

**TEACHING AND LEARNING WRITING DESCRIPTIVE
TEXT BY USING STRATEGY LEARNING CELL FOR CLASS
IX MTS NURUL HIDAYAH ACADEMIC YEAR 2021/2022**



A Thesis

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

By

**MELFA OKFIANY
NPM. 1611040274**

**Study Program : English Education
Advisor : M. Ridho Kholid, M.Pd
Co-Advisor : Nurul Puspita, M.Pd**

**ENGLISH EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
ISLAMIC UNIVERSITY OF RADEN INTAN LAMPUNG
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ABSTRACT

TEACHING AND LEARNING WRITING DESCRIPTIVE TEXT BY USING STRATEGY LEARNING CELL FOR CLASS IX MTS NURUL HIDAYAH ACADEMIC YEAR 2021/2022

This research is about learning to write descriptive text with using the learning cell strategy. Research objectives is to find out learning to write descriptive text by using the learning cell strategy, the teacher's problem in teaching writing descriptive text using cell learning strategies, and students' problems in learning to write descriptive text by using cell learning strategy.

This research is a qualitative research. It uses purposive sampling sampling technique. The sample of this research is class IX A and IX B, because class IX A and IX B have the lowest scores in writing descriptive paragraphs. That Data obtained by conducting observations and interviews. That researchers used three main phases of data analysis, namely: data reduction, presentation of data and conclusions. After analyzing the data, there are three points of results. First, there are two steps in teaching writing descriptive text by using cell learning strategy written by the teacher. Second, the problems faced by teacher is the teacher's difficulty with topics in textbooks that are not interesting because there are no pictures in textbooks, time management, exists many students in the class, gave writing and explaining exercises steps and materials. Third, students have problems in teamwork because of them focused only on their own paragraphs, the effect of teamwork ideas, deep techniques write descriptive text in groups because they have different way of writing, complete the writing and organize, organize, and match everything paragraphs when they have to combine in one text.

Keywords: Qualitative Research, Teaching and Learning, Learning Cell, Writing, Descriptive Text

DECLARATION

I am a student with the following identity:

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using strategy learning cell for class IX MTs
Nurul Hidayah Academic Year 2021/2022

Certify that this thesis definitely my own work. I am completely responsible for the contents of this thesis. Other researcher opinion or research findings included in the thesis are quoted or cited in accordance with the ethical standars.

Bandar Lampung,
Declared by,

2023



Handwritten signature of Melfa Okfiany.

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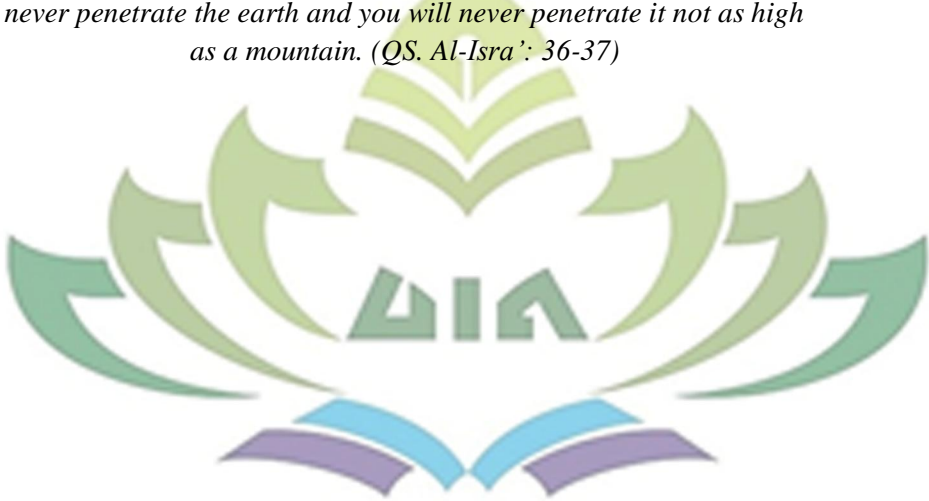


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MOTTO

وَلَا تَقْفُ مَا لَيْسَ لَكَ بِهِ عِلْمٌ إِنَّ السَّمْعَ وَالْبَصَرَ وَالْفُؤَادَ كُلُّ أُولَئِكَ كَانَ عَنْهُ
مَسْئُولًا ﴿٣٦﴾ وَلَا تَمْشِ فِي الْأَرْضِ مَرَحًا إِنَّكَ لَن تَخْرِقَ الْأَرْضَ وَلَن تَبْلُغَ الْجِبَالَ
طُولًا ﴿٣٧﴾

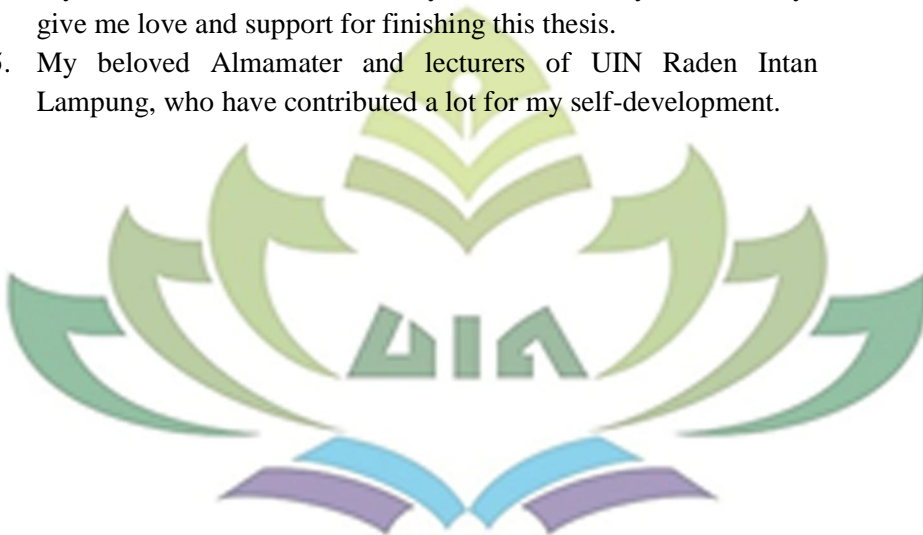
36. And do not follow what you have no knowledge of about it. Truly hearing, sight and heart, all of these will held accountable.
37. And do not walk this earth arrogantly, because indeed, you will never penetrate the earth and you will never penetrate it not as high as a mountain. (QS. Al-Isra': 36-37)



DEDICATION

From deep of my heart, this thesis is dedicated to everyone who cares and loves me. I would like to dedicate this thesis to:

1. Allah SWT who always gives me hopes that i can not even imagine to finish this thesis.
2. My beloved parents, Mr. Muzar'i, Mrs. Elya who always loves me and keeps on praying for my life and success. Thanks for all the motivation and support.
3. My beloved my Brother, Ruli Aris Saputra who always give me support and praying for finishing this thesis.
4. My beloved Sистер, Hikma Wahyuniara, Fika Frilya, who always give me love and support for finishing this thesis.
5. My beloved Almamater and lecturers of UIN Raden Intan Lampung, who have contributed a lot for my self-development.



