CHAPTER I

INTRODUCTION

1.1 The Background of The Study

Language is a way to communicate with some people, language is also a tool to express the idea or wishes. English is one of the international languages, it is very important for us although we live in Indonesia. This is meant that English is the language communication used by all humans in the world. It can be seen especially in the context of English language teaching as a foreign language taught in Indonesia, started from elementary school up to university, they study English.

Listening, reading, writing, and speaking are the four importance skills in English teaching and learning. From the four language skills, writing is one of the language skills which is important in our life. Through writing, the writers can inform others, carry out transactions, persuade, infuriate, and tell what we feel. However, the writers know that writing or learning to write especially in a second language is not simply a matter of "writing things down". It is one of the four basic skills that are very complex and difficult to learn.

Writing at first comes from an idea in the head, then the person who has the idea reveals and expresses it in the form of written language. However, writing is not simply a matter of expressing the ideas in good language and using a good grammar on a piece of paper. Writing will not be easy to understand if the relation among parts is not tightly related. Therefore, writing is not just a matter of using good language, but also a matter of using ability to create unity in a text. It can be

concluded that to create a good writing, students have to combine their skill of using a well-patterned language and their ability to relate sentences and paragraphs to become a united text.

Writing is one of the ways for human to express and share their ideas, thoughts, or experiences with the other in the form of written language, so people may write for many different purposes. Students need to know how to write a letter, how to put written reports together, how to reply to advertisements and increasingly, how to write using electronic media. They need to know some of writings special conventions (punctuation, paragraph construction, etc.). Writing is a skill, it makes sense that more you practice writing, the better you will write.

Based on writer experience when doing the observation at SMP Swasta Advent 1 Medan, the writer made test in classroom about their understanding in descriptive text. The result of the test showed that from 25 students, 15 students got score under 50 and 10 got above 50 in writing descriptive test. Based on the data the highest score was 75 in writing descriptive test. The students faced many problems dealing in writing descriptive text.

Those problems are students showed by their lackness in understanding the descriptive test. It is usually indicated through the following indicators: 1) the students had low-confidence in English writing and are lazy to create writing a text; 2) they got difficulties in connecting sentences and organizing the text; 3) they got difficulties in exploring idea for their writing; 4) they lack of understanding in grammar and mechanics such as punctuation and capitalization; and 5) they have little vocabulary to write a text. The students are less like the

material because they are not interested on the material that would be presented. This situation was proven by the student's score of writing. Most of the students got the score below the Minimal Completeness Criteria (KKM) of SMP Swasta Advent 1 Medan. The KKM of writing applied for seven until nine grade by school is 70. To support the statement above there is a table of score of the sudents as follows.

Table 1.1The list of students' writing descriptive score at SMP Swasta Advent 1

No	Students' Initial Name	Total Score
1	ESR	48
2	MAS	58
3	LIS	30
4	REB	54
5	GYS	54
6	SEA	53
7	FAN	41
8	SEP	32
9	MIC	32
10	CAI	50
11	AND	25
12	SUL	32
13	WID	37
14	DAV	32
15	KOR	25
16	VAN	67
17	REN	46
18	YEL	55
19	FSR	55
20	OLI	35
21	NAD	75
22	DEF	41
23	MAR	32
24	CHR	50
25	NAS	30
	Total	**1060**
	Mean	**42.8**

$$M = \frac{\text{Sum of Deviation}}{\text{Total number of the students}}$$

$$M = \frac{\sum d}{Ny}$$

$$M = \frac{1}{2} = 42.4$$

In English learning especially in SMP Swasta Advent 1 Medan, the students still have problem to write a text. Usually, most of the students still consider that English is difficult lesson, especially in writing text. Many students do not understand to write a text and to arrange a good paragraph by following the text language features such as determine the specific participant, use the adjective, use the simple present, and action verb. Although the teacher explains material clearly, the students still do not understand about the arrangement a text because they are lack of understanding in language features.

