

CHAPTER I

INTRODUCTION

1.1. Background of the Study

Language is a tool of communication. There are several forms for communication, the forms are spoken language and written language. The purpose of communication is to send a message from the writer or speaker to reader or listener. Language of science, technology and international communication. So it is important that English to be learn by students. The goal of English teaching is primarily developing students' competence in four skills namely reading, writing, listening and speaking. (Harmer2007:33) "writing is frequently useful preparation for some other activity, in particular when students write sentence as a preamble to discussion activities".

There are four language skills in teaching English; they are listening, speaking, reading and writing. Generally, language can be spoken and written, so it is also necessary to learn writing. Writing is different from other language skills. In listening and reading, the students receive a message that is formulated by another. Whereas in speaking, the students communicate using their own ideas and feeling that sometimes involves on interlocutor, so there are collocations among them in conversation. On the other hand, communication through the written word needs real proficiency from the writer in order to be effective. In addition, writing is one of the language skills that should be mastered by students.

In writing skill, the students have to master vocabulary and know how to use grammar in making texts or sentence. It is important skill because it will be applied in many aspects of life. Through writing, people are supposed to be able to express their ideas in writing form.

The writer focused in writing skill. As it is one of the language skills that should be known by students. It is important to view writing not only as the product of an individual, but also a social a product. Moreover writing skills is more complicated than other skills in English language.

Based the researcher's observation in Field Teaching Practice (Praktek Penelitian Lapangan) at first grade students of SMP Negeri 5 Percut Sei Tuan in academic year of 2018 the writer found that the students difficulties to express their writing skill ,students dislike writing in English because they are afraid that they make mistake in word, sentence or paragraph and it can happen because they don't have idea and little the vocabulary that the students know to develop or arrange the sentences to good the paragraph. The students had difficult in spelling. The problems also come from their class condition. The classroom was not too good, because the students had low ability in English lesson especially in writing. The students are not active, the students only talk to another, when they are asked to do exercises, and the students did not finish the writing assignment during the lesson.

From this problem, the researcher uses of Whole Brain Teaching Method (WBT) as the best way to improve students' writing skill on descriptive text in SMP NEGERI 5 Percut Sei Tuan especially for English class in first grade. whole Brain Teaching Method is one of method that can be applied to teaching process. Because the method has many advantages for teach english especially writing on descriptive text, There are many advantages for teach english especially writing skill on descriptive text. The advantages of Whole Brain Teaching are as follows 1) it improves higher skills of the students in these games 2) it can create a learning environment where practice is the main focus not performance or assesment 3) it can help the students to express their ideas and 4) it can help students generate ideas and

organize them as well. According to Biffle (2013:196) Whole Brain Teaching Method has some games in writing that make the learning process more enjoyable, they are :The writing Game,The jenius ladder and 10 minute writing.

Table 1.1 Result of observation at Smp Negeri 5 Percut Sei Tuan

No	Students Initial Name	Content		Total score
		I	D	
1	AD	10	15	25
2	AF	20	30	50
3	AGI	10	30	40
4	ACR	15	20	35
5	ADA	12	15	27
6	ASH	10	13	23
7	AKS	10	13	23
8	AS	12	14	26
9	AMF	10	20	30
10	BIS	30	20	50
11	CKN	20	15	35
12	DHP	30	15	35
13	EN	20	20	40
14	FS	20	30	50
15	IFA	30	20	50
16	IAS	15	30	45
17	JEL	28	30	58
18	JI	25	15	40
19	KH	35	20	55
20	MDN	30	20	50

21	MDT	25	30	55
22	NZ	30	20	50
23	OKL	20	25	45
24	QS	20	35	55
25	RS	32	23	55
26	RRZ	39	19	58
27	RSE	25	32	57
28	SN	20	35	55
29	SDN	20	36	56
30	SA	20	15	35
31	UA	20	30	50
32	VDK	25	30	55
	TOTAL			1.413

1.2 The Problem of the Study

In relation to this background of the problem of this study is formulated in the form of question the follow:

“Does the Whole Brain Teaching method improve the students writing skill on descriptive text in the class second grade in academic Year 2019/2020?”

1.3 The Objective of the Study

Based from the problem of the study the objective of the study is

“To find out if there is an improvement in the students’ writing descriptive text using whole brain teaching method in the class second grade SMP Negeri 5 Percut Sei Tuan in academic Year 2019/2020”.