CURRICULUM VITAE

The name of the researcher is Melfa Okfiany. Her nickname is Melfa. She was born on October, 14th 1998 in Tanjung Pematangsawa Tanggamus. She is the daughter of the couple Mr. Muzar'i and Mrs. Elya. She has a brother and sister his name is Ruli Aris Saputra, Hikma Wahyuniara, and Fika Frilya.

In her academic background, she accomplished her formal education at Elementary School at SDN 1 Tanjung in 2004 and graduated in 2010. After that she continued her school at Junior High School at MTs Nurul Hidayah Kacapura and finished in 2013 then she continued her school at SMA Muhammadiyah Pringsewu finished in 2016. In the next year that is in 2016, she was accepted in UIN Raden Intan Lampung as S1 degree student of English Education Study Program at Tarbiyah and Teacher Training Faculty.

In the seventh semester, the researcher had her Student Study Service (KKN) in Purwodadi, Lampung Selatan. After having KKN, she had her Field Teacher Training (PPL) in SMK N 7 Bandar Lampung.



The Researcher

Melfa Okfiany

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Thanks to Allah, the almighty, most merciful, most beneficent for His blessing and mercy given to the researcher during her study and accomplishment of this thesis successfully. Then, may peace and salutation always be upon our prophet Muhammad SAW who has brought us from the darkness and the lightness era.

This thesis entitled “Teaching and learning writing descriptive text by using learning cell strategy for class IX MTs Nurul Hidayah Kacapura Academic Year 2021/2022” is presented as primary requirements for S1 Degree of English Department Study Program at Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung. However, this thesis would not have been completed without the support, aid, guidance, help, advice, and encouragement of countless people. The researcher wishes to give the gratitude and appreciation mainly to:

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Bandar Lampung,
The Researcher,

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TABLE OF CONTENT

COVER	ii
ABSTRACT	iii
DECLARATION	iv
MOTTO	v
DEDICATION	vi
CURRICULUM VITAE	vii
ACKNOWLEDGEMENT	viii
TABLE OF CONTENTS	ix
LIST OF TABLE	xii
LIST OF FIGURES	xiii
LIST OF APPENDICES	xiv
CHAPTER I INTRODUCTION	
A. Title Affirmation	1
B. Background of the Problem	1
C. Focus and Sub Focus of the Problem.....	6
D. Formulation of the Problem.....	7
E. Objective of the Research.....	7
F. Significance of the Research	7
G. Relevant Research	8
H. Research Methodology.....	9
1. Research Design	9
2. Research Subject	10
3. Data Collecting Technique	10
4. Research Instrument.....	11
5. Research Procedure.....	14
6. Data Analysis.....	15
I. Systematics of the Research	17
CHAPTER II LITERATURE INTERVIEW	
A. Frame of Theoris	19
1. Definition of Writing	19
2. Process of Writing	20
3. Purposes of Writing	21
4. Studens Problem in Learning Writing.....	22
5. Teachers Problem in Teaching Writing.....	23

B. Descriptive Text	23
1. Definition of Descriptive Text	23
2. The Generic Structure of Descriptive Text.....	24
3. The Language Feature of Descriptive Text	25
4. Types of Descriptive Text.....	25
C. Strategy	26
D. Learning Cell.....	27
1. Definition of Learning Cell	27
2. Procedures of the Learning Cell.....	28
3. Advantages of the Learning Cell.....	29
4. Disadvantages of the Learning Cell	29
E. Conceptual Frame Work.....	30
CHAPTER III DESCRIPTION OF RESEARCH OBJECT	
A. General Description of the Object	31
B. Presentation of Facts and Research Data	31
CHAPTER IV RESULT AND DISCUSSION	
A. Research Finding	35
B. Finding.....	42
1. Strategy in Teaching and Learning.....	42
2. The Material and Media	43
3. Strategy used by the Teacher.....	43
C. Discussion.....	45
1. Teaching and Learning Steps	45
2. Material and Media	46
3. Strategy used by the Teacher.....	46
4. Learning Cell.....	47
CHAPTER V CONCLUSION AND SUGGESTION	
A. Conclusion	49
B. Suggestion.....	49
1. For the Teacher	26
2. For the Students	26
3. For Other Researchers.....	26
REFERENCES	
APPENDICES	

LIST OF TABLES

Table 1 The Students Score Descriptive Text Writing Ability	3
Table 2 Observation Guidline	12
Table 3 Interview Guidline for the Teacher.....	14
Table 4 Observation Guidline	31
Table 5 Interview Guidline.....	33
Table 6 Observing Day 1.....	35
Table 7 Observing Day 2	38



LIST OF APPENDICES

Appendix 1	Student List.....	57
Appendix 2	Students List	58
Appendix 3	Interview Guideline for the Teacher	59
Appendix 4	The Result of Interview.....	60
Appendix 5	The Interview for the Students	62
Appendix 6	Students 1	63
Appendix 7	Sylabus.....	49
Appendix 8	RPP.....	49



CHAPTER I INTRODUCTION

A. Title Affirmation

Title affirmation is clarification of title in detail. It is important to add the title affirmation at the beginning concept to know representation the title of this research. The variabls that are read will no longer exizt, to understand all aspects of the research variables. The affirmation of the title of this research can be explaines as follows:

Teaching is an event, outside of students that is designed to support the learning process, the teaching is outside of students.

Learning is about a change, the change brought about by developing a new skill, understanding a scientific law, changing an attitude. The change is not merely incidental or natural in the way that our apperance changes as we get older. Learning is a comparatively permanent change, usually brought about intentionally.

Writing is a mean of communication. In writing, communication tends to include a thinking process because writing needs the process of selecting and organizing ideas into coherent and logical whole. The researcher determines that writing is an activity of developing ideas and feelings to procedure an arrangement sentence.

Learning cell strategy is one way of group learning, especially small groups. In this lesson, students are arranged in pairs. One of them acts as a tutor, facilitator or consultant for another person, the second person acts as a student, trainee or needs help.

Based on explanation above the researcher concluded that this research will be about learning cell strategy toward students writing skill.

B. Background of the Problem

Writing is an important form of communication in day to day life, but it is especially important in high school and college. Writing also one of the most difficult skills to master in both a first language and a second language. Students can find it

challenging to find ideas to include their writing, and each culture has its own style for organizing academic writing.¹ It means writing is one of language skills instead of listening, speaking, and reading that must be mastered by English learners. The practice of writing has become something important because writing covers grammatical complexity.