The main point in teaching learning descriptive text is model in teaching descriptive text less of variation and to be monotone. In the class the writer observed, teacher taught descriptive text by reading the text book, then asked the students to repeat what the teacher said. After that the teacher asked the students to mention pattern of present tense, some kinds of adjectives, some kinds of action verbs and mention kinds of participants base on language features in descriptive text. Then the teacher asked the students to read a text based on types randomly. Teacher asked the students to take a note and give 10 until 20 minutes to write definition, language features, social function, and generic structures. After that the teacher asked the students to write a descriptive text as a tool to prove the

descriptive text has taught. This model has been done so many times by teacher and the teacher force the students to get the high score.

Based on the researcher's observation, most of learners have difficulties in organizing the text well. It is because the learners do not like learning English. Usually, teacher teaches descriptive text with traditional model so the learners feel bored during the study. In other case, the teacher always asks the learners to translate and repeat what the teacher said. It makes the learner become lazy to follow the class. When learning process students give less attention to the teacher because the teacher teaches without class room management. Not only because of that but also it caused by the learners who always think that English is difficult. It makes the learners difficult when studying. Because of that, the writer makes the teaching and learning process interesting and fun.

To sum up the writer interest is to know how the Circuit Learning Model can be applied in teaching descriptive text in classroom, and how effective the Circuit Learning Model will improve the students' descriptive text. The title of this research is **"The Effect Of Circuit Learning Model In Teaching Writing Descriptive Text At The Eighth Grade of SMP Swasta Advent 1 Medan."**

1.2 The Problem of the Study

Based on the background of the study, the problem of the study is formulated as follows as: "Does Circuit Learning Model affect the student's writing skill in Descriptive Text at the eighth grade of SMP Swasta Advent 1 Medan academic year 2019/2020?"

1.3 The Objectives of the Study

The objective of the study is to know whether using Circuit Learning Model is effective to affect students' ability to write descriptive text at the eighth grade of SMP Swasta Advent 1 Medan or not.

1.4 The Scope of the Study

There are many types of writing, such as narrative, descriptive, procedure, argumentative, report, spoof and others. The scope of the study is limit on the effect Circuit learning model in teaching writing descriptive text at the eighth grade of SMP Swasta Advent 1 Medan academic year 2019/2020.

According to Charles R.Cooper (2010:27) there are three characteristic of descriptive text, such as social function, generic structure and language features. The researcher just focus on the language features of descriptive text which is divided into four, such as specific participant, simple present, adjective, and action verb of the descriptive text.The specific participant divided into three namely; person, animal and thing(s). The adjective divided into two namely; descriptor and classifier. The present tense is categorized into two parts namely; use and form/usage. The level of students being studied is eighth grade of junior high school in SMP Swasta Advent 1 Medan.

1.5 The Significances of the Study

The findings of the study are expected to be relevant and useful theoretically and practically.

1.5.1 Theoretical Benefit

The result of the research is expected to be able to encourage the next researcher to conduct further research.

1.5.2 Practical Benefit

1. The English teacher

   To provide recommendation to increase their teaching in students' writing descriptive text and teacher can apply the model to improve their professionalism and improve quality of teaching and learning process in the school.

2. The English Students

   To give information to the students to improve their knowledge on writing descriptive text and to increase students understanding in class actively.

3. The Researcher

   To use the result of this research as a comparative study.

4. Other Researchers

   To other researchers, this research can be used as a reference.

1.6 Hypothesis of the Study

The hypothesis set the recent study is as tentative anwer of the research problem. It comprises alternate hypothesis (Ha) and null hypothesis (Ho). Alternate (Ha) as the hypothesis that states the relationship between experimental treatment that the researcher expects to emerge. In this case the alternative hypothesis as read follows:

H_a : There is a significantly effect of using Circuit Learning Model on students achievement in writing descriptive text.

H_o : There is no effect of using Circuit Learning Model on students'achievement in writing descriptive text.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

To conduct a research, the researcher needs theories to explain concepts or terms applied in the research concerned. In this research, there are some terms that need theoretical explanation. This framework is needed in order to handle the theoretical elaboration on terms used and to give clearer understanding about all terms related to the study. Those theoretical elaboration will be presented as follows.

2.2 Writing

2.2.1 Definition of Writing

Randal (2004:160) states that writing is an ability to make a form of words that in general it may have a higher truth value than the fact that it has set it down. It means that the product of writing should be truly acceptable by the readers. Besides, it must contain meaningful value so that the readers can get benefits from the writing.