1.4 The Scope of the Study

There are some methods in teaching writing descriptive text, such as mind mapping, suggestopedy, and community language learning. But in this study the writer only limit on the Whole Brain Teaching Method as the way to support students to improve writing skill on descriptive text ,there was three part in descriptive text, they was: social functions, generic structure and language features. Generic Structure of descriptive text is Identification is the part of paragraph that introduces the character or identifies phenomenon that is describe, while description is the part of paragraph that describe the character, parts, and qualities. The writer focus on generic structure from descriptive text to find out whether used of Whole Brain Teaching Method improve writing skill on Descriptive Text at Smp Negeri 5 Percut Sei Tuan.

1.5 The Significances of the Study

1. Theoretically

1. To produce a new knowledge in teaching foreign language, like english, especially on writing text, paragraph essay of whole brain teaching method as the way to make it
2. To become a reference for the next researcher, whether with similar or different approach.

2. Practically

- 1 To the students the result of the study will be helpful particularly students of the second grade in SMP Negeri 5 Percut Sei Tuan will getting easy way of organizing their idea or information integrated in writing text.
- 2 To the English teacher the output of the study will help them more effective strategies on how to improve teaching competencies and teaching style especially in teaching writing skill on descriptive text.

CHAPTER II

REVIEW OF LITERATURE

2.1. Theoretical Framework

This study is conducted on some theories to get some theories to get the point clearly for the readers. The concept of this study should be explained from the beginning to give relevant knowledge about some concept that applied in this study.

2.2. Writing

Writing is one of the language skills that are needed at this time. Writing skills are not owned and require a long time to get it by writing one can express ideas or ideas through the written language. According to Harmer (2004:33) “writing is frequently useful as preparation for some other activity, in particular when students write sentences as a preamble to discussion activities this gives students time to think up ideas rather than having to come up with instant fluent opinions”.

From the explanations above the writer can conclude that writing is an activity that is formulated and organized some ideas in right words from the learner to deliver and communicate. It describes a message in meaningful written form. Writing is one of the language skills which important in our life. Through writing, we can inform others, carry out transactions, persuade, and tell what we feel. It is one of the four basic skills that are very complex and difficult to learn.

Writing is the activity or occupation of writing, for example books, stories, or articles. The writer can take more times to think and choose words in order to express idea, thought, and feeling. the writer still can make editing or revision if it is not so clear to express what intends to write. It means that writing is a way to produce language that comes from our

thought. In the writing process, the writer tries to developing their ideas and feelings to produce into a good sentence, in order to inform the other.

2.2.1 Writing Process

Writing process is a private activity. Writing process can help them in composing their thought into paper. In order to have meaningful writing, it will not simply happen by only putting the ideas without check and re-check. According to Zemach & Rumisek (2005:3)" Good writers go through several steps to produce a piece of writing".

Step 1: Prewriting. includes exploring topics, Choosing a topic, and beginning to gather ideas and organize details before write..

Step 2: Drafting. Drafting is the writer's first attempt to capture ideas on paper. Most of the writing activities in the classroom involve just these first two steps. Only those drafts that students feel are interesting..

Step 3: Revising. is stage in which rework the first draft to improve its content and structure and explain something more clearly or add more details.

Step 4: Editing. This is stage students have prepare the final draft for evaluation by the teacher where grammar,spelling, and punctuation errors are corrected.

Step 5: Publishing and sharing :This is where students' writing is shared with an audience.Writing becomes real and alive at this point. Publishing can involve putting together class books,collections of writing, school or class.

Based on explanation above, it can be concluded that writing is progressive activity. It means that when students write down something, the students have already been thinking about what the students going to say and how the students to say it. Then after the students have

finished writing, the students read over what the students have written and make changes and corrections. Therefore, writing is never one-step actions; it is a process that has several steps.

2.2.2 Writing Skill

Writing skill is an important part of communication. Good writing skills allow the students to communicate with clarity and easy to far larger audience than through face to face or telephone conversations.

“Keterampilan berbahasa yang tersusun dari empat komponen tersebut dan hubungannya satu dengan yang lain adalah menyimak merupakan suatu keterampilan berbahasa yang digunakan untuk berkomunikasi secara langsung, dilaksanakan dengan tatap muka secara langsung.” Taringan (in Saddhono 2013:48”.

Writing skills are skills that are used to communicate indirectly or without face-to-face with others. In learning language, include English and other ones, the students have to require four language skills, such as reading, speaking, listening and writing which each skill connect one another. “

A good writing is result of much practice and hard work. This fact should encourage students : it means that the ability to write well is not a gift that some students are born with,not a privilege extended to only a few.if the students’willing to work, they can improve their writing. The regular practice makes them a better writer.

2.2.3 Genre of writing

The term”genre” has been arround for a long time.it has been theorized from a range of perspective,including literacy studies,popular culture,linguistics, pedagogy and more recently english education. Genre is known as particular types of writing.