According to Nidya and Dyah Writing is how person communicates his or her thoughts and feelings by visible signs, understandable not only for himself but also for all other people.² It means writing is an activity of expressing ideas, or opinions that will be consulted to others (readers) through written language media to be understood exactly as intended by the author.

Writing is similar to speaking in terms of its kind as a productive skill. However, contrast speaking, writing is rather complex since it is less spontaneous and more permanent.³ This means that when you first write something down, you have already been thinking about what you are going to say and how you are going to say it. Then after you have finished writing, you read over what you have written and make change and corrections. Therefore, writing is never a one-step action; it is a process that has several steps.

Actually, in teaching learning process, students may still have problems in writing. There are many factors that influence someone's difficulties in writing, such as in mastering vocabulary to arranging the structure or grammar.⁴ One of the reasons why writing becomes difficult is because the teacher teaching with methods and techniques that are same every time in teach writing. Teachers provide a number of topic to the students and ask them to write down ideas into an article and use the same way to all

¹ Dorothy E Zemach and Carlos Islam. *Paragraph Writing From Sentence to Paragraph*, (Macmillan,2005). P IV

² Indrilla Nidya and Ciptaningrum Setyowati Dyah, "An Approach in Teaching Writing Skills:Does it offer a New Insight in Enhancing Student's Writing Ability". (Yogyakarta:Yogyakarta State University,2018).P.125.

³ Valiantien Nita Maya, M.Pd dkk, *Igniting Student's Motivation in Writing Through Journal Writing*, (Universitas Mulawarman.2016), p. 156.

⁴ Barli Bram, *Write Well Improving Writing Skill*, (Yogyakarta: Kanisius, 1995), p. 25

genres of text. Not many specific methods or techniques in the teaching of writing skill. This teacher centered approach is not surprising given that many teachers have origin in a transmission model of learning and instructions. In which teacher provide the basic knowledge to be imparted to students. The transmission model isolates content areas in teaching and emphasized mastery of component skills in sequential order.⁵

One way to communicate is through writing when you cannot speak clearly Writing is a process of communication between people to share information. For example, students can begin to learn to communicate through written form as they begin to interact with others at the school level. Based on preliminary research from grade IX students at MTs Nurul Hidayah Kacapura Tanggamus. The researcher interviewed an English teacher to get problems about students writing skills. Teacher said that the difficult aspect of teaching is writing text such as writing descriptive text. Teacher also said that students find it difficult to understand the generic structure of the text. This shows that most students still have difficulty writing descriptive text. In conducting the initial research, the researcher obtained writing score data. This can be explained in table 1.

Table I

The Students Score Descriptive Text Writing Ability

NO	Class	Score		Number of Students
		≥ 75	< 75	
1	IXA	7	8	15
2	IXB	5	11	16
Total		12	19	31
Percentage		38.7%	61.3%	100%

⁵ J, Michael O'Malley and Lorraine Valdo Pierce, *Authentic Assessment for English Language Learner Practical Approaches for Teachers*, (America: Addition-Wesley Publishing, 1996), P.136

Based on the table above, it can be seen that there are two classes in class IX MTs Nurul Hidayah. They are IX A and IX B, in class IX A, there were 7 students who passed the minimum completeness criteria and 8 students who did not pass. Meanwhile, in class IX B there are 5 students who meet the criteria and 11 students who do not pass. The total number of students 31 from the two classes. Based on these results it can be concluded that the percentage of students who do not pass the criteria are 38.7%. while the students who did not pass the criteria is 61.3% . It seems clear that students writing skills are still lacking and still need to be improved.

Based on the results of the research's interview with the students, it was found that several factors of were problematic for students in learning english especially writing descriptive text.(1) Most of students do not like english because they feel english is boring. (2) The students did not feel interested and enjoyable when learning the material they felt difficult in writing descriptive text. Besides, the students writing ability was still considered low, the students also do not interest in doing task during teaching and learning process since writing activities are not interesting.

Many factors can affect the student's low ability to write descriptive texts, including internally and externally. Internally, it consists of motivation, interests, personality, elements of language, etc. Externally, it consists of the ability of teachers, school facilities, learning media including learning strategies.

In addition, one of the factors that directly affects the effectiveness of learning is the learning strategy used by the teacher. Learning strategies are activities or the use of techniques carried out by teachers starting from planning, implementing activities to the evaluation stage, as well as follow up programs that take place in educational situations to achieve certain goals.

Learning strategies are steps by learners to enhance their learning. An active use of language learning strategies helps learners in control of their own learning by developing language skills, increasing confidence and motivation in learning process. Strategy instructions enhance learners independent learning and autonomous learning and help learners to take responsibility for

their own learning. The more strategies a learner uses, the more the learner feels confident, motivated and self-efficacious. Teachers are encouraged to choose appropriate teaching techniques and learning strategies for students and teach them how to understand learning strategies to enhance levels of self-directed learning.⁶

Learning strategy can be interpreted as a general pattern of teacher and student activities in the realization of teaching learning activities to achieve the goals outlined.⁷ The purpose of students towards reliable and capable human beings.

In the learning process, teaching and learning activities are the most important activities, because the success or failure of achieving educational goals depends a lot on how the teaching and learning process is designed and carried out professionally.

They say that the teaching and learning process can run according to purpose one of the strategies determined is to choose the right strategy in order to create an attractive learning atmosphere and the learning success of students in learning will be achieved. Along with the development of education, one that must be done by a competent teacher is to be able to create an effective and efficient and capable learning environment manage the class well.⁸

Ideally, if the teacher can implement learning strategies that are appropriate to the students situation, this can make students more interested and will increase their ability to master a learning material.

This problem occurs because students have difficulty writing descriptive text. In addition, teachers always use conventional methods, so that students interest is less so that it affects their ability to write descriptive texts.

⁶ Hon Shi, *“Learning Strategies and Classification in Education”* (Beijing: China University of Petroleum, 2017), p.24.

⁷ Trianto Ibnu Badar Al-Tabany, *Mendesain Model Pembelajaran Inovatif Progresif dan Kontekstual*, (Jakarta : Prenada Media Group, 2014), p.169.

⁸ Risa Riska, *“The Effect of The Learning Cell Strategy on Motivation and Learning Outcomes Class Learners XI MIA MAN 1 Makasar”* (Universitas Islam Negeri (UIN) Alaudin, 2017), p. 5.

Based on several explanations to solve the above problems, the authors purpose to use learning cell learning strategies. The learning cell strategy is one of the best systems to help pairs of students learn more effectively, where students ask and answer questions alternately based on the same reading material.⁹

Learning cell are an effective way for a pair of students to learn and learn together. Futhermore, this strategy is expected to improve students abilities in writing descriptive texts. In addition, students can be more active and open oppurtunities to think in learning.