Furthermore, writing is one of the English language skills. Nunan (2003:88) defines, "writing is the process of thinking to invent ideas, thinking about how to express into good writing, and arranging the ideas into statement and paragraph clearly. It indicates that the students are expected to explore the ideas   and   arranging   into   good   paragraph.

According to Nystrand (2005:75), writing is a manner of elaborating text in accordance with what the writer can reasonably assume that the reader knows and expects. It means that writing as an activity to share information which is understandable for the readers. So the writer should be able to communicate to the readers through his sentences. Meanwhile Hilman Pardede (2014:2) states that, writing is one of the language skills which is important in our life. Through writing, we can inform others, carry out transaction, persuade, and tell what we feel. However, we know that writing or learning to write especially in a second language is not simply a matter of "writing things done". It is one of the four basic skills (listening, reading, speaking, writing) that are very complex and difficult to learn.

Futhermore, Sudaryanto (2001:64) says that writing skill is a person's ability to express his/her mind and feeling which is expressed in a written language, in graphic symbols so that the readers are able to understand the message inside. From the statement, it can be said that writing is a skill where the writer can set his idea down in the form of words, sentences, and paragraphs which are easy to understand for the readers.

Nura (2003:71) says that writing is an activity. Writing is not merely symbolizing spoken language. Writing is a person's way to express him/her and to adapt with the society. Through writing, readers will understand the writer's way of thinking. It means that writing can be a reflection of the writer's mind. In addition, Harmer (2004:86) states that writing is a process that what we write is often heavily influenced by the constraints of genres, then these elements have to

be present in learning activities. It means that writing cannot be separated with genres especially in teaching learning activities of writing. In this case, writing activities can be present in a classroom.

From all the statements above, it can be concluded that writing is an activity of thinking after which it is expressed into graphic symbols, in a communicative written language. In expressing the thought into a written language, feeling plays an important role as well, so that the products will be easily understood and enjoyed by the readers. To do so, of course, it needs a good and interesting language. In other words, writing is closely related with the tought, feeling, and ability in using a language. In this case, a communicative langusge is completely needed.

2.2.2 The Steps of Writing

If the teaching of writing was divided into separate stages to reflect the various moments involved in the process of writing then perhaps many of the obstacles experienced by both students and teachers could be addressed. Writing practice in the classroom however, is often taken up for display purposes, to assess if students have learned language structures taught in class and for examination purposes.

Charles R. Cooper (2010:27) states that there are six steps in writing, those are: (1) The Writing Assignment, (2) Invention and Research, (3) Planning and Drafting, (4) A Critical Reading Guide, (5) Revising, (6) and Editing and Proofreading. The writing assignment is a guide to write begins with an assignment that defines the general purpose and basic features of the genre.

Invention and research is a guide to write includes invention activities designed to help writer such as find a topic, discover what you already know about the topic, consider your purpose and audience, research the topic further in the library, on the Internet, through observation and interviews, or some combination of these methods, explore and develop your ideas, and compose a tentative thesis statement to guide your planning and drafting. Planning and drafting to get you started writing a draft of your essay, each guide to Writing includes suggestions for planning the essay. Critical reading Guide is a guide to write includes a critical reading guide, color-coded to correspond to that genre's basic features, which will help writer get good advice on improving the draft as well as help you make helpful suggestions to improve others' drafts. Revising section to help writer get an overview of the draft, consider readers' comments, chart a plan for revision, and carry out the revisions. Editing and proofreading is a guide to write ends with a section to help you recognize and fix specific kinds of problems in grammar, punctuation, and sentence structure that are common in essays in that genre of writing.

Jeremy Harmer (2004:4) sates that there are four steps in writing, those are: (1) planning, (2) drafting, (3) editing (reflecting and revising), (4) and final version. Planning means writers plan what they are going to write. It includes write down any preliminary notes at all since they may do all their planning in their heads. When planning, writers have to think about three main issues, namely: purpose, audience and content structure. Drafting means the first version of piece of writing as a draft. As the writing process proceeds into editing, a number of

drafts may be produces on the way to the final version. Editing (reflecting and revising) means to reduce the words is ambiguous or confusing and cut the words is not clear. The last is final version, which is used to correct the product of writing in order to be more perfect and more understanable. The written is now ready to send the written text to its intendeed audience.

