
Program Studi	: Pendidikan Pendidikan Bahasa Inggris

Telah melaksanakan Penelitian di UPT SMPN 2 Pardasuka pada tanggal 3 – 24 Oktober 2022.

Demikian surat keterangan penelitian ini dibuat dengan sebenarnya, untuk dapat digunakan sebagaimana mestinya.

Pardasuka, 26 Oktober 2022
Kepala UPT SMPN 2 Pardasuka,

Rahayu, S. Pd
NIP. 19680319 199903 2 003

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PUSAT PERPUSTAKAAN
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Telp.(0721) 780887-74531 Fax. 780422 Website: www.radenintan.ac.id

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Nomor: B- 7464 Un.16 / P1 /KT/III/ 2023

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Saya yang bertandatangan dibawah ini:

Nama : Dr. Ahmad Zarkasi, S.Ag., M.Sos. I
NIP : 197308291998031003
Jabatan : Kepala Pusat Perpustakaan UIN Raden Intan Lampung
Menerangkan Bahwa Artikel Ilmiah Dengan Judul:

THE INFLUENCE OF USING FLOWER WRITING STRATEGY TOWARDS STUDENTS' WRITING ABILITY IN DESCRIPTIVE TEXT

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Alamat : Jln. Letkol. H. Endro Suratmin Sukarame Bandar Lampung (0721) 703260

SURAT KETERANGAN BEBAS PLAGIAT

Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Raden Intan Lampung menerangkan bahwa mahasiswa/i dengan nama:

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Penanggung Jawab,

M. Ridho Kholid, S.S., M.Pd
NIP. 198505122015031004

Mengetahui,
Ketua Program Studi

Dr. Moh. Muhassin, M. Hum
NIP. 197708182008011012

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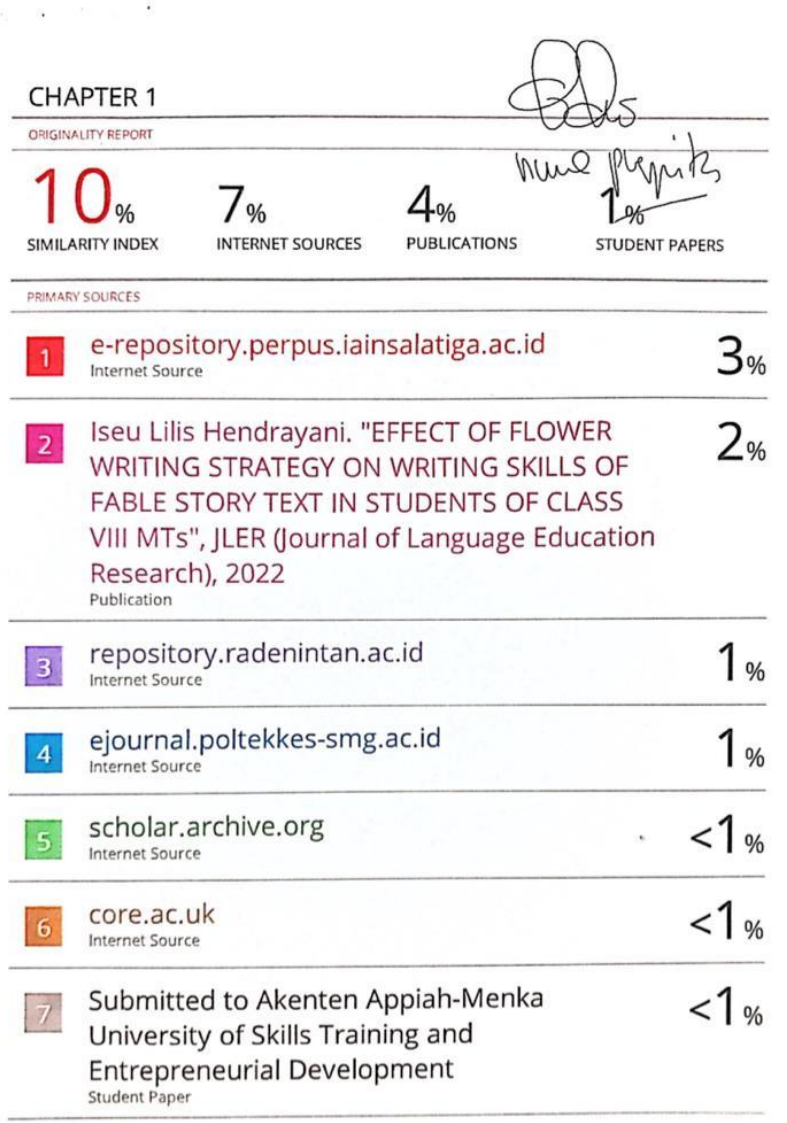