According to Dirgeyasa in Rahmawati (2015) that: “Genre implies that students to write not just to write but to write something to achieve some purposes such as it is a way of getting something done, to get things done, to tell story, to request an overdraft, to describe a

technical process, to report past event, and so on, we follow certain social convention for organizing messages because we want our readers to recognize our purpose”.

In other hand, a genre is a loose set of criteria for a category of composition; the terms is often used to categorized literature and speech. The writer can conclude that genre is kinds of text which consist some elements that explain the purpose of writing based on the context of text. there are several types or genres in writing they are:

Table 2.1. Genre-Based Writing/ Hartono, R (2005)

No	Story Genres	Social function
1	Narrative	To amuse, entertain and to deal with actual or various experience in different ways
2	News Story/Items	Factual text which informs readers events of the day which are considered newsworthy or important
3	Exemplum	To dealt with incidents that are in some respects out of the usual, point to some general value in the
4	Anecdote	To share with others an account of an unusual or amusing incident
5	Recount	To retell events for the purpose of informing or entertaining
6	Spoof	To retell an event with a humorous twist
7	Procedure	To describe how something is accomplished through a sequence of actions or steps
8	Explanation	To explain the processes involved in the formation or workings of natural or socio-cultural phenomena
9	Report	To describe the way things are, with reference to arrange or natural, manmade and social phenomena in our environment
10	Analytical Exposition	To persuade the reader or listener that something is the case

11	Hortatory Exposition	To persuade the reader or listener that something should or should not be the case
12	Discussion	To present (at least) two points of view about an issue
13	Review	To critique an art work or event for a public
14	Description	To describe a particular person, place or thing

Based on the explanation above, there are fourteen types of genre that should be mastered by learners, in this research writer choose descriptive text to conduct the research.

2.3 Descriptive text

Descriptive text is a part of factual genres. Its social function is to describe a particular person, place or thing. Description in writing is the process of creating visual images and sensory impression through words. More often, description is a part of another piece of writing and is used to inform an audience about how something or someone looked or to persuade an audience to see something from the writer's point of view.

As Clouse (2004:154) said in her book, "Description adds an important dimension to our lives because it moves our emotion and expands our experience". From the statement the writer conclude Description recreates sense impression by translating into word, the feel, sound, taste, smell,,and look of things. Emotion may be describing too,feelings, such us happiness, fear, loneliness, gloom, and joy. Description helps the reader, through his or her imagination to visualize a scene or a person or to understand sensation or an emotion.

2.3.1 Purposes of descriptive text

According to Clouse (2004:154) "description use to persuade others to think or act in particular ways: advertisers describe products to persuade other people to buy them; travel agents describe locales to entice other people to visit the location".

From the explanation can conclude that purpose descriptive text is to persuade, but the purpose of the descriptive text not only persuade but description enables to entertain, express feelings, relate experience, and inform. As the examples in the following chart show:

Table 2.2. Purpose of description

Purpose	Description
To Entertain	An amusing description of teenager's bedroom
To express feelings	A description of your favorite out door retreat so your reader understands why you enjoy it so much
To relate experience	A description of your childhood home to convey a sense of the poverty you grew up in
To inform(for reader unfamiliar with the subject)	A description of a newborn calf for a breeder who has never seen one
To inform(to create a fresh appreciation for the familiar)	A description of an apple to help the reader rediscover the joys of this simple fruit
To persuade(to convince the reader that some music videos degrade women)	A description of a degrading music video

Descriptive text has a function to describe something in detail in order to enable the readers to see, hear, feel and touch it directly involve themselves in the event. The context of this kind of text is the description of particular thing, animal, person, or others.

2.3.3 Kinds of descriptive text

(<http://texttypesinenglish.blogspot.com>) "Descriptive text is a text which say what a person or a thing is like. Its purpose to describe and reveal a particular person, place or thing".

1. Description of a people, writing description of people is different. the reader are probably already aware of some of the complications because the reader have often been asked, "What's so-and-like?" In replying, the reader might resort to identification, an impression, or a character sketch, depending on the situation.

2. Description of a place, In describing a place for example a room, what should describe first? The walls? The flo or? Unlike a chronologically developed paragraph, there is no set pattern for arranging sentences in descriptive paragraph.

3. Description of a thing, describe a thing the writer must have a good imagination about that thing that will be describe. Besides, to make the subjects as interesting and as vivid to readers as they are: using proper nouns and effective verbs.