White and Arndt (1991:3) describe writing as a form of problem-solving which involves such processes as generating ideas, discovering a'voice'with which to write, planning, goal-setting, monitoring and evaluating what is going to be written as well as what has been written and searching for language with which to express exact meaning.
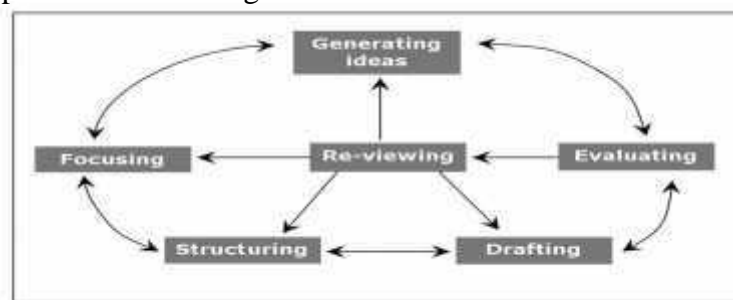

Figure2.1. A Model of writing (White and Arndt,1991:43)

Generating ideas called as a pre reading the aim of activiting learners' background (schema). This is a top-down approach which aids students to predict the type of information they will encounter and will help them interpret the text, as readers will only have to concentrate on what they do not know. The same concept should be used in writing. A good pre-writing activity is the use of brainstorming, especially if we consider the complexity of writing and how generating ideas is an essential stage in the writing process.

Focusing means concentrate for one topic while write a text. Concentration must be paid to the global organization of the text depending on the

purpose, as information must unfold in a structured form in order to achieve coherence. Students must be made aware of this. A good idea to help those who have problems organizing their thought might be to make a visual plan for the text.

Structuring is an organization or structure of a text. The text is usually divided into introduction, body paragraph(s) and conclusion. In addition to being aware of the possible text structures, students should be aware that effective paragraphs contain good topic sentences which introduce what the topic is about as well as the purpose of the paragraph, and these should be written in such a way as to attract the reader's attention.

The process of drafting a piece of writing begins with an analysis of the prewriting. The author must use his prewriting notes to determine a focus for the piece. This may involve narrowing the focus of the topic and perhaps identifying a purpose for the piece. Drafting is the writer puts his ideas into complete thoughts, such as sentences and paragraphs. The writer organizes his ideas in a way that allows the reader to understand his message. He does this by focusing in which ideas or topics to include in the piece of writing. During drafting, the writer will compose an introduction to the piece and develop a conclusion for the material. At the end of this step of the writing process, the author will have completed a rough draft.

Based on the explanations and citations above, writing is one of the ways for human to express and share their ideas, thoughts, or experiences with other in

the form of written language. It is very important to be mastered as it takes part in many parts in our lives such as in social, academic, and professional fields. In this study, students can be directed to express their idea through descriptive text.

2.2.3 The Purpose of Writing

When teaching 'writing for writing' we need to make sure that writer have some writing aim. Effective writers usually have a purpose in mind and construct their writing with a view to achieving that purpose. The purpose of a piece of writing will determine the rhetorical form chosen for it.

According to Jeremy Harmer (2004:41), there are three purposes of writing: to demonstrate, to inform, and to persuade

Writing to entertain generally takes the form of imaginary or creative writing. It means that the writer needs to use his/her creativity. It must not make the readers laugh, but engage their feeling in some ways.

1. To inform

   Writing to inform has purpose to tell the reader about something. This kind of informative writing can focus on objects, places, procedures, and events. It can be seen in newspaper and articles, scientific or business reports, instructions or procedures, and essays for school and university.

2. To persuade

   The writer tries to convince the reader of something that a point of view is valid by presenting the fact/data so that readers follow writer's opinions and act upon it.

   In conclusion, the purpose of writing is not only to express the ideas,

feeling or thought in written symbol but it has also specific purposes such as to entertain, to inform and to persuade the readers.