Vivin conducted research on the use of the student “ The Use of Learning Cell Techniques to Improve Students Reading Comprehension (Class 1 Class Students Action Research at SMAN 1 Ampel Academis Year 2015/2016).

The research written by Vivin focuses more on the use of Technique Learning Cell to Improve students reading comprehension. This, research focuses more on the use of Strategy Learning Cell to Improve students ability in writing descriptive texts.

Based on the description above, the writer wants to see the use of learning cell strategies in the students ability to write descriptive texts. Therefore the authors are interested in conducting research on a topic with title, ”Teaching and Learning of Using Learning Cell Strategy Towards Students Ability in Writing Descriptive Text”

C. Focus and Sub-Focus of the Research

Some students have difficulty in arranging words in each paragraph that students will write during the writing process. They just write without getting any understanding. They also have low motivation in writing. Therefore, the teacher applies a strategy in teaching writing that students are interested. Teachers want to get students to go throught a writing process that edits and revises

⁹ Melisya Inda Pratiwi, Ismail Mulia Hasibuan, *Pengaruh Penerapan Strategy Pembelajaran Aktif Tipe The Learning Cell terhadap Kemampuan Pemecahan Masalah Matematika Siswa SMK Sejahtra Pekanbaru*, (Pekambaru:Suska Journal Mathematics Education, 2016), p.2

before they submit their drafts for grading. One of the strategies in teaching writing used by teachers in class is the strategy learning cell. This strategy is used in teaching writing for descriptive text. Therefore, this study only focuses on learning cell strategy and writing descriptive text.

Based on this statement, the researcher made observations to find out how the learning cell strategy was used in learning to write descriptive text the class IX MTs Nurul Hidayah.

D. Formulation of the Problem

Based on the background and limitation explanation above, the problems were formulated as follows.

1. How was the process of teaching and learning writing descriptive text by using strategy learning cell at the second semester of the nine grade of MTs Nurul Hidayah?
2. What were the teachers problems in applying learning cell in teaching writing descriptive text
3. What were the students problems in learning writing descriptive text by using strategy learning cell?

E. Objectives of the Research

Based on the formulation above, the objective of research are:

1. To know the teaching and learning write descriptive text using strategy learning cell at MTs Nurul Hidayah.
2. To know the teacher problems in applying strategy learning cell in teaching writing descriptive text.
3. To know the students problems in learning writing descriptive text by using strategy learning cell.

F. Significance of the Research

The author hope that this research has benefits in the learning process of English, especially in improving writing skills. There are two kinds of significance in this study: theoretical significance and practical significance.

1. Theoretical significance
 - a. The results of this study can be useful for other researchers who want to do research related to the same theme, namely improving writing skills.
 - b. The results of this study will provide a clear picture of the application of collaborative writing techniques in improving students' writing skills.
2. Practical significance
 - a. The results of improving students' writing skills through learning cell strategy can be used as a reference for English teachers to improve students' writing skills.
 - b. Learning outcomes through learning cell strategy can be useful for students in improving their writing skills.
 - c. The author gets a clear picture of the implementation of improving students' writing skills through descriptive text writing assignment and applying this strategy in real learning.

G. Relevant Research

In this study, the authors took a review from other studies as a comparison in this study.

1. Vivin conducted research on the use of the student "The Use of Learning Cell Techniques to Improve Students Reading Comprehension (Class I Class Student Action Research at SMAN 1 Ampel Academic Year 2015/2016).¹⁰ This study mainly aims to develop students' reading comprehension through learning cell techniques. The extent to which the improvement of students' reading comprehension in text narrative after learning uses the learning cell technique of the first grade students of SMAN 1 Ampel.
2. Putri Khairani Rambe in her research entitled "Improving Students' Ability in Writing Descriptive Texts Using Mind Mapping Learning Strategies in Second Year Students MTs

¹⁰ Vivin Nuvitasari, *The Use of Learning Cell Techniques to Improve Students Reading Comprehension*, (Salatiga: IAIN. 2016), P.1

Irsy Adul Islamiyah Tg. Medan Academic Year 2013/2014”.¹¹ The results showed that the students ability to write descriptive texts had increased by using a mind mapping learning strategy.

3. Sri Rizqi Anggita Batu Bara in a study entitled “The Implementation of Imagine Strategy in Increasing The Students Ability to Build Up Descriptive Text on the Second Year Students at MTs Al-Syakirin Medan.”¹² The purpose of this study was to determine the application of virtual strategies to improve students abilities in composing descriptive texts. The population of this research is the second year students of MTs Tmi Ta “DIB AL-SYAKIRIN Medan 2012/2013”.

Based on the brief description of the thesis above, it is hoped that this research can complement previous research related to Strategy The Learning Cell, the research that Vivin wrote focuses more on the use of Learning Cell technique to improve students reading comprehension. The type of research is quantitative, while the thesis written by Putri Khairani Rambe and Sri Rizqi Anggita could further improve students abilities in writing descriptive texts.

These three studies can complement my research, which does not focus on which strategy to use, but rather focuses on childrens values. Whatever form of strategy is used, it can accelerate learning and enhance the experience, which can be described as the Learning Cell strategy.

H. Research Methodology

1. Research Design

In this research, the research use descriptive qualitative research. Qualitative research is a research that produces descriptive data in the form of written words or oral from

¹¹ Putri Khairani Rambe, *Improving Students Ability in Writing Descriptive Texts Using Mind Mapping Learning Strategies in Second Year Students MTs Irsy Adul Islamiyah Tg. Meda*, (Medan: IAIN. 2014), p.1.

¹² Sri Rizqi Anggita Batu Bara, *The Implementation of Imagine Strategy in Increasing The Students Ability to Build Up Descriptive Text on the Second Year Students at MTs Tmi Ta*, (Medan:IAIN. 2012), p.1

subject and its behavior that can be observed, therefore the goal of the research is an individual understanding and its background completely.¹³ In other words, qualitative research serves the data in descriptive form, qualitative research is naturalistic research method because the research did on natural setting. It means that in qualitative research in doing research can not make own schedule because in conducting the research., the research as observer just following the schedule of the school.

By this qualitative research, the researcher focuses on teaching writing descriptive text by strategy learning cell of nine grade of MTs Nurul Hidayah Kacapura. The problems faced by the teacher in teaching writing descriptive strategy learning cell. By this way, the researcher hopes that this research will reveal this matter clearly for the sake of english learning improvement in the classroom.

2. Source of Data

The source data of this research is the students writing results that teach by using learning cell at the nine grade of MTs Nurul Hidayah Kacapura Tanggamus.