1.3.4 The Generic Structure and language features of Descriptive Text

Descriptive text is a text to describe something, someone or place and descriptive text have two main parts such as identification and description that's call generic structure. According Hartono,R. (2005) The Generic Structure and language features of Descriptive Text the following table show:

Table 2.3. Generic Structure and language features of Descriptive Text

Story Genres	Schematic Structure	Language Features
Description	<ul style="list-style-type: none"> • identification • description 	<ul style="list-style-type: none"> • Focus on Specific Participants • Use of Attribute and Identifying process • Frequent use of Epithets and classfiers in nominal group. • Use of Simple Present Tense

The generic structure of descriptive text has two organization, they are: introduction and description. Introduction is the part of paragraph that introduces the character or identifies phenomenon that is describe, while description is the part of paragraph that describe the character,parts,and qualities and language features in descriptive text focus on spesific participants,use of attributive and identifying processes, frequent use classifiers in nominal groups and use of the simple present tense.

From all explanation above, it can be conclude that characteristic of descriptive text is focused only on the aspects that add something to the main purpose of description. The aspect focuses on key details, controlling verbs and spesific nouns. it makes the reader see what have described.

Example of description text.

My Idol

Agnes Monika is one of my favorite singer (IDENTIFICATION).She is the one who amazes me in singing a ballad and beat song. She is 165 cm tall and she is 49 kg weight. She has brown skin after she tanned her skin when she was in los Angeles half year ago. She also has long hair that sometimes she makes her hair to match her style on the stage. When she performed on the stage she always shoe her beautiful feet and sexy body which makes her comfortable to sing a song especially beat song because she dances while singing the song.

As my favourite female singer, She also has special characteristic. For example, her performances on the stage is very simple because she wears hot pants which usually accompany her when she rocks her fans in a live concert or other musiv events that she held. When she performed on the stage, she also usually wears sport shoes because she have to dance with her dancer in many of her song and also when she come to some special events.

She always looked perfect in her style especially in her clothes and dress style. Although she only wears simple clothes like t-shirts, she still looked beautiful. She also wears glamour dress when she come or invited to the special events like music awarding, movie premiere and etc(DESCRIPTION) she is my great favorite singer and trendsetter with her simple gorgeous style.

(<http://writingpractic.blogspot.com/2013/05/descriptivetextagnesmonica.html>) accessed on 15 March 2019 at 19.30 pm.

2.4 Whole Brain Teaching Method

According to D.preslee in (Biffle,2013) ”Whole brain teaching is a combination of direct instruction and collaborative learning (Whole brain teaching website). In whole brain teaching students are given the freedom to visualize, draw and act out their learning”.

From the statement above can conclude,that Whole Brain Teaching method is one flexible method can apply to learning process,Whole Brain Teaching method involves student interaction as the basis for learning, students’ problem solve together,discuss ideas together and complete practice together.

There are many benefits for students in a WBT classroom. Students can have an overall more empowering experience as they take on the role of a teacher instead of traditional classroom models of taking in and regurgitating information. There are three main reasons students can benefits from WBT method: (1) motivation, (2) student-centered learning, and (3) application of learning.

2.4.1 Design of Whole Brain Teaching Method

According to (Biffle,2013) in D.preslee, “The philosophy of Whole brain teaching is surrounded by seven core techniques of teaching referred to as the Big Seven”.

Whole brain teaching is intended to flexible,adaptable by any teacher to their own teaching methods. only a few these components will be discussed here,the big seven components they are:

2.4.1 The First Element of the Big Seven is the Class-Yes

“In order to gain students attention, the teacher begins class with one word by saying “class” any way the teacher likes, and the students are responsible to mimic the teachers voice by responding Yes”.

From the statement can conclude there are a lot of attention getters out there, from flashing the lights, to raising a hand and waiting for the class to stop talking and listen. All of these are missing one critical element to be affective the students in most of these methods the teacher is the sole active participant, and students are completely passive. Student are taught that when the teacher says “class!” the students respond ‘yes!’ the hook is that the students have to say yes in the same way the teacher says class.

For example, if the teacher says ‘clas-class’ the students respond ‘yes-yes’.Teacher should use as many variations of ‘class’ as the students can think of. This keeps the technique interesting for the students. Most importantly the student have an important role to play and are an active part of securing everyone’s attention for the instructions to come from the teacher.

2.4.1.2 The Second Element of the Big Seven is the Five Rules

“To begin with the informative part of the class lesson, the teacher utilized five classroom rules with the entire class”.

From the statement can conclude that Rules are in important element in any effective classroom. In Whole Brain Teaching there are five simple rules, each has a gestures associated with it, and each one is an intimate part of the classroom learning environment. Rule two is ‘Raise your hand for permission. As the students practice the rule the students raise the hand, and then bring it down and make a hand like speaking motion with your hand.