2.2.4 Components of Writing

In the Extended ESL Composition profile, Jacob et al in Weigle (2019:115) point out five components in writing. They are content, organization, vocabulary, structure and mechanics. The description of all those components as follows: Related to the scope of the study, the writer takes all of the components of writing as follows:

1. Content

   The content of writing should be clear to readers so that the readers can understand the message conveyed and gain infomartion from it. In order to have a good content of writing, its content should be well unified and completed.

2. Organization

   Organization refers to the overall structure pieces of writing. The aim of organizing material in writing involve coherence, the order of importance, general to specific, specific to general, chronological order and spatial order of the pattern.

2. Vocabulary

   One requirement of a good writing always depends on the effective use of words. The effective use of words will always result in good writing both specific and technical writing, the dictionary is very considerable,

vocabulary is one of the components of writing. The lack of vocabulary makes it difficult to express the idea.

3. Language Use

Language use in writing description and another form of writing involve correct language and point of grammar. An adequate should be one that is capablee of producing grammar.

4. Mechanics

Mechanics is the ability to use correctly those conventions peculiars to the written language, e.g. punctuation, spelling. The use of mechanics is due to capitalization, punctuation and spelling appropriately. This aspect is very important since it leads readers to understand or recognize immediately what the writer means to express definitely.

2.2.5   The Aspects of Writing

There are some characteristics of a good writing. A text or paragraph may these for to be understood as a visible division of the subject method. According to Boardman (in Hilman Pardede 2014:2) There are three characteristics in writing a good text or paragraph, namely:

1. Coherence

A paragraph as coherence when the supporting sentences are ordered according to a principle. The sentences are put in order so that the reader can understand your ideas easily. The principles for ordering depend on the types of paragraph you are writing. Coherence means stick together,

coherence is basically a matter of having the part of a piece of writing In the right with the clear process.

2. Cohesion

Another characteristic of a good paragraph is Cohesion. When a paragraph has cohesion, all the supporting sentences connect to each other in their support of the topic sentence.

3. Unity

The final characteristic of a well-written paragraph is unity. All the supporting sentences should relate to the topic sentence. Order in text or paragraph is like organization easy, but is smaller in space so it may be simpler to consider order as direction. Thus order chronological steps to express the idea the written form.

As the explanation, a good writing is not just about accuracy, but it must has a good mechanical component and cohesion and coherence in a written. The three aspects are required to provide good writing which delivers the message from the writer to the readers.

2.3 Genre Based Writing

In large scale corpus-based study of twenty three genres and just under one million words, Bieber (1988:88) draws as a distinction between genre and text type which has important implication for the language learning classroom. According to Bieber (1998:90) the term genre categorizes text on the basis of

external criteria, while text types represent groupings of texts which are similar in linguistic form, irrespective of genre.

According to Swales (1990:58) definition of genre as a class communicative events, the members of which share some set of communicative purposes which are recognized by the expert members of the parent discourse community' shows that he, too, views the notion of genre from a similar perspective to that expressed by Bieber.

Anne Freadman (1994:107) defines genre text into four. First, genre is an organising concept for our cultural practices; second, any field of genres constitues a network of contrast according to a variety of parameters; third, genre is place occasion , function , behavior and interactional structures; fourth, cultural competence involves knowing the appropriateness principle for any genre, knowing the kind of margin you have with, being able to vary it, knowing how to shift from one to another and how many factors would be involved in many such shift.

Based on experts' explanation above, the researcher concluded that genre are abstract, socially recognised ways of using language, become a set of communicatice purposes which are recognized the differences parts of text and become place occasion, function , behavior and interactional structures of text.

In English, there are thirteen types or genre of the text. Each text has its own function and generic structure. Here is the table that describes the functions and generic structures of each text (Pardiyono,2007:123).

