CHAPTER I

INTRODUCTION

1.1 Background of the Study

Languageis very important form one sentence as the topic and then explain to some sentences which is used to communicate something between two or more people in daily live. By using language / people can express their feelings, emotions and deliver the message so they can cooperate and understand each other. The most important language to study that is mostly used around the world is English.

English is an international language and it has been applied in lesson that should be taught from the lowest level to highest level. English is very important because it has been used spread all over the world that used by people to communicate each other. Teaching English is in the school is a basic in understanding English. In the school English lesson is almost taught every day. It is also very important for students to master English fluently in all skills. The skills are listening, speaking, reading, and writing. Those skill are related one each other. The writer mainly focuses on writing skill.

Writing skill is very important to be learned because to master English language, people should master in producing text both spoken and written form. Writing skill help the students to master the otherskills. When students are afraid and shy to express their ideas in speaking, they can tell what they want to say by writing it down on a paper in order to express their thought and their feeling. As we know texting, chatting, and some social media are the kinds of writing to express and to share people's feeling and emotion. Writing encourages the students to focus on accurate language use because they think as they write, it may well provoke language

development as they resolve problems which the writing puts into their minds (Harmer, 2004:31). Writing is also considered the most difficult and complicated language skill to be learned because writing needs hard thinking to produce idea, words, and punctuations. Mastering the elements of language such as vocabulary, grammatical are needed in writing skill, especially in descriptive text.

Descriptive text is howto describe a particular person, place or thing. It tells how something looks, feels, smells, tastes, and sounds. Descriptive text is not only learned in the school, it can be found in the daily life such as how to describe about something (parents, friends, teachers, food, place, etc). It is also helpful the students to learn writing descriptive text.

However, some of Senior High School students have not reached writing descriptive text well. It can be seen based on the writer's experience in Teaching Practice Program (PPL) in eleven grade senior high school, when the English teacher asked them to write a descriptive text, only few of them understood the descriptive text. It seen from their assignments' result was not satisfied.The writer found that problem in student's writing is descriptive text. The first one is many students couldn't organize their ideas well. Then, they couldn't write their opinion into target language well. Next it is also caused by they were afraid to make some mistakes in grammar, but the biggest problems are also happened because some of students difficult to remaind their experience and afraid to said what want to said.

Teaching and learning are not only the process of giving a knowledge to the students but also show the roles of the teacher and the students who participate in the activities in the classroom and outside throughout their duties and activities. The roles of teachers in teaching

process are very important because teachers become the main key in providing the knowledge to their students.

In order to solve the student's problems, the writer chooses Neuro Linguistics Programming Techniques to conduct this study. Using Neuro Linguistics Programming (NLP) can involves all of the students , so the students will not be bored, more active in the class and the students will be able to memorize vocabularies. Neuro Linguistics Programming (NLP) deals with the structure of human subjective experience, how we organize what we see, hear and feel, and how we edit and filter the outside world through our senses. It also explores how we describe it in language and how we act, both intentionally and unintentionally, to produce results.Therefore, by using Neuro Linguistics Programming the students can solve the problem well.

Therefore, the writer formulates a research entitled " The Effect Of Neuro Linguistics Programming in teaching writing descriptive text"

1.2   The Problem Of Study

Based on the background of study above, the writer formulates the problem of study as " DoesNeuro Linguistics Programming Techniques affect students' ability on writingDescriptive Text?"

1.3   The Objective Of the Study

Based on the problem above, the objective of study as to know whether NeuroLinguistics Programming Techniques students' ability on writing Descriptive text or not"

1.4 The Scope Of the Study

There are four skills in English, they are listening, speaking, reading, writing and the writer only focus on the writing. Also there are many kinds of genres in writing namely descriptive, procedure, review, report, recount, exposition, narrative, news, anecdote, explanation, etc and the writer only focuses on descriptive text. Descriptive text contain of definition, generic structure and lamguage feature/ characteristic. The writer focus on generic structure of descriptive text. There are two generic structure of descriptive text namely identification and description. There are many techniques to gain students' mastery in writing, they are filling in the blank technique, memorization technique, use word in sentences technique, composition technique, dictation technique, map drawing technique, choose a new identity and neuro linguistics programming techniques and the writer only focus on Neuro Linguistics Programming Techniques. So, the scope of this research is limited only on writing generic structure of descriptive text in Neuro Linguistics Programming Techniques.

1.5 The Significances of the Study

The result of the research is expected to be theoretically and practicallysignificant for:

1. Theoretically

a. The result of this study can be used as new perspective the students' writing descriptive text by using Neuro Linguistics Programming Techniques

b. The result of this study can be used an alternative in writing descriptive text

2. Practically

a. To the Students

The result of research is expected to improve student ability in writing descriptive text

b. To the Teachers

The result of research is expected to solve the students problem in writing descriptive text by applying Neuro Linguistics Programming Techniques.

c. To the Researcher

The result of this research can be used as the reference for the next researchers who are interested in the strategies of teaching language in writing skill.

1.6 The Hypothesis

Hypothesis is a basic assumption or temporary answer which needs the proof through the research and to know how deep the truth is.

Ha =The students who are taught by using Neuro Linguistics Programming Techniques will have better skill in writing Descriptive Text that the students who are taught using conventional techniques.