As one might imagine, it is the most violated rule in a classroom setting. Typically, if a student is speaking while the teacher is addressing the class, the teacher calls the students down and ask them to stop speaking. This can open up a power struggle that can derail the class, or at least lead to hard feeling by the students for the teacher

With this approach instead the teacher addresses the class, calling them up with a class-yes, then the teacher says ‘Rule Two!’ and the whole class practices Rule Two, every student is involved in practicing the rule and class has been interrupted for a matter of seconds with no possibility for power struggles. In this approach the students master the rules quickly, and the rules are an active part of class.

2.4.1.3 The Third element of the Big Seven is the Hands and Eyes

“When important point is needed to be addressed to the students, the teacher said, “ Hands and eyes” and the students will respond “Hands and eyes”. This technique helps the teacher to get maximum attention from the students”.

From the statement can conclude this step is used at any point during the lesson when the teacher wants students to pay "extra attention" to what the teacher is saying/doing. To begin

this process the teacher says, "Hands and Eyes!," and the students respond by mimicking the words and movements of the teacher.

2.4.1.4 The Fourth Element of the Big Seven is the Teach-OK

“Once the teacher gets the student attention, the teacher engaged in direct verbal instruction using gestures to represent the lesson concepts, Teach-Okay gives students the opportunity to gain confidence and increase students engagement.”

From the statement can conclude This technique helps the teacher to get maximum attention from the students. Before beginning the teacher must divide the class into two groups, 1's and 2's the teacher in each pair will rotate each time. Then the teacher begins to teach small sections of information, while incorporating gestures, songs, movements and chants. When the teacher has finished a small portion of information he/she says to the class "Teach" and the class responds "OK!" In turn the students turn to teach each other, the same information that the teacher just covered, and the students can then take a note on the information if the teacher desires. The students are part of the teaching that is going on and the students delivering content to one another using all the students senses.

During this time the teacher observes the students' comprehension, if the teacher is not convinced the students understand the lesson, repeat this process. Otherwise, move to "class-yes" and begin another short lesson.

2.4.1.5 The Fifth Element of the Big Seven is the Mirror

“It is the simplest and most powerful technique. The teacher say “mirror” and the students will respond “mirror”... Then the students will mimic both the speech and gestures of the teacher”.

From the statement can conclude This is the main part of the lesson where teachers are expected to contribute their own "silliness" and movements into the lesson. Teachers will incorporate their own gestures, songs or chants in this portion of the lesson and the students are expected to "mirror" the teacher after the teacher says "Teach" and the class responds "OK."

2.4.1.6 The Sixth Element of the Big Seven is the Switch

“Students should be encouraged to discuss and share their experience of what they have learned with each other in class one student will teach and the other will listen, the moment the teacher says”switch” student response”okay” the students exchange their role”.

From the statement can conclude, This step is to be used with the "Teach-OK" step, while students are teaching it is imperative that the same student not teacher every time. Therefore, in order to get every student involved in the lesson, the teacher will direct the students to "Switch!," the students will respond by saying "switch". and the teaching partner switch roles.This insures that students who are reluctant to talk are actually teaching their partner.

2.4.1.7 The Last Element of the Big Seven is the Scoreboard Game

“To support attention and motivation in the classroom the teacher created the scoreboard. The purpose of the scoreboard is not to transform the behavior of the students, but to unify as many students as possible behind the teacher leadership”.

From the statement can conclude, Depending on the age of the students there are two different scoreboard games. Students receive smileys or frownys in return for procedures performed well or procedures performed badly. students receive a point when they perform a procedure well, and they also receive the "One second party!," and response. If students do

not perform a procedure well, the teacher gives himself/herself a point and the "Mighty Groan!" response takes place.

2.4.2 Teaching Descriptive Text using Whole Brain Teaching Method

There was some ways of the teacher in teaching descriptive text by using whole brain teaching method: (1) Explain the whole brain teaching method. (2) Teacher introduced students about descriptive text, and taught them the generic structure and grammatical features of descriptive text. (3) Students was divided into small group (4 students) and then the teacher will explain the game of the Whole Brain Teaching method namely the genius ladder (4) each group discuss about put vocabularies and down into sentence, make a idea into paragraph, and use organize the sentence into paragraph (5) each group presentation their result to another group and discuss whether they agree or disagree.