3. Data Collecting Technique

In this study , there are several steps that will be carried out with the aim of obtaining data from the beginning to the end of the teaching and learning process. The steps are as follows:

a. Observation

Observation is to explain the situation that is examine, the activities that take place, individuals who are involved in an activity and the relationship between the situations, events and individuals.¹⁴

Appropriate observations are used in research that related to the teaching and learning process, student activities and possible problems arise. In this study the researcher functions as an observer to obtain data, researchers are not

¹³ Bambang Setiyadi, *Metode Penelitian untuk Penelitian Basaha Asing*. (Yogyakarta : Graha Ilmu: 2006), p.219.

¹⁴ Bambang Setiyadi, *Teaching English As FOREIGN Language*, (Yogyakarta: Graha Ilmu: 2006). P.239

directly involved in class activities. Researchers will make notes during the teaching and learning process.

b. Interview

Interview is a meeting of two persons to exchange information and idea through question and responses, resulting in communication and joint construction of meaning about a particular topic.¹⁵

Interviews provide researchers with a means to gain a deeper understanding of how participants interpret a situation or phenomenon that can be obtained through observation. Interview will be used to collect data from teachers. Teachers will be asked about their opinion on the process of activities including. Problems encountered in the use of learning cells.

c. Documentation

Documentation is needed to record student and teacher activities in the learning process in the form of photos and videos, with videos to support data collection and assist in improving the learning process by viewing video recordings and can also determine the next cycle in achieving improved learning outcomes.

4. Research Instrument

According to Arikunto research instruments are very important in qualitative research. The main instrument of research is the researcher himself.¹⁶ This means that the main instrument of this research is the researcher, who will collect and analyze data based on the researcher's interpretation. Then the researcher describes and relates it to the theory used to support the analysis. The description of those instruments is as follows:

a. Observation

Observation is the process of collecting direct information that is open, by observing people and places at the

¹⁵ Sugiono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, (Bandung : Alfabeta, 2018), p.1

¹⁶ Ibid. P. 37.

research site. In this study using observation manual that the researcher will prepare beforehand. Observation manual observing writing teaching proces. Learning aspect the process is described as follows:

Table 2 Observation Guidline

Subject	Pointer (S)
Pre Activity (Teacher)	1. The teacher briefly explains the learning cell 2. The teacher divides the students in pairs 3. The teacher determines the student who acts as a tutor 4. Students who act as tutors learn, seek and add insight into material from other sources, such as the internet, books.
Main- Activity (Teacher)	5. Students immediately divide themselves in pairs that have been determined previously 6. The teacher explains the matery briefly totor students explain the material that has been studied previously from various sources 7. Teachers monitor, supervise and provide guidance during learning., other students receive guidance, ask the tutor for things that are not understood, if students and tutors experience difficulties both materially and non-materially, the teacher provides direction and guidance
Main- Activity (Students)	8. If each pair has completed the discussion of the material completely, the teacher gives the essence of the material and concludes the material. 9. The teacher reappointed the tutor, there was a change of tutor (students who were originally tutors became students who were mentored changed positions to become tutors)
	10. The teacher again gives advanced material to students. 11. Students who become tutors return to carrying out their duties as in the section above. 12. This process continues until the subject matter in finished.

Close Activity	Teacher closes the lesson
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b. Interview

Interview is a meeting of two persons to exchange information and idea through question and responses, resulting in communication and joint contraction of meaning about a particular topic. Interview provide the researcher a mean to gain a deeper understanding of how the participant interpret a situation or phenomena that can be gained through oservation. The interview will be used in collecting data from the teacher. The teacher will be ask about their opinions including problems face in the used of strategy learning cell.

The interview takes place after the observation. The researcher decides to conduct semi structured interview to find the complement data from the subject. The interview is done to ask about what the problems faced by teacher in implementing strategies of teaching writing and asking how the teacher copes with the problem. The interview is done until the data sufficiencyis reached.

Researchs used semi structured interviews because it was natural interview. However, the researcher gives general questions to get the planned interview. Common questions included in interview guide as an instrument. By interview, the research collects data to find out what strategies are used by teachers in teaching writing language classes, problems faced by teachers in implementing strategies, and how teachers solve problems. In additions, to facilitate the interview.

Table 3
Interview Guidline for the Teacher's Problem
in Teaching Writing

NO	Theory	Indikator	INTERVIEW
1.	Teacher motivates student	Ability to increase student learning motivation	<ol style="list-style-type: none"> 1. What is the teacher's role in increasing student's learning motivation? 2. What is the role of motivation in learning? 3. What factors influence student learning motivation? 4. In your opinion, what is your main role as a teacher in the learning process? 5. How do you motivate students to be interested in learning to write?
2.	The teacher fosters student interest in writing	The ability of teachers to use media or learning aids to support and facilitate or foster student interest in writing	<ol style="list-style-type: none"> 1. How do you as a teacher improve students writing skills? 2. What learning media can make students interested in learning to write? 3. How to create an effective and fun learning media? 4. How to grow students interest in learning by using media? 5. Are learning activities using media able to increase student learning productivity?
3.	The teacher prepares a suitable strategy to improve students writing skills	Able to use varied learning strategies to overcome students lack of interest in writing	<ol style="list-style-type: none"> 1. What strategy are you using to improve writing skills? 2. What should a teacher do to be able to apply learning strategy? 3. How to choose or set a learning strategy? 4. Why should a teacher understand and master learning strategies?

			5. What factors do teachers consider in selecting and determining learning strategies?
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c. Documentation

A valuable source of information in qualitative research can be documentation. Sugiyono (2008:240) stated that documentation can be written and picture by someone that can be used to obtain information. In conducting documentation method, the researcher can provide books., documents, etc. the function of documentation method is to make credible the result of observation of interview. In this research, the documentation guide is subjects.

5. Research Procedure

The procedure of research will use as follows :

The researcher will come to class with the teacher to make observations during the teaching and learning process.