H0 = The students who are taught by using Neuro Linguistics Programming Techniques will not have better in writing Descriptive Text than Conventional Techniques.

CHAPTER II

REVIEW OF LITERATURE

2.1   Theoretical Framework

In this chapter presents the theoretical review and the conceptual framework. In the theoretical review, the writer discusses some theories and the research studies which are relevant with the topic and relates the theories to the study and to avoid misunderstanding between the writer and the readers.

2.2   Writing

Writing is an important skill to be mastered in learning English as a foreign language. And it is form of communication that allows students to put their feelings and ideas on paper, to organize their knowledge and beliefs to plan what to say, plan how to say it and understand what the reader needs to know. According to Levy and Sarah in Arina Pratiwi (2013)" Writing is an act of creative processes to construct a blank page to be a coherent structure by expressing the feelings, emotions, attitudes, prejudices, values and the full range of human experiences.

Writing is a social act that can occur within particular situations. It is therefore influenced both by the personal attitudes and prior experiences that the writer brings to writing and the impact of the specific political and institutional contexts in which it takes place. By using detailed observations of acts of writing, participant interviews, analyses of surrounding practices and other techniques, researchers have developed interesting accounts of local writing contexts. These descriptions give significant attention to the experiences of writers and to their under-standings of the demands of the immediate context as they write (Ken Hyland , 2009 : 26).

According to Brown in Dahler " Writing is often considered as the most difficult and boring activity among the four language skill in english. Acauiring writing skill needs a lot of practice, and to produce a piece of essay needs long process hence the appropriate method of teaching and learning is very important to help students to be skillful in writing. This is because the process of writing requires a set of competencies.

Writing is frequently useful as preparation for some other activity, in particular when students write sentences as preamble to discussion activities. This gives students time to think up ideas rather than having lower levels, and find difficult. And writing is used to help students

perform a different kind of music people like. The teacher then asks them all to stand up and circulate around the class asking their colleagues the questions they have previously prepared. They write down the answers and then report back to the class on what they have found out.(Harmer, 2004:33).

Writing is an extremely difficult task if they are trying to grapple in their language with new ideas and new ways of looking at them. Sitting down to write can be an agonizing experience, which doesn't necessarily get easier with the passage of time and the accumulation of experience. For this reason you need to reflect upon and analyze your own reactions to the task of writing (Gordon Taylor , 1989 : 3).

Based on the explanation above, the writer concludes that writing is a activity to written a words or information by using the ideas , opinion on a paper. Through writing the students will be more brave to express their feelings, emotion , problems, etc and it can help the students to give the new ideas to describe about something.

2.2.1 Functional Writing

According to Andrew (2008 : 204-206) The writing prompts below can be used to create more authentic writing experiences. Keep in mind that a writing prompt is only a temporary device. Ultimately, you want students to be able to choose their own writing topics. And Functional writing the type of writing done for everyday sorts of tasks can be used to design authentic writing activities. Six functionalwriting tasks are described below :

a. Letters to parents, grandparents, or other relatives :Have students writesimple, short letters telling about something at school, a tutoring session, or something else going on in students' lives. Relatives love getting cards.

b. Cards for holidays or special occasions :Students can make simple holidaycardsor greetingcards.The easiest way is to cut a 6x11 paper in halfand then fold it. You could also make up holidays or special occasions suchas "Happy Haircut" or "Happy New Shoes." Have students illustrate ordecorate their cards as well. The students can write what they want to say about their holiday and their special occasion in cards.

c. Rules :Students create and write a set of rules for reading class (three to five) to be posted. Rules may include such things as: try your best, findbooks that you like, always bring your notebook, and so on.

d. Lists or things to remember: Students create lists of things or important eventsthey need to remember. This could be used to rememberthings scheduled for that day. A planner or calendar could also be used toremember things more long term.

e. Reading lists: In a portfolio, journal, or on a poster, students keep alist of books (and other things) they have read.

f. Journals :Using journals or literature logs can be used to record students'reactions to what they are reading or for any of the aesthetic responsequestions and activities described.

2.2.2 Teaching Writing

Teaching writing is a skill that is used by the teacher to learn how to communicative well with each other and the students can write their ideas on paper. The students have to know how to step's writing and role of writing such as to understand grammar and structure, to memorize a lot of vocabulary and spelling. Harmer (2004:11) states "A consideration of the writing process, and how speaking and writing are related to each other especially in a world of changing communication media is not only of academic interest. It also hasimplications for the way we teach writing.

According to Andrew (2008: 180-181) "The greatest extent possible, the teacher should provide opportunities for students to select writing topics that they care about, topics that invite themto say what it is they want to say. This will create greater motivation towrite, which, in turn, will improve students' writing and communicatingskills and result in a more interesting and engaged classroom or tutoringsession. However, if students aren't used to selecting their writing topics they may need a little help".

According to Heaton (1988:135) "The writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgmental elements.The following analysis attempts to group the many and varied skills necessary for writing good prose into five general components or main areas".

a. Language use : the ability to write correct and appropriate sentences ;

b. Mechanical skills : the ability to use correctly those conventions peculiar to the written language – e.g. punctuation, spelling ;

c. Treatment of content : the ability to think creatively and develop though, excluding all irrelevant information ;

d. Stylistic skills : the ability to manipulate sentences and paragraphs, and use language effectively ;

e. Judgment skills : the ability to write in an appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organize and order relevant information.