2.5 Previous Research

1. Lusiana Dewi Kusumayati¹, Ernadewi Kartikasari² (2018). "EFFECTIVENESS WHOLE BRAIN WRITING GAME IN TEACHING WRITING, This research was conducted in grade VIIC and VIID SMP N 7 Surakarta. Grade VIIC was used as experimental class while VIID was used as control class. Both classes were taught using the same topic and time period but using different method. Experimental was taught using Whole Brain Writing Game, while control class was taught using Direct Instruction Method. In collecting data, the researcher used pre-test and post test. The data were analyzed using t-test formula to know the effectiveness of the treatment given in experimental class. It means that there was no significance difference on the students taught using Whole Brain Writing Game (WBWG) and students who were taught using Direct Instruction Method (DIM). Even though the result of their mean scores are not

significantly different, the students taught using WBWG had better writing achievement with mean score 74.34 while mean score in control class 71.16. The difference of the mean scores was 3.18. It can be concluded that the writing skill of students taught using Whole Brain Writing Game is not significantly difference from the students taught using Direct Instruction Method even though from the result of mean score, students who were taught using Whole Brain Writing Game having better writing achievement than those who were taught using Direct Instruction Method.

2. Sandi, Febri Ari. 2014. "ENHANCING THE STUDENTS' WRITING SKILL USING TRIPLE GOLD WRITING TECHNIQUE OF WHOLE BRAIN TEACHING METHOD. This study was carried out to improve the students' writing skill through Triple Gold Writing Technique (TGW) of Whole Brain Teaching Method in the first year of MAN I Salatiga in academic year 2014/2015. The subjects of this study were consisted of 37 students. The method used in this study was Classroom Action Research (CAR). The score of Minimum Mastery Criterion- Kriteria Ketuntasan Minimal (KKM) In conclusion Triple Gold Writing Technique of Whole Brain Teaching Method could enhance students' writing skill.

2.6 Conceptual Framework

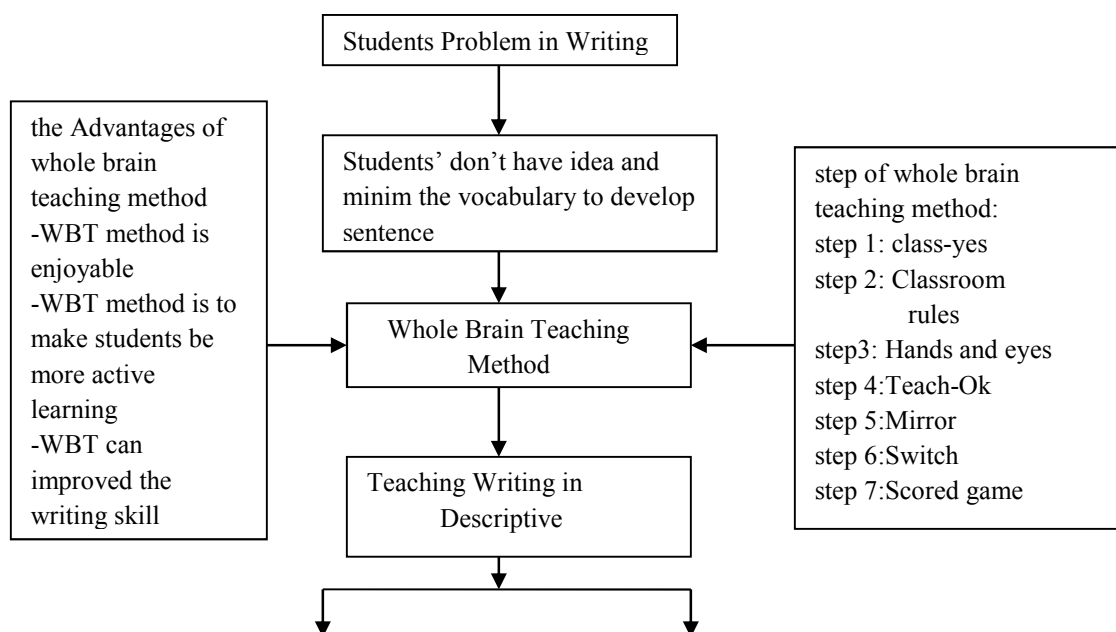
Writing is one of the four language skills that should be mastered. Writing is process to express what people think to inform of words in written form. As one types of writing ,descriptive is important to study . A descriptive text is the activity of writing a something that describes through identification and description

In fact there are many students who still cannot achieve this goal. some of students get some difficulties in writing descriptive. That's Way it is necessary to have a way in solving in

the case should be noticed in order to improve their ability so, they can write good writing descriptive text. One way to improve students' ability in writing descriptive can be apply through Whole Brain Teaching Method. The use Whole Brain Teaching Method students focus enjoyable on the subject and they do not feel bored. Because they can show their progress in learning. Whole Brain Teaching Method suggest them to discuss the problem in group activities.