- a. After the teaching and learning process is completed by the teacher, the researcher will ask questions to students
- b. The researcher will interview the teacher to find out what this opinion refers to materials and activities
- c. Analyze data and create reports

6. Data Analysis

According to Miles and Huberman, analysis can be defined as consisting of three streams of activities, namely data reduction, data presentation, and conclusion drawing/verification.¹⁷ The data analysis of this research aims to determine the process of learning to write using a learning cell.

a. Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting and transforming the data

¹⁷ Miles B Matthew and Huberman A Michael, *Qualitative Data Analysis*. (London, Sage Publication, 1994),p. 10.

that appear in written up field notes or transcriptions. In data reduction the mass of data has to be organized and meaningfully reduced or reconfigured.¹⁸ In this study, the presentation of data refers to the results of data reduction from the analysis of learning to write using learning cells. In this study the data in the form of writing assignments. Based on Miles theory, the steps of data analysis in this research are as follows:

1. Researchrs prepared observation sheets to determine student activities inlearning.
2. Researchers pay attention to the process of learning to write using cooperativelearning.
3. Researchers fill in the observation sheet
4. Researchers see the results of students writing assignments.
5. Researchers interpret data and make conclusion.

b. Data Display

According to Miles and Huberman, generally a display is an organized and compressed collection of information that allows drawing conclusions and actions.¹⁹ In this step, the researcher displays or displays data taken from studens writing assignments and their activities in the teaching and learning process using a learning cell. Then, the researcher will make conclusions based on these results.

c. Concluding Drawing

The last of analyzing the data is conclusion drawing/verification. Conclusion drawing involves stepping back to consider what the analyzed data mean and to assess their implication for the questions at hand. Verification is linked to conclusion drawing, entails revising the data as many times as necessary to cross chek or verifies the emergent conclusions. Verification refers to the process which is able to explain the answer of research questions and research objectives.²⁰

¹⁸ Ibid. P.10

¹⁹ Ibid.P.11

²⁰ Ibid. P.11

The conclusion of this study was to determine the process of learning to write using learning cell in class IX MTs Nurul Hidayah.

I. Systematics of the Research

1. Chapter I (Introduction)

In this chapter I, discusses about title confirmation, background of the problem, identification of the problem, limitation of the problem, formulation of the problem, objective of the research, relevan research and systematics of the research.

2. Chapter II (Frame of Theory and Hypothesis)

In chapter II, there is more emphasis on the theoretical continuity that will be examined by the researcher, and additional research hyphotheses, which are contained in this chapter II present the writing of a theoretical framework, a definition of writing, a definition of decriptive text, a definition of a strategy, a hyphothesis.

3. Chapter III (Research Method)

In this chapter III, explain of the research methodology that will use by research. Following by: place and time of the research, research design, population sample and data collecting technique, operational definition of variables, research instrument, validity and reliability of the instrument, hypothesis testing.



CHAPTER II LITERATURE INTERVIEW

A. Frame of Theories

1. Definition of Writing

Writing is one of the most important aspects become the basis for students to master various subjects, writing is not one talent innate but is an activity that get used to and work on. Therefore writing skills need to be guided and given to every child, especially children who have problems or disorders. Activity writing that many children do in general is copying and taking notes, that is later used for school work. If the child does not have ability to write, then it will be an obstacle for them to carry out a task.

The definition of writing has several meaning. According to Jhon Langan, writing is a treated as a process.²¹ This means that when you first write something, you have thought about what you are going to say and how you ae going to say it.then when you are done sriting, you read back what you have written and make hanges and corrections. Therefore, writing is not a one step.

Writing is expressing ideas, opinions and ideas in a sries of sentences. In addition, writing conveyes thoughts or views, composes stories and describes the. Writing is both a physical and a mental act.²² At its most basic level, writing is the physical act of conveying words or ideas to a medium, whether it is hieroglyphics pasted on parchment or an e-mail message typed onto a computer. Writing, on the other hand, is a mental job of coming up with ideas, thinkin about how to express them, and organizing them into statements and paragraphs that will be clear to the reader.

Writing, one of the world's oldest technologies, uses an expansive array of tools, from pencil or pen to software programs

²¹ Jhon Langan, *Collage Writing Skill with Readings (fifth Edition)*, (Amerika : McGraw Hill Companies, 1985), p.14

²² David Nunan, *Practical English Teaching*,(America: Mc Graw Hill Companies. 2003), p. 88

and video streaming capacities.²³ Writing is a process of finding ideas, think about how express them, and organize them into statements and paragraphs thet.

Wrting aims to provide information about somehing, either in the form of facts, events, opinions, views and data to the reader. According to Utami Dewi writing is the expression of language in the form of letters, symnbols, or words.²⁴ It means that someone can express what is on his mind by using letters, symbols, or words that can be understood by the reader as a manifestation of his thoughts.

Based on the above theory, it can be concluded that writing is a writing activity, including obtaining ideas, thinking extensively, collecting and selecting appropriate words or sentences related to the topic, and then transforming them into written language. Writing is quite difficult to learn, because it has to go through some processes, and teachers need to effectively guide students to achieve the goal writing itself.

2. Process of Writing

Harmer stated that the teaching writing process is divided into four stages. They are:

a. Planning

Planning is about what the writer plans to write. The writing plan consists of considering the purpose of writing, means who the audience is and what the writing is for. Then think about the content, it must be appropriate or related to the composition of the writing, then choose a good language to write, including activities to consider the structure of the language, the form of the language, etc.

b. Drafting

Drafting is about selecting every important point related to the writing topic. These points will be continued into sentences and paragraphs.

²³ Andrea A. Lunsford, *The St. Martin's Handbook Sixth Edition*, (New York: R.R Donnelley & Sons Company, 2010), p. 21

²⁴ Utami Dewi, *How to Write*, (Medan, La-Tansa Press, 2011), p. 2

c. Revising

It's almost impossible to write the perfect paragraph on first try. The first experiment is called the first draft. After you finished your first draft, you'll need to figure out how to fix it. This step is called revising.²⁵ Revising is an activity of reviewing information or reading that aims to encourage improvements to the revised object.

When students revise, they review their text on the basis of the feedback given at the previous stage. They redefine what it was written to see how effectively they communicate meaning to redarers.

There are several stages to the revision process : revising content, revising sentences and editing. You can make the decision to revise your writing:²⁶ Revise your sententes; revising the overall structure. Revise your paragraphs; evaluate coherence. Revise your choice of words.

d. Final Stages

After all the stages in writing are complete, then the writer makes a writing composition and spread all the words or sentences that have been collected.

3. Purposes of Writing

The purposes of writing is so that the reader knows, understands and the values in an article so that the reader thinks, thinks or does something related to the content of the writing. According to Penny Ur the purpose of writing is in principle to expression of ideas, conveying messages to readers. So the idea itself arguably should be seen as the most important aspect of the file write.²⁷ Writing is also the process of pouring creativity or ideas into the form of written language, which is usually called an essay. Because, the author expresses the contents of his thoughts, ideas, opinions or desires through the writing.

²⁵ Karen Blanchard, and Christine Root, *Ready to Write*, p.44

²⁶ Beverly ann Chin, *How to Write a Great Research Paper*, (Canada : Jhon Wiley & Sons,inc), p. 10

²⁷ Penny Ur, *A Course in Language Teaching : Practice and Theory*, (London : Cambridge University Press, 1996), p.163

It means that when the writer makes his writing, of course there are several goals. They must consider the purpose of their writing from then on as this will affect, not only the type of text they want to produce, but including the language they use, and the information they choose to use.