The actual writing conventions which it is necessary for the students to master relate chiefly to punctuation and spelling.

2.2.3 The Process of Writing

To be a good writer the people must follow the process of writing. The process of writing is virtually the same for all writers. The writers get their ideas from many different sources. They organize what they have to say. They ask what others think, revise and need to move through the writing process just like everyone else. Harmer (2004:12) process writing is a way of looking at what people do when they compose written text. We have seen that it is recursive and may involve many changesof direction while the writer chops and change between the four main process elements.

According to Juli and Outey(2006 : 4-8), there are five of the writing processes, they are :

1. Prewriting : This involves providing experiences and comprehensible input that help students to build background. Encouraging kids to draw on their prior knowledge and schema by making connections between what they already know and what they are learning helps them develop as proficient writers.Through brainstorming and the use of graphic organizers, English Language Learners learn to organize their writing by discussing and visualizing before they start.

2. Drafting : This offers students the oppourtunity to get their ideas down. It may be in writer's notebook, on separate sheets of paper or on the computer. Students who struggle with handwriting often prefer to use a computer for the first paragraph. This eliminates the frustration they fell as writers and make it easier for reader to make sense of their work. When they are writing a draft, we ask writers to say the word they want to spell aloud slowly and listen to the sound they hear. Then we ask them to write down what they hear and move on with their writing. During editing, special attention will be paid to correct spelling.

3. Revising : We use small group lessons as an oppourtunity to teach writers about revision and how to use the Revision Checklist we created. To help our writers, we require that the

first step of Revision be rereading. We encourage them to reread their writing aloud to a revision partner or a small group and listen to the words they wrote as they read. Then we ask that the partner reread the piece to the writer so that they can listen again. We encourage writers to choose their own partners for revision tasks and to pick someone with whom they are comfortable working. This creates a low-anxiety, risk-free environment and motivates writers to revise.

4. Editing :We use small groups to teach our writers how to use the Editing Checklist and incorporate what they are learning about grammar and conventions into their editing. It begins by giving student a copy of the list to staple into their writing folders for easy reference. We go through the entire list, one item at a time, thinking aloud as we work. In this way, every student understands how to use the checklist and is accountable for editing their writing as well as that of their peers. They are expected to have worked through this checklist with a partner before asking the teacher for help.

5. Publishing : Publishing offers writers oppourtunities to take their writing out into the world. Taking advantages of class and schoolwide anthologies and literary magazines to collect student writing make it available to readers in class and school libraries. When kids take their writing, such as picture books, to younger student's classes to share, they get a response from others. Not all pieces of writing get published. Writing folders give kids a place to collect the pieces that they choose not to publish. Periodically, they can go back through the writing there to see if there are pieces they want to revise or rework.

2.2.4 Genre of Writing

Genre is a term about a style of expressing yourself in writing. Ken Hyland (2009:15) Genreis a term for grouping texts together, representing how writerstypically use language to

respond to recurring situations. Every genrehas a number of features which make it different to other genres: each hasa specific purpose, an overall structure, specific linguistic features, and isshared by members of the culture. For many people it is an intuitively attractive concept which helps to organize the common-sense labels we use to categorize texts and the situations in which they occur. The concept of genre is based on the idea that members of a community usually have little difficulty in recognising similarities in the texts they use frequently and are able to draw on their repeated experiences with such texts to read, understand and perhaps write them relatively easily.

Peter and Megan (2005:17-21) state " The aim of genre, text and grammar approach, then , is to provide students with the ability to use the codes of writing effectively and efficiently. Without these codes the process of writing can be a frustrating and unproductive process. There are four definition of genre First, genre is an organizing concept for our cultural practice; second, any field of genres constitutes a network of contrast according to a variety of prameters; third, genre is a place occasion, function, behaviour and interactional structures it is very rarely useful to think of it as a kind of text; fourth, cultural competence involves knowing the appropriateness principle for any genre, knowing the kind of margin you have with it, being able to vary it, knowing how to shift from one to another and how many factors would be involved in any such shift".

According to Pardiyono (2007),*Genre dapat didefinisikan sebagai jenis text yang berfungsi sebagai pola rujukan sehingga suatu text dapat dibuat dengan efektif, efektif dari sisi ketepatan tujuan, pemilihan dan penyusunan text, serta ketepatan dalam penggunaan tata bahasa*(Genre is as type of the text that function as pattern reference so a text can be made from the side of the precision objectives, the selection, and preparation of text as accuracy in use