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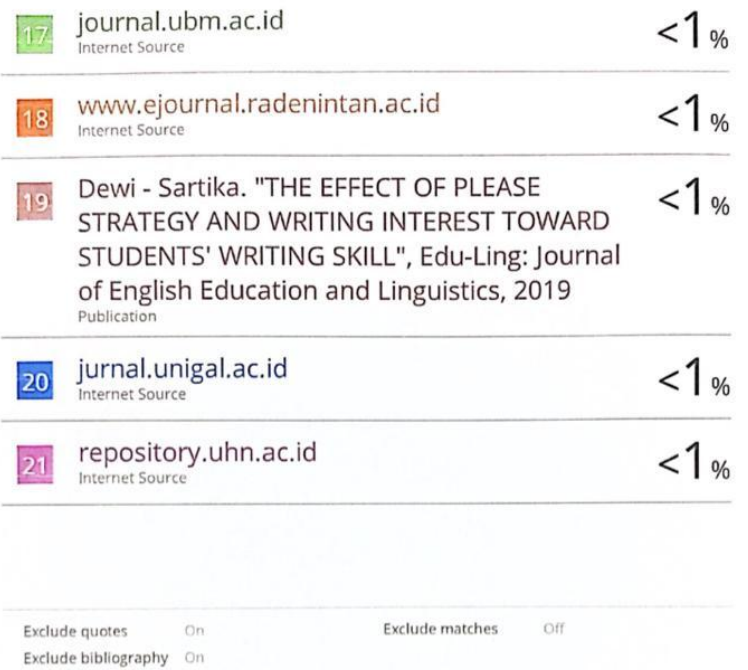

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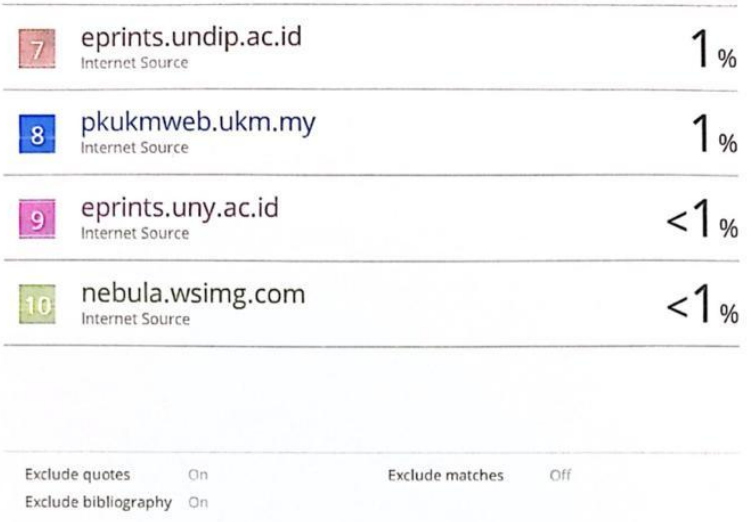

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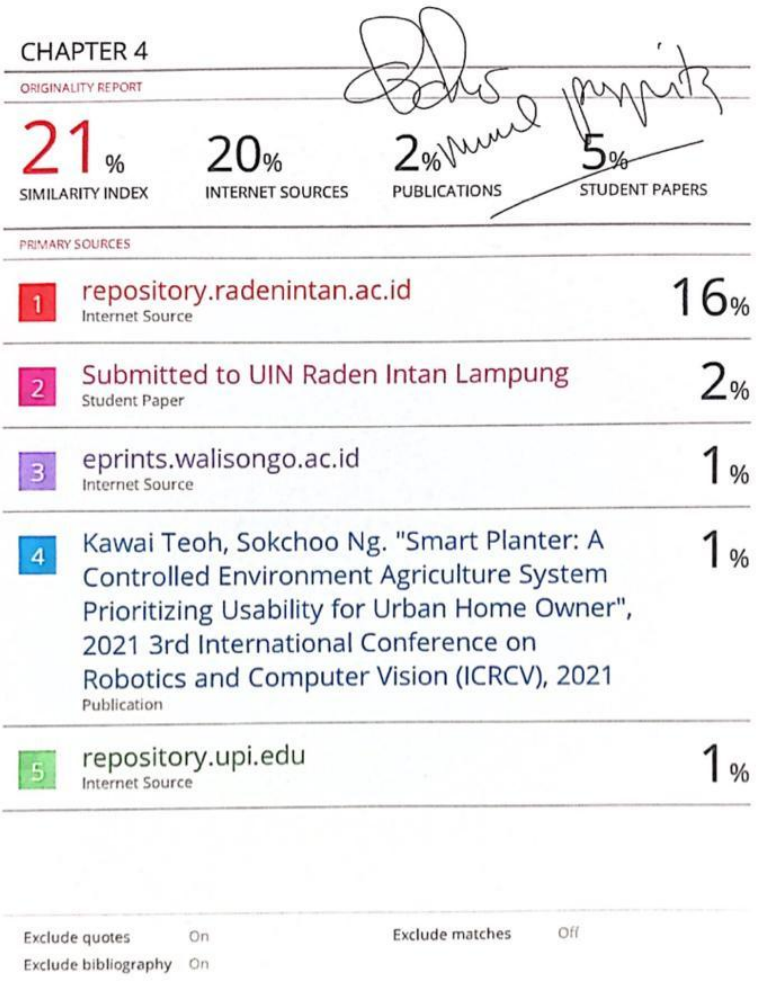

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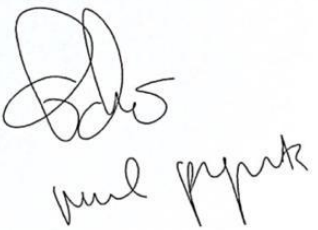
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