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Table 2.4 Genre Based Learning

No.	Name	Function	Generic Structure
1.	Descriptive	To give description about an object (human or non-human)	1. Identification 2. Description
2.	Recount	To inform or retell the events or experiences that happended in the past	1. Orientation 2. Event 3. Reorientation
3.	Narrative	Telling stories or past event to amuse or entertain the reader	1. Orientation 2. Complication 3. Resolution 4. Reorientation
4.	Procedure	To tell the steps of doing something	1. Goal 2. Materials 3. Steps
5.	Explanation	Explaining how something works or why some phenomenon happens.	Topic + General Statement Sequence of explanation
6.	Discussion	To present opinion or arguments about an issue or phenomena.	1. General statement 2. Arguments for 3. Arguments against 4. Recommendation
7.	Analytical Exposition	To argue that something is the case to concern	1. Thesis 2. Arguments
8.	Hortatory Exposition	To argue that something should be or ought to be	Thesis 1. Arguments 2. Recommendation
9.	News Item	To inform readers, listeners, or viewers about events of the day that are considered newsworthy or important	1. Headline/Title 2. Summary of events 3. Background Events 4. Source
10.	Report	To give information about natural or non-natural or things in the world	1. Title 2. General statement 3. Description
11.	Anecdote	To share funny stories ridicicloous event by retelling them to the readers	1. Title 2. Abstract 3. Orientation 4. Crisis 5. Reaction

			6. Coda
12.	Spoof	To retell an event with humorous twist at the end of the story	1. Orientation 2. Events 3. Twist
13.	Review	To critique of evaluate an art work or event for a public audience	1. Title 2. Identification 3. Summary + Evaluation 4. Author and Publisher

Based on curriculum, the second grade of junior high school students are expecteed to be able to express the meanings in the written forms of interpersonal, transactional discourses, short functional texts, and long functional texts. The term "long" functional text is rarely used in communication. This chapter uses the term "long" functional text only to make the counter part of previous term, i.e. short functional text. In daily speech, there are many types of functional texts, such as prohibition, invitation, greeting cards, short mmessage, etc., but also in the form of short functional texts or essays. Essay writings are meant to help readers to accomplish an everyday task and form culturally text-types or genres. A text form a piece of language use or a record of a communicative act, or the so called language which is functional.

In general, text which have the same sorts of meaning and/or the same structural elements are said to be the same text type. The text that are including too long functional text are Narrative, Recount,Descriptive, Procedure, Report, Anecdote, Hortatory, Spoof, Explanation, Discussion, News Item text, Review and Analytical Exposition text. In this study the researcher will focus on students' achievement in writing descriptive text.

2.3.1 Definition of Descriptive Text

According to Peter and Megan (2005:97) the genre of describing is one of the fundamental functions of any language system and one of the first skills emergent language-users learn to control. It is also one of the most widely used genres across all of the learning areas, K-6 and beyond. Description enables the categorization or classification of an almost infinite range of experiences, observations and interactions into a system that orders them for immediate and future reference, and allows us to know them either objectively or subjectively, depending on the learning area or intent of the writer. Describing is also used extensively in many text types, such as information reports, literary descriptions, descriptive recounts and, due to the need to classify and/or describe a process before explaining it, in the opening paragraphs of most explanations. Describing is also a central feature of narrative texts providing the means for developing characterization, sense of place and key themes.

According to Charles R. Cooper (2010: 87-88) descriptive paragraph is naming objects and detailing their colour, shape, size, textures, and other qualities. It is an important writing strategy in remembered event essays. According to Ervina Evawina S (2010:7&129) descriptive paragraph is a paragraph vividly portrays a person, place, or thing in such a way that the reader can visualize the topic and enter into the writer's experience. Describing includes the following activities detailing what people look like, how they dress, gesture, and talk, showing what the observer saw, heard, smelled, touched, and tasted, and quoting, summarizing, or paraphrasing the people interviewed.

Describing is also used extensively in many text types, such as information reports, literally description, descriptive recounts and due to the need to classify and or describe a process before explanations. Describing is also a central opening feature of narrative texts providing the means for developing characterisation, sense of place and key themes.

2.3.2 Social Function

Peter and Megan (2005:89)The social function of descriptive text is to describe everything such as a person, animal, plant or thing/inanimate object with the properties attached to it such as its shape, characteristics, number, size, type, color, etc. so that the readers can know what something (which we describe) looks like though he has never seen it in person.

2.3.3   Generic Structure

Formally, describing orders things into various ways of knowing them. The ordering process works in several ways; first, it generally names the thing, then it classifies it, and then it deals with its attributes, behaviors, functions and so on. According to Peter and Megan (2005:100 & 101) generic structures divide into two parts, namely:

1. Identification

    Identification functions as an introduction to what we are explaining. This section contains an introduction and an overview of the topic or Identifying the pheomenon to be described and that was statement that

consist of one topic to describe. This section usually consists of one paragraph, located at the beginning of the text.