grammar). And there are many kinds of genre are commonly used in writing. They are ; (a) *Descriptive adalahteks yang menjelaskanataumenggambarkansuatubenda, orang, tempat*(Descriptive is a text to describe a particular person, place or thing). (b)*Recount adalah suatu teks yang menceritakan kembali pengalaman dimasa lampau* (Recount is a text to retell the events for the purpose of informing or intertaining). (c) *Narrative adalah teks yang menceritakan suatu peristiwa sehingga pembaca se olah-olah mengalami kejadian tersebut* (Narrative is a text to retell the tsory that past tense and the purpose is to amuse the readers). (d) *Procedure adalah suatu teks yang menjelaskan bagaimana sesuatu dilakukan atau dicapai melalui urutan a tau langkah-langkah* (Procedure is a text that is designed to tell how something is achieved through a sequence of actions or steps). (e) *Explanation adalah sebuah teks yang berisi tentang prosesproses yang berhubungan dengan fen omena alam, sosial, ilmu pengetahuan dan lainnya* (Explanation is a text which tells processes relating to forming of natural, social, scientific and cultural phenomena). (f) *Discussion adalah tulisan yang memaparkan sebuah masalah yang didiskusikan dari sudut pandang yang berbeda* (Discussion is a text which present a problematic discourse and this problem will be discussed from different viewpoints). (g) *Exposition adalah teks yang menyampaikan sebuah pendapat*(Expositi on is a text to argue for aagaints a social issue). (h) *News Item adalah suatu teks yang menginformasikan pembaca tentang peristiwa yang layakdiberitakan ata u penting* (News Item is a text that informs the readers about newsworthy or important events of the day). (i*) Report teks adalah teks yang mengumumkan hasil penyelidikan atau mengumumkan sesuatu informasi* (Report is a text that

announce the result of an investigation or announce something). (j)*Anecdote adalah sebuah teks yang menceritakan kejadian yang tidak lazim untuk menghibur p embaca atau pendengar* (Anecdote is a text to share with others an account ofan unsual or amusing incident). (k) *Review adalah teks yang melakukan kritik terhadap kelebihandan kekurangan yang dimiliki karya untuk pembaca atau pe ndengar* (Review is a text to critique an art work or event for a public audiences).

2.3 Descriptive text

According to Pardiyono(2007: 33-62) Descriptive text adalah teks yang menjelaskan atau menggambarkan suatu benda, orang, tempat (Descriptive text is a text to describe a particular person, place or thing).

Generic Structure of Descriptive Text

a. Identification : Identifies phenomenon (person, place, or thing) that will be described.

b. Description : Describes parts, qualities, characteristics, etc

The characterstic of Descriptive Text

a) Focus on generalized human agents

b) Use of the simple present tense

c) Use mainly of temporal conjunctions to create the text coherent.

d) Use mainly of adjective to help idetification of the text.

Tabel 2.1 The Example of Descriptive Text

Borobudur Temple	
Identification	Borobudur temple is one of the most beautiful tourist resorts in Indonesia. It is situated in central Java. Borobudur temple is one of the seven wonders of the world which needs to be preserved its circumstances. The people all over the world know that Borobudur is one of the greatest art works that ever known since long time ago.

Description	Borobudur temple was built by Syailendra Dynasty during the eighth century. It needed more than two million river stones. It is thebiggest temple in the world. After going into some restorations, Borobudur is visited by more and more tourists, both domestic and foreign tourists. Most of them admire Borobudur temple because of its beauty, its elegance and the story of the relief on its walls.
	Domestic tourists usually go there by bus or private cars, while foreign tourists like to join travel bureau because they don't need to think of the transportation, accommodation, and itinerary. There are some money changers around the location. It makes them easier to change their money. But some of them like to bring credit cards and checks.

2.4 Technique

Technique is a types of activities that diffrent to used in learning process. Technique is a way of looking at teaching and learning. Underlying any language teaching technique is a theoretical view of what language is, and of how it can be learnt. Technique gives rise to methods, the way of teaching something, which use classroom activities to help learners learn.According to Harmer (2007 : 62 - 63)" Technique is the way in which people announce and develop new teaching practices can make disccussion of comperative methodelogy somewhat confusing. Some methods start as procedures and techniques which seem to work and for which and approach is then developed.People use the term Technique to refer the theories nature of language and language learning which are the source of the way things are done in the classroom which provide the reason for doing them. A Technique describes how language is used and how its constituent parts interlock in other words it offers a model of language competence. A Technique describes how people acquire their knowledge and makes statements about the conditions which will promote successful language learning".

2.5 Techniques in Teaching Writing

To teach writing well, the teacher must use technique to support the material so the student can understand the material fastly. According to Diane Larsen (2000) there are some techniques in teaching writing.

1. Fill in the blanks

    Students are given a series of sentences with word missing. They fill in the blanks with new vocabulary items or with items of a particular grammar type, such as prepositions or verbs with different tenses.

2. Memorization

    Students are given lists of target language vocabulary words and their native language equivalents and are asked to memorize them. Students are also required to memorize grammatical rules and grammatical paradigms such as verb conjugations.

3. Use words in sentences

    In order to show that students understood the meaning and use of a new vocabulary item, they make up sentences in which they use the new word .

4. Composition

    The teacher gives the students a topic to write about in the target language. The topic is based upon some aspect of the reading passage of the lesson. Sometimes, instead of creating a composition, students are asked to prepare a precis of the reading passage.

5. Dictation

    The teacher reads the passage three times. The first time the teacher reads it at a normal speed, while the students just listen. The second time the reads the passage phrase by phrase, pausing long enough to allow students to write down what they have heard. The last time the teacher again reads at a normal speed, and students check tehir work.