The implementation of whole brain teaching method as following are, first students divided into small group. Second, each group is given a different question relevant to a particular topic at the top. Third, student work in their groups and write down their ideas. Fourth, students rotate their result to another group and discuss whether they agree or disagree. the last students then write down their own thought on the issue. if their ideas have stemmed from the previous groups written responses they could connect their ideas with an arrow.

Based on the explanation above the Whole Brain Teaching Method is an interesting method to be used in teaching learning. It makes students be motivated and be active in the classroom.



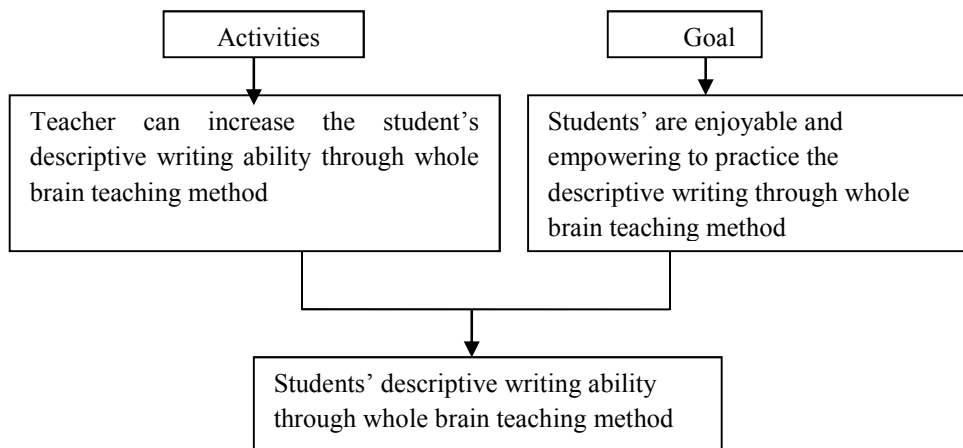


Figure 2.1 Conceptual framework of the use of whole brain teaching method to improve the student's writing skill on descriptive text (Sigalingging Natalia,2019)

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research design

This research is conducted by applying Classroom Action Research (CAR). According to Wallace (1998:16) stated that action research involves the collection and analysis of data related some aspect of our professional practice. class action research is an action research conducted by teachers in the classroom. classroom action research is a research aimed to improve the quality of learning practice that focus on the process of teaching and learning in the class, classroom action research is one of strategies for solving problem which use real action and analyze every influence from the situation.

3.2 Population

Population and sample are important elements in research. Population is total member of the research respondent (Arikunto, 2006:130). In this research, the population is the entire of the first grade students SMP N 5 Percut Sei Tuan in the academic year of 2019/2020.

3.3 Sample

Sample is part of the population, which is used as the source of the real data of the research. The sample of this research will take from one class which consist of 28 students.

3.4 The Instrument of the Research

Quantitative data and qualitative data were used in this research. In collecting the quantitative data, the writer gave the writing test to students as the instrument. it is used to know student's ability in writing. The types of the test was the descriptive test. In collecting the qualitative data, the researcher used:

1. Diary notes

Diary notes are used to note personal evaluation about the situation of the class during teaching learning process in writing.

2. Observation sheet

The writer analyzed students when they are writing descriptive text in classroom and make the documentation about the class activities . The writer gave observation sheet in post test cycle I and cycle II. the aim of observation sheet is to observe the entire situation or the condition that happened during the process of teaching learning.

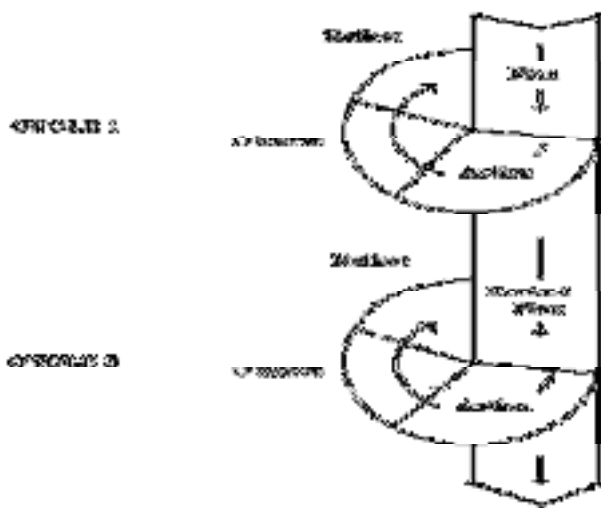
3. Questionnaire sheet

The writer known the respond and perception of the students. it is given to the students in the last test. The writer will gave questionnaire sheet whole above the lesson. The writer gave question about 10 questions in the post test to know how far the students' ability in writing about

descriptive text through whole brain teaching method it is made to know how far the students respond and perception the lesson.