2. Description

The description section contains special characteristics or traits contained in objects, people, or animals that we are explaining or describing the phenomenon in parts, qualities, or and characteristics and that was consist of the detail description about object that identify in identification. This section usually consists of several paragraphs.

2.3.4 Language Features

Besides the generic structure, genre also has language feature as the guidline in writing very part of generic structure of the text. It deals with the grammatical features. According to Peter and Megan (2005:98-100) language features divided into four, they are as follows;

1. Specific Participants

Describing a specific participant. It has a certain object, it is not common and unique (only one). for example: Kuta beach, My school, Borobudur temple, aunt Mary.The specific participant divided into three parts, namely:

1) Person

The specific participant of person and literally descriptions generally deal with individual things. Describe a physical feature or mannerism that gives each person individuality, Add speaker tags to characterize

people and show their feelings and liven up the dialogue with faster repartee.

Example: My mom, My self, Joko Widodo, Barack Obama, Nadiem Makarim, scorpions, honey Bee, the polar Bear, the swinging rope, Gemini, national monument.

2) Animal

The specific participant of animal usually explain what is animal.naming objects and detailing.

Example: Cat, dog, ant, buffalo, deer, chikhen, giraffe, okapi, Narwhal, shoebil, Atretochoana, and etc.

3) Things

The specific participant of person and literally descriptions generally deal with individual things. Name objects in the scene, Add sensory detail, try out a comparison to evoke a particular mood, consider adding a visual a photograph or other memorabilia.

Example:My favorite toy, my house, my big bear.

2. Use of Adjectives

Peter and Megan (2005:110) states that adjectives are the grammatical class that tend to carry much of the responsibility for describing. Adjectives are describing words that tend to be used in two ways: before a noun attributively as a pre-modifier, and after a verb predicatively as a complement to the subject or object of a clause. When discussing modifiers of nouns, adjectives in use fall into two broad groups:

those that describe the referent (descriptors) and those that sub-classify it (classifiers).

According to Charles R. Cooper (2010:182)here the list shows the order in which adjectives are ordinarily arranged in front of a noun and simply provide some further sub-types and examples of each, with the reminder that many adjectives have both uses.

1) Descriptor

Such adjectives express the following types of meaning

    a. Extent: thick-thin, high-low, wide-narrow, deep-shallow, young-old

    b. Colour: blue, brown, grey, yellow, purple

    c. Shape: round, square, oval, oblong, triangular

    d. Meanings related to time: new, recent, early, late, weekly, daily

    e. Evaluative: awesome, pretty, beautiful, nice, dreadful, shocking, stat of the-art

    f. An active or passive process: puzzling, surprising, soothing, worrying, broken, celebrated, exhausted

    g. General qualities: warm-cool, full-empty, sweet-sour, strong-weak, bright-dull

    h. A temporary state: alight, alone, awake, aghast, ajar (with predicative function only)

2) Classifiers

These are of three types:

a. Restrictive

They restrict the referent of a noun in relation to another referent: average, additional, chief, complete, entire, final, following, initial, main, major, only, particular, primary, public, single, sole an only child, , the sole reason, the entire novel, her current boyfriend

b. Relating to groups

Such as nationalities, religions, politics: Brazilian, Christian, Muslim; Iraqi territory, Greek sculpture, the Western powers, African music.

c. Category-specific meanings

Associated with culture, technology, science, heavy industry, light aircraft, the financial crisis, a nuclear plant, parliamentary debates.

3) Simple Present Tense

According to Peter and Megan (2005:125) the use of tense changes from genre to genre. Factual descriptions are generally written consistently in the present tense, whereas narratives and arguments can move between present and past tense. In assessingstudents writing appropriate use and control of tense it is important to be aware of changes in genre where writing may move between recounting, describing, arguing and so on.

Erwin Hari (2010:2) tenses are changes in verbs that are affected by the time and nature of events. All sentences in English can not be separated from tenses because all sentences must have something to do with the time and nature of the incident. According to Erwin Hari there are

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some tenses that he found but in this research the researcher just focus into simple present tense.