6. Map drawing

   The class included one example of a technique used to give students listening comprehension practice. The students were given a map with the oral communication is seen as basic. Thus reading and writing exercises are based upon what the students practice orally first. Pronunciation also receives attention right from the begining of a course.

7. Choose a new identity

   The students choose a target language name and a new occupation. As the course continues, the students have an opportunity to develop a whole biograpghy about their fictional to talk or write about their fictional hometown, chilhood, and family.

   Based on explanation above the writer concludes that teachnique is important to teach the students and help them in learning process.

2.6 Neuro linguistic programming (NLP)

Neuro Linguistics Programming(NLP) is a technique whichexplores the relationship between how wethink (neuro), how we communicateverbally and non verbally (linguistics) andour patterns of behavior and emotion(program). It means that Neuro is how to think criticism, effectives and fast inwriting skill by pictures. Linguistics ishow to give opinion and information byverbally and non verbally. Programmingis how to teach or educate the students'behavior and emotion as long as learning process.

Accourding to Joseph o'connor (1990: 1 -2) NLP is the art and science of personal excellence. Art because everyone brings their unique personality and style to what they do, and

this can never be captured in words or techniques. Science because there is a method and process for discovering the patterns used by outstanding individuals in any field to achieve outstanding results. This process is called modelling, and the patterns, skills and techniques so discovered are being used increasingly in counselling, education and business for more effective communication, personal development and accelerated learning. NLP is a practical skill that creates the results we truly want in the world while creating value for others in the process. It is the study of what makes the difference between the excellent and the average. It also leaves behind a trail of extremely effective techniques for education, counselling, business and therapy.

2.6.1 The Importantance of Neuro Linguistic Programming

According to Neil Shah (2011 : 5) "Neuro Linguistic Programming helps student to develop skill of writing because using this technique the students will be active in teaching process they can give the new idea that want to say and write down Because of this, student who gain content knowledge with Neuro Linguistic Programming are better able to apply what they know and can do to new situations. Also in Neuro Linguistic Programming , student not only understand content more deeply but also learn how to take responsibility and build confidence, solve problems, work collaboratively, communicate ideas, and be creative innovators. Neuro Linguistuc Programming allows teachers to works more closely with active.So, the students become director of their learning.

According to Joseph o'connor (1990: 9) "An important part of NLP is training in sensory acuity: where to place your attention and how to change and enlarge your filters so that you notice things that you had not noticed previously. It is present moment sensory awareness. When communicating with others, this means noticing the small but crucial signals that let you know how they are responding. When thinking, that is, communicating with yourself, it means

heightened awareness of your internal images, sounds and feelings. You need the acuity or sensitivity to notice if what you are doing is getting you what you want. If what you are doing is not working, do something else, anything else. You need to hear, see and feel what is happening and have a choice of responses. NLP aims to give people more choice about what they do. Having only one way of doing things is no choice at all. Sometimes it will work and sometimes it won't, so there will always be situations you cannot cope with. Two choices will put you in a dilemma. Having a choice means being able to use a minimum of three approaches. In any interaction, the person who has the most choices of what to do, the greatest flexibility of behaviour, will be in control of the situation.

Accourding to Joseph o'connor (1990: 11 -12) " There are some rules of Neuro Linguistic Programming so that you have the best chance of success. In NLP language, you choose a well-formed outcome. That is, an outcome that is well-formed in terms of the following criteria. First, it must be stated in the positive. It is easier to move towards what you want than away from what you do not want. Secondly, you must play an active part, the outcome must be reasonably within your control. The final frame round choosing outcomes is ecology. No one existsin isolation; we are all part of larger systems, family, work, friendshipnetworks, and society in general. You need to consider theconsequences of achieving your outcome in the context of these widerrelationships.

2.6.2   The Steps in Neuro Linguistics Programming

There are some steps in Neuro Linguistic Programming:

a. Asking the student that they are going on an inner experience seeing the great place they have ever visited.

b. Students are asked to relax, close their eyes, and go inside once inside they listened to the teacher produced fantasy.

c. Imagine a beautiful place that students have visited. The place that students really adore. Go inside the building and look around on it. Catch the sense in describing that building. Take a look on every single corner of the building or place. How students feel think of the words to describe how about the feeling. Take a deep breath and gently back to the room , bringing the feeling and open student's eyes.

d. Ask the students to describe what they feel about the place or the building that they see several minutes ago. Ask them to write down their experience in a piece of paper.

e. Check that they understand vocabulary of the experience

2.6.3 The Advantages of Neuro Linguistic Programming

Accourding to Pratiwi in Dahler (2013) the advantages of using Neuro Linguistics Programming (NLP) are :

a. using Neuro Linguistics Programming (NLP) makes the class active and enjoy because all of students take participation in doing discussion and learning process so that they will not bored.

b. Neuro Linguistics Programming can be flexible in choosing the topic. The teacher gives freedom to choose the object topic which they are consider is easy and they know to describe.

c. Using Neuro Linguistic Programming the students will be able to memorize vocabulary

d. Neuro Linguistic Programming icrease students motivation and skill.