Apart from that, there are actually only four general purposes in their writing which are, explain, persuade, and entertain others.

4. Students Problems in learning Writing

In teaching and learning process, writing is one of important skills for students. However in practice of learning writing in class, there are some obstacles which often happen in process of learning writing. In addition according Alfaki, in teaching writing position as a foreign and second language, when the learners begin to write, some problems as follows:

a. Grammatical Problem

Learners have a number of problems in their attempts to write in second language. Students have problems with subject verb agreements, pronoun references and connectors.

b. Problem of sentence structure

Students who have problems of writing good sentences structures are unable to produce longer sentences requiring subordination and coordination.

c. Problem of word choice

A good writing of composition should consist of appropriate and varied range of vocabularies used along grammar and varied range of sentence structures.

d. Cognitive problem

The cognitive problems that students face include problems of punctuation, capitalization, spelling, content organization.

Based on explanation above, it can be concluded that the students' problems in learning writing are grammatical errors, problem of sentence structure, problem of word choice and cognitive problem. The cognitive problems include punctuation, capitalization, spelling, content, and organization.

5. Teachers Problem in Teaching Writing

Teaching is to convey knowledge to students to help students deal with problems in everyday life. In this case, students can actually learn on their own without any presence teachers, but students often have difficulty understanding the contents of the book and solve problems especially for lessons mathematics, therefore the role of teacher in the teaching and learning process very important.

Teaching is one of educative activities. It is very important in educational system and it plays important role in which an interaction between a teacher and student occurs. Teaching is guiding and facilitating learning, enabling the learner to learn, and setting the condition for learning.²⁸ Teaching is the process of conveying information or knowledge from teachers to students.

Teaching has always been a challenging part for teachers, these challenges will some how make teacher teaching in effective. Teachers have difficulty in motivating students, not because of students misbehavior, but students are not interested in learning to write. Different levels of writing ability will require teachers to use different approaches. As a result, teacher find it difficult to plan their lessons and prepare suitable activities for students.

B. Descriptive Text

1. Definition of Descriptive Text

Descriptive text is text that says what someone of something is like. Its purpose is to describe and express a person, place or noun. In a broad sense, description is defined as in the following sentences.

Description is about sensory experience how something looks, sounds, testes. Most of it is about visual experience, but description also deals with other types of perception. The goal is to describe and reveal certain people, places, or things, it

²⁸ Douglas Brown, *Principle of Language Learning and Teaching: Fourth Edition* (New York: Wesley Longman, 2000), p.7.

can be said that descriptive text is a text that explains about what a person or thing is like, what shape, character nature, quantity, etc. Descriptive objective clear text, namely to describe, represent or express someone or something objects, both abstract and concrete.

Descriptive text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, person, or others.²⁹ Descriptive text is a text which says what a person or thing is like.

Descriptive text serves to describe something in detail so that it allows readers to see, hear, feel and touch it directly to involve themselves in the event. This kind of text context is a description of certain things, animals, people, or others, for example: pets or people we know very well. Good descriptive text includes many vivid sensory details that depict the image and attracts all of the reader's senses of sight, hearing, touch, smell, and taste where appropriate. Descriptive text can also paint a picture of the feelings that this person, place, or thing evokes in the author.

2. The Generic Structure of Descriptive Text

Descriptive text has the following structure:

a. Identification

In this general structure introduces the description subject.

b. Description

In this section provide details about the characteristic of the subject. Such as: quality, describing phenomena in parts, qualities, or/ and characteristic, size, physical appearance, abilities, habits, daily life, etc.

²⁹ Fakeye, Bosede and Fakeye, D.O, *Instruction in Text-Structure as A Determinant of Senior Secondary School Student's Achievement in English Narrative Text in Ido Local GOVERNMENT Area, Oyo State*, (Bahi Dar-Ethiopia. University of Ibadan, 2016), p.275.

3. The Language Feature of Descriptive Text

The significant grammatical features of descriptive text are:

- a. Focus on specific participants have certain objects, are not common and unique (only one). For example: Bandengan Beach, My House, Borobudur Temple, Uncle Jim.
- b. Use of the Simple Present Tense, because its function is to describe something where the characteristics of the object or thing will not change, the descriptive text uses the simple present tense. Example: This car is a kombi one. This car has a cloth sunroof and two doors at its one side.

The use of simple present tense: The sentence pattern used is simple present because it tells the facts of the object being described.

- c. The verb to be and has “Relational Process” (my mom is so cool, she has long black hair).
- d. Use descriptive adjectives, describe something will be easier to understand if we use adjectives so that something we describe can be imagined more realistically. Example: This car is red and cream, the chairs are good use.

4. Type of Descriptive Text

Most of the posts contain descriptions. Here are some types of writing that rely heavily on descriptive language:³⁰

- a. A description of a person, place or thing contains sensory details that animate actual people, places, and things.
- b. Observations describe an event that the author witnessed. Often, these events lasted for a long time.
- c. Travel brochures contain factual information as well as persuasive language to encourage tourism.
- d. Character sketches depict fictional characters their appearance, personality, hopes and dreams.

³⁰ Joyce Armstrong Carroll, *Writing and Grammar Communication and Action*, (Amerika: Prentice Hall 2001). P.101.

C. Strategy

Strategy can be interpreted as a plan that contains about a series activities designed to achieve certain educational goals. In the context of teaching and learning, strategy means the general pattern of teacher student activity in the embodiment of teaching and learning activities

In general, the strategy has an idea of an outline of the bow to act in order to achieve specific targets. Connected with learning, a strategy can be defined as the general patterns of activities teachers and students in the embodiment of teaching and learning activities to achieve the objectives that have been outlined.³¹ Strategy is a long term plan that is structured to lead to the achievement of certain goals and objectives.

According to Sulistyono in Trianto Ibnu Badar Al-Tabany's, that the learning strategies is a special carried out by the teacher to make the students more understand about learning materi so reaching the goal of expected.³² It means that in order for students to have full access to materials, teachers should pay full attention to this method in teaching and learning process.

The purpose of the learning strategy is that the success of students largely depends on independent learning and monitoring their own learning skills. This is the way to consider the importance of teaching strategies.

According to Arends in Trianto Ibnu Badar Al-Tabany's, that independent learning (self-regulated learner) is the learners who can do something important and common characteristics, among others:³³

- a. Accurately diagnose a specific learning situation.
- b. Having knowledge of effective learning strategies.
- c. Can motivate yourself is not only with the value or the external motivator.

³¹ Syaiful Bahri Djamarah, *Stratefi Belajar Mengajar*, (Jakarta:PT Rineka Cipta,2006), p. 5

³² Trianto Ibnu Badar Al-Tabany, *Mendesain Model Pembelajaran Inovatif,Progresif dan Kontekstual*, (Jakarta, Prenada Media Group, 2014). P. 169

³³ Ibid, p. 171

- d. Being able to persevere in the task so that the task was completed.
- e. Learn effectively and have a lasting motivation for learning.