3.5 The Design and Procedures of the Classroom Action Research (CAR)

The procedure of teaching and learning in this research is divided into two cycles. Each cycle contained four steps they were planning, acting, observing, and reflecting in the first meeting before conducting the cycles in order to get the situation of the teaching learning in class and information of the students comprehension and there was also test in the end each cycle. To support the reflection the writer adds the evaluating phase in each cycle



3.5.1 Cycle I

In this study, cycle one is to get the background situation of the teaching learning process in the class to consist of meeting. the procedure of the first cycle could be seen as follow:

- a. Planning

Planning was arrangement for doing something. in planning it is considered everything that was related to the action done and also prepared everything that was needed in teaching and learning process. many activities that are done in planning, they were:

- 1) Prepared lesson plan
- 2) Prepared material about writing descriptive
- 3) Prepared the instrument for collected data: writing test. it is used to know the development that exist since apply writing ability by using whole brain teaching method
- 4) Asked the students to write descriptive, it was to know the students' basic skill in writing descriptive before giving the treatment
- 5) Determined the collaborator which helped the researcher to doing the research, to analyze the weakness in learning process and to reflect the result of teaching learning process.
- 6) Preparing the assignment

b. Action

Action was a process of doing things. it was the implementation of planning. The researcher should be flexible and welcome to the situation changed in school.:

- 1) The teacher asked the students to do by self
- 2) The teacher introduced the topic to the students about descriptive text.
- 3) The teacher gave a brainstorming stage for the students and then distributed the text.
- 4) The teacher Explained the importance and characteristics of writing descriptive (generic structure)

- 5) Gave the student's a descriptive text and ask the student's to read and identify the descriptive writing and generic structure of descriptive text..
- 6) Ask the student's to compare result or answers from each other
- 7) After that, The teacher give descriptive test to the students.

C. Observation

Writer observed the entire situation or the condition that happened during the process of teaching and learning. Beside that, the writer observed the teaching method that is used by the writer in order to give the comprehension and improve the result of students learning to the material given., and all the activities while give the action. In this research,the observation focused on:

1. The situation of teaching learning process
2. Student's activities
3. student's ability in identifying the descriptive text and their discussion,
4. The interaction between researcher and students

d. Reflection

Reflection is feedback process from the action that was doing previously. it was very necessary to help the writer make decision for what has done. The writer took the feedback of teaching and learning process from the result of the observation. from the result of the observation the problem that existed the cause of problem is analyzed

3.5.2 Cycle II

Action research is cyclical. After cycle of planning, action, observation, and reflection in cycle I, the process in the cycle II is the same with first cycle, with of course more

improvement skill writing descriptive text used whole brain teaching method. Cycle II is done if there is insignificant improvement of student's skill writing descriptive text used whole brain teaching method.

3.6 Scoring of Writing Test

In scoring the written test, the cumulative score was ranging 0-100 to score the students performance in writing descriptive text, some criteria is used. According to (Weigle, 2002:116) states that scoring depending on the purpose of the assesment,script may rate on such as features of content (30), organization (20), grammar (25), vocabulary (20), mechanics (5). The total score is 100.

Table3.1 Scoring of Desriptive Text

Assesment		Criteria	Score
Generic Structure	Identificationn	Excellent to Very Good	20-18
		Good to Average	17-14
		Fair to poor	13-10
		Very poor	9-7
	Description	Excellent to Very Good	30-27
		Good to Average	26-22
		Fair to poor	21-17
		Very poor	16-13
Grammatical Aspects	Language Use	Excellent to Very Good	25-22
		Good to Average	21-18
		Fair to poor	17-11
		Very poor	10-5

	Vocabulary	Excellent to Very Good Good to Average Fair to poor Very poor	20-18 17-14 13-10 9-7
	Mechanics	Excellent to Very Good Good to Average Fair to poor Very poor	5 4 3 2
Total			100

3.7 The Technique of Data Analysis

Quantitative data is analyzed by computing the scores of completion test. The mean of students' score is computed in every completion test within two cycles in order to see students' score in each completion test, the following formula is applied:

$$\bar{X} = \frac{\sum X}{N} \times 100\%$$

Where:

\bar{x} = The mean of the students

$\sum X$ = The total score

N = The number of the students

Next, to categorize the number master students, The researcher continuous it by applying the formula:

$$P = \frac{R}{T} \times 100\%$$

Where:

P = The percentage of students who get point 75 up

R = The number of students who get point 75 up

T = The total number of students who do the test