2.6.4 The Disadvantages of Neuro Linguistic Programming

Behind the advantages, there are some disadvantages of applying Neuro Linguistic Programming :

a. Some of students are difficult to remind their experience. It needs long time to remember their experience.

b. The students have different opinions with the other students

c. The students who are less able to use the target language will be limited in issuing their opinions.

2.7 Previous research

There are previous researchers that related to the study : the first researcher is Edhy Rustan, (2017)*" Learning Creative Writing Model Based on Neuro Linguistic Programming"* The objectives of the study are to determine : (1) condition on learning creative writing at high school students in makasar, (2) requirement of learning model in creative writing, (3) program palnning and design model in adeal creative writing, (4) feasibility of model study based on creative writing in neuro linguistic programming, and (5) the effectiveness of the learning model based on development of learning model. The research design is qualitative research by observation, interviews, questionnaires, and test results. The feasibility of the model i done through expert assesment, testing one to one, small group trial, a large group trial, and trial on its effectiveness. The result of the data analysis show that (1) the objective condition has various problems in learning to write short stories, (2) analysis of objectives has varous needs, deficiencies, and desire of students and teachers in developing creative writing based on learning model in neuro linguistic programming, (3) learning model covers focus, syntax, social system, the principle of reaction, means of support, and the impact of learning, (4) eligibility models by experts produces valid result, a trial one to one has practical result, a small group trial, and large

group trial obtainenforceability of the model in good criteria, and (5) model based learning crreative writing in neurolinguistic programming is proved to be effective in improving skill of high school students to write short stories in Makassar.

The similarity between the first previous research and this thesis is same in using Neuro Linguistic Programming in writing skill but the differences is first previous researcher use Neuro Linguistic Programming in teaching writing short stories but in this research use Neuro Linguistic Programming in teaching writing descriptive text.

By using Neuro Linguistic Programming can be one of the creative way to support the student's skill in writing descriptive text and it can help the writer to solve the problem students.

The second researcher is Dahler (2013) " *Improving Writing Descriptive Text By Using NLP strategy at VIII Grade of SMPN Duri"*. The purpose of this research was to improve the students writing skill by using Neuro Linguistic Programming (NLP) strategy at VIII grade of SMPN 11 Mandau Duri. The research design was Classroom Action Research (CAR) consisted of two cycles. The data collected were by using test, field note, observation sheet, and interview. Then, the data collected were analyzed by using scoring rubric of writing desvriptive text . the result showed that students writing skill was 38 (failed) improve to 51 (failed) in cycle 1 to 70 (pass) in cycle II. It was caused by some factors, those were the teacher gave motivation, created enjoyfull experience, comfortable classa and used various media. In conclusion, the use of NLP strategy has many beneficial.

And the second previous research use Neuro Linguistic Programming to see the improvement in teaching writing descriptive text but this research is to see the effect of Neuro Linguistic Programming in teaching writng descriptive text.

The advantages from this research to help the writer to complete the theory of writing descriptive text, and it makes the writer easier in her research to find out the comparison between this previous research and the her research.