D. Learning Cell

1. Definition of Learning Cell

Learning cell consist of two words namely learning and cell. In the dictionary learning English means learning and which means small space cells, learning cells are commonly called learning cells. Learning cell is a learning system small groups by asking questions and answers with their peers take turns according to the material that has been determined and based on the material the same reading.

The learning cell is a learning method that helps students learn more effectively. Learning cell was developed in the Swiss federal institute of technology in Lausanne by Marcel Goldshmidon.³⁴ According to Marilla Svinicki and Wilbert Mc Keachie, that the learning cell or student dyad, refers to a cooperative form of learning in pairs, in which students alternate asking and answering question on commonly read material.³⁵ In other hand, the learning cell is an effective way for a pair students to learn together. It is an active learning style.

According to Barkley in A. Surjadi, that learning cell motivates students to practice interpersonal skill such as giving feedback in nonthreatening ways, maintaining focus, and developing and sustaining mutual task. In the other hand, this learning strategy requires students to prepare, explore and expand their knowledge on the subject, topic or training materials / subjects concerned.³⁶ Learning cell is a form of learning oriented to a constructivist approach. This model

³⁴ Istarani, *Model Pembelajaran Inovatif*, (Medan:Media Persada,2012), P. 228.

³⁵ Marila Svinicki and Wilbert Mc Keachie, *Teaching Tips*, (Amerika : Wadsworth Cengage Learnin, 2011). P. 194.

³⁶ A. Surjadi, *Membuat Siswa Aktif Belajar*, (Bandung: Mandar Maju, 1989). P. 144.

seeks to improve students ability to cooperate, argue, and improve academic achievement.

2. Procedures of the Learning Cell

According to Surijono, the learning cell shows in a form of active learning in pairs, where students ask and answer questions alternating.

Before using the strategy students must prepare materials such as reading relevant books or from the internet, teachers etc.

1. At the beginning of the meeting, the students were assigned to pair up with their friends who like to search
2. Students are given a task by the teacher to observe a picture or imagine something.
3. The teacher asks students to write a list of questions individually about the description of the picture or imagine something in detail and determine who is student A and student B.
4. Student A starts asking student B questions, and student B writes questions and answers them.
5. After receiving the answers to the questions and having made corrections or additional information from student B, Student A writes down the answers and asks questions again if there are unsatisfactory answers.
6. After the turn of student B who asked student A and so on.
7. During the question and answer session, the teacher moves from pair to pair to provide feedback, additions, corrections about the questions and answers between students A and B.
8. When students have finished asking for responsibilities between students A and B. They collect the answers and start writing them down in descriptive text individually.³⁷

³⁷ Henny Zurika Lubis & Putry Ramadhani, Sopi Pulungan, *Application of Model The Learning Cell Learning with the Help of Video Media in Learning Accounting*, Vol. 1, p.159.

3. Advantages of the Learning Cell

The learning cell as a learning strategy is useful in teaching learning process. There are five reasons of using the learning cell in teaching learning process, as follow:

1. Students are better prepared for the material to be studied because students already have material information that will be learned through sources including books, the internet, teachers and people who are experts in the material.
2. Students will have the confidence in learning because it uses peer learning in the learning process. Students who give answer and explanation would not hesitate in asking questions that are not understood. In contrast the answerer can increase his knowledge, increase the ability to communicate to the peers.
3. Students are active in learning both before and after the learning it selg and at the time of learning. It happened because the students are given guidance to find his own material at any time after or before learning from a variety of sources, while at student learning reiterated acquired content to students.
4. Independence of the students in the learning process is very great because students are required to obtain information before and after learning ten communicates back to the material obtained by other students during the learning takes places.
5. The social students relation is getting better, between students and students, students with teachers and students with other people. In the class oriented students, each student is a student and teacher.

4. Disadvantages of the Learning Cell

Based on advantages of the learning cell learning strategy has mentioned above, this study can be conducted that the disadvantages of the learning cell learning strategy, as follow:

1. Literature is limited, but it can be anticipated to encourage students to read books that are relevant or via the internet.
2. If students are not diligent in searching for information then learning the learning cell strategy is becoming is

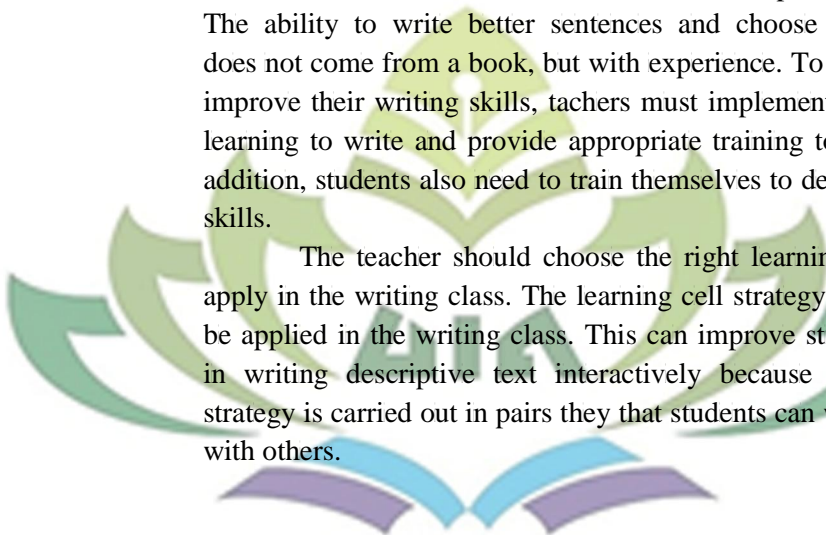
less effective, but the buffer is anticipated by the teacher by providing motivation and rewards to students who obtain information from all of sources subject matter.

E. Conceptual Framework

Writing is a process of organizing ideas where the writer is required to be creative in using language skills to produce written texts. Moreover, in writing certain types of text, the writer must deal with certain types of text, the writers need good vocabulary mastery in order to describe someone or something clearly. With this poor mastery, students often find it difficult to choose the right words to provide information about subject.

These the written elements can be developed with practice. The ability to write better sentences and choose better words does not come from a book, but with experience. To help students improve their writing skills, teachers must implement strategies in learning to write and provide appropriate training to students. In addition, students also need to train themselves to develop writing skills.

The teacher should choose the right learning strategy to apply in the writing class. The learning cell strategy is suitable to be applied in the writing class. This can improve students ability in writing descriptive text interactively because this learning strategy is carried out in pairs they that students can work together with others.



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