2.8 Conceptual Framework

Writing is one of the skills that must be master in English. By Writing, thelearners can express their opinions, ideas, thought as much as possible. Sometime, teaching writing is difficult in some teachers, the teacher must be wise to choose technique to teach writing. The teacher must choose a technique to teach writing so the learners can improve their writing well. One of the techniquethat suitable to teach writing is Neuro Linguistic Programming Technique. In Neuro Linguistic Programming Technique, the learners must be able to solve the problem that given by the teacher. In applying Neuro Linguistic Programming Technique, it is necessary to help thelearners their writing ability especially in writing descriptive text.
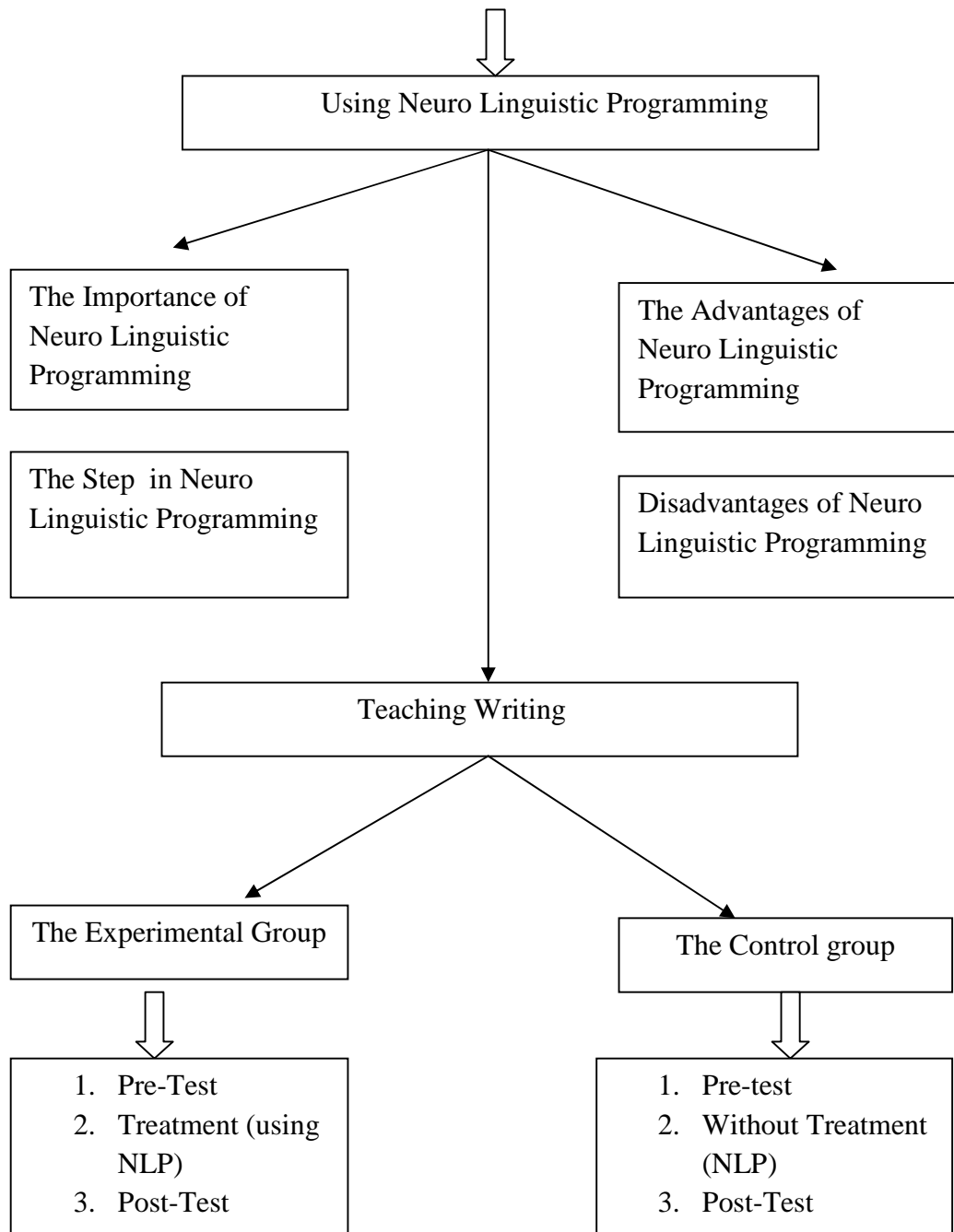
Students Problem in Writing Descriptive Text

```
                                    ⇓
          ┌──────────────────────────────────────────────┐
          │        Using Neuro Linguistic Programming     │
          └──────────────────────────────────────────────┘
            ↙                    │                      ↘
┌───────────────────────┐       │       ┌───────────────────────┐
│ The Importance of     │       │       │ The Advantages of     │
│ Neuro Linguistic      │       │       │ Neuro Linguistic      │
│ Programming           │       │       │ Programming           │
└───────────────────────┘       │       └───────────────────────┘

┌───────────────────────┐       │       ┌───────────────────────┐
│ The Step  in Neuro    │       │       │ Disadvantages of Neuro│
│ Linguistic Programming │       │       │ Linguistic Programming│
└───────────────────────┘       │       └───────────────────────┘
                                 ↓
                  ┌──────────────────────────┐
                  │      Teaching Writing     │
                  └──────────────────────────┘
                   ↙                        ↘
┌───────────────────────┐       ┌───────────────────────┐
│ The Experimental Group │       │   The Control group   │
└───────────────────────┘       └───────────────────────┘
            ⇓                               ⇓
┌───────────────────────┐       ┌───────────────────────┐
│ 1. Pre-Test           │       │ 1. Pre-test           │
│ 2. Treatment (using   │       │ 2. Without Treatment  │
│    NLP)               │       │    (NLP)              │
│ 3. Post-Test          │       │ 3. Post-Test          │
└───────────────────────┘       └───────────────────────┘
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Figure 2.8.1 **The Conceptual Framework of Students' Ability W***riting Descriptive Text through Neuro Linguistic Programming.* **(Nince Ringo Ringo 2018)**

CHAPTER III

RESEARCH METHODOLOGY

3.1   The Research Design

This research was designed by using experimental quantitative research. According to John (2009 : 4) "Quantitative researchis a means for testing objective theories byexamining the relationship among variables, these variables in turn, can be measured. Typically on instruments, so that numbered data can be analyzed using statistical procedures".

Arikunto (2014 : 19) " *eksperiment adalah metode penelitian yang menggunakan treatment untuk mencari pengaruh pada peningkatan prestasi belajar siswa"* (Experiment is a research method that used a treatment to look for the effect of increase the students' ability). There weretwo variables in this research namely Neuro Linguistic Programming as independent variable and writing as dependent variable.

In this experimental research, there were two classes will be used, namely experimental group and controlgroup. The experimental group was the one who useNeuro Linguistic Programming while the control group who used the conventional approach. The design can be figured as following :

Table 3.1Research Design

Groups	Pre-test	Treatment	Post-test
Experimental	✓	By using Neuro Linguistic Programmingtechnique	✓
Control	✓	By using Conventional treatment	✓

3.2   Population and Sample

In thisresearch, the writer has found the population and sample before taking the data.

3.2.1 Population

Arikunto (2014 : 173) say that *"Populasiadalahkeseluruhansubjek, apabilaseseoranginginmenelitisemuaelemen yang adadalamwilayahpenelitian, makapenelitiannyamerupakanpenelitianpopulasi"* (Population is the whole of research object, if someone want to observe all the elements in the research area, so the researcher calls population research). From the explanation above, The population of this research is students at the eleventh grade of SMK Negeri 5Medan which consists of three classes, they are tehnik otomotif class, tehnik bangunan class, tehnik kendaraan ringan class.

3.2.2 Sample

Arikunto (2014 :174) explained that *"sampel adalah sebagian atau wakilpopulasi yang diteliti* (sample is a part of population which is observed). The sample of this research will use random sampling. According to Arikunto(2014 : 177) *Teknik sampling dilakukan karena dilakukan dengancaramencampursubjek-*
sebjeknya didalam suatu populasi sehingga semua subjek dianggap sama . Random sampling will do by mixing all the subjects research in one population and then the writer chooses the sample."

The sample of this research consistsof two groups namely control class and experimental class. Teknik Bangunan class consists of 20 students as a control class and Tehnik Kendaraan Ringan class consists of 20 students as an experimental class.

3.3 The Instrument of Collecting Data

In order to make easy to get data, the writerused a test as the instrument of the research. The data was taken by using descriptive writing test. It gave to both of the classes administrasi perkantoran class as an experimental group and pemasaran class as a control group in pre-test and post-test.

3.4   The Procedure of Collecting Data

The writerconducted an experimental group and control group. The experimental group was given the treatment by applying Neuro Linguistic Programming Technique while the control group was conventional treatment .The research procedure consists of three parts namely, pre-test, the treatment and post-test. The pre-test wasadministered before treatment. Both experimental and control group was given the same pre-test. The test was used to find the students'ability on writing descriptive text of both group. Both of group had been given the same test, they were asked to writedescriptive text. In post-test was also same, the students had given given the same testof descriptive text. The result of the pre-testwas compare with the post-test (after treatment) to find out the effect of Neuro Linguistic Programming Technique on students'ability in writing descriptive text.

Table 3.2

Teaching Procedure of Experimental and Control group Activities

No	Step	Control Group	Experimental Group
1	Pre-test	1. Teacher greets and checks the students' attendance 2. Teacher explains the topic that they will learn	1. Teacher greets and checks the students' attendance 2. Teacher explains the topic that they will learn

		3. Teacher explains what the students will do 4. Teacher gives the pre-test to the student and then the students do it. 5. The teacher give the score for the students' test	3. Teacher explains what the students will do 4. Teacher gives the pre-test to the student and then the students do it. 5. The teacher give the score for the students' test
2	Treatment	Without Neuro Linguistic Programming Technique 1. Teacher greets and checks the students' attendance. 2. Teacher asks the students to open their book and explain the topic "Descriptive Text" 3. Teacher asks the students to read the example of "Descriptive Text"	By Using Neuro Linguistic Programming Technique 1. Teacher greets and checks the students' attendance. 2. Teacher teach the student based on steps of Neuro Linguistic Programming 3. Teacher asks the students to open their book and explain the topic "Descriptive Text" 4. Teacher asks the students to read the example of "Descriptive Text" 5. Teacher devides the students into some groups 6. Teacher asks the students to make the example of Descriptive text 7. And the teacher asks them to describe about something and write on paper.
3	Post-test	1. Teacher greets and checks the students' attendance 2. Teacher gives a topic to the students and ask them to do it in group work 3. The teacher give the test to the student. 4. Teacher checks their works and then give the scores.	1. Teacher greets and checks the students' attendance 2. Teacher gives a topic to the students and ask them to do it in group work 3. The teacher give the test to the student 4. Teacher checks their works and then give thescores.

3.5 Test Specification

The test would be given to the student must to have test specification to know that how specific the test is. According to Pardiyono (2007: 33) the generic structure of descriptive text are identification and description. There was described as the test specification in descriptive text.

No	Element of Descriptive Text	Text Item	Kind of Text	Total Score
1.	Identification	1	Essay	40

2.	Description	1	Essay	60
	Total			100

3.6 Techniques of Analyzing Data

The steps in analyzing data, they are :

1) Calculating the score of the pretest and post test in experimental and control group.

2) Tabulating data from the scoring of the experimental and control group.

3) Comparing the score.

4) Testing.

5) Concluding and answering the hypothesis.

To know the effect of result of this research, the test is calculated by using-test formula as follow that is developed by Arikunto :

$$t = \frac{M_X - M_Y}{\frac{dx^2 + dy^2}{N_x + N_y - 2} \cdot \frac{1}{N_X} + \frac{1}{N_Y}}$$

Where:

t   = the effect

M_x = the mean of experimental group

M_y = the mean of control group

dx^2 = standard deviation of experimental group

dy^2 = standard deviation of control group

N_x = the total number of experimental group

N_y = the total number of control group

3.7   The Validity of the Test

Validity is measurement which shows the levels of the instruments' validity. According Arikunto (2004: 211) states that a test said to have contain validity when measuring certain specific goals with the subject matter or content that already given. To measure the validity of the test the writer tries to give the essay test to the studenst. After that the students' scores will become the result to conclude that the test was valid in testing the students' writing descriptive text.