Peter and Megan (2005:125) simple present tense is one of the common tenses in English, in both in writing and speaking. Simple present tense in English says that something was true in the past, is true in the present, and will be true in the future. It is used for general statements of fact to express the habitial everyday activity. The sentence pattern used is simple present because it tells the fact of the object described.

3.1)   The form (Usage) or pattern of sentence

When teaching simple present tense we need to make sure that we have known the form of the sentence. Erwin Hura (2010:2-6) states the from of the simple present. The simple present tense form is as follows:

(+) S + Verb/Bare Infinitive (-s/-es) + O

(-) S + Do/Does + not+ Verb/Bare Infinitive + O

(?) Do/Does + S + Verb/Bare Infinitive + O?

Example:

(+) You study English at MEC everyday.

(-) You do not study English at MEC everyday.

(?) Do you study English at MEC everyday?

a) If the subject of the third person singular –she/he/it, verb must be added with "s" or "es" in a positive statement.

Example:

1) Marry usually **goes** swimming on Saturday morning

2) Mother always **serves** our breakfast before we go to school

b) The suffix "s" in the verb

In general verbs are added by the suffix "s" in the third person singular –she/he/it)

Example:

a) I **work** five days a week

b) We **play** tennis every Sunday

c) She **works** five days a week

d) Father **takes** a train to go to office

c) The suffix is used in verbs with the last letter ", ch, x, o", if the subject is the third person singular. While verbs with the last letter "y" and preceded by the consonant letter, "y" are exchanges first with "I" then added to the "es"

Example:

a) I **pass** the house

b) We **wash** our clothes

c) I **study** English

d) He **passes** the houses

e) She **watches** television

d) The negative sentences

Negative sentences are formed by placing "do not/don't atau does/doesn't" after the subject of the sentence. "Doesn't is used for the third person singular (he doesn't, she doesn't, it doesn't). while "Don't is used for except of the third person singular (I don't, you don't, we don't, they don't)

Example:

a) You **don't go** swimming on Monday

b) We **don't work** on Sunday

c) I **don't work** at the aircraft factory

d) He **doesn't work** on Saturday

e) My brother **doesn't play** football everyday

f) John **doesn't work** at the aircraft factory

e) The interogative sentence

The interogative sentence is used to place the auxiliary "do or does" in front of the sentence. "Does" is used for the third person singular (he, she, it) while "do" is used for except the third person singular (I, You, We, they). "Do/does in the interogative sentences has a meaning "what" and the verb no longer use the suffix "s/es" event though the subject is a third person singular.

Example:

a) **Do** you always **go** to office by train?

b) **Do** they **go** swimming every Sunday?

c) **Do** the boys **like** this film?

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d) **Does** your brother **work** for the bank Mandiri?

e) **Does** he go **swimming** every Sunday?

f) **Does** the boy **like** this film?

f) The suitability of the subject and auxiliary verb in these tenses is as follows:

a) **DO** is used by subject **I, You, We and They.**

b) **DOES** is used by subject **she, he and it.**

3.2) According to Erwin Hura (2010:2-6) the use consist of three parts, namely;

1) Simple present is used to show an event, phenomenon, activity which happens repeatedly or is a habit.

Example:

a) I have for office at 6 every morning

b) My father works five days a week

c) Father always drinks tea in the afternoon

2) Simple present is also used to denote a fact or something which is the general truth.

Example:

a) The River Nile flows into Mediterranean

b) Jet engines make a lot of noise

c) Vegetarians don't eat meat and fish

3) Simple present is also used to show something that will happen in the future, if we talk about schedule, program and etc.

Example:

    a) The second train leaves at 10 a.m

    b) The football match starts at 4 p.m tomorrow

    c) The second film begins at 7 p.m

    d) The flight to Singapora starts at 9 p.m

    e) The indonesian Idol competition begins at 8 p.m

3. Action Verbs

According to Peter and Megan (2005:71-72) verbs are the dynamic element in sentences and clauses. Verbs are always attached to nouns or pronouns. Action verbs refer to the traditional notion of verbs as 'doing words'; that is, verbs that refer to concrete actions and can be identified by the question, 'Can this verb be done?' Action verbs are common in spoken language and are therefore common in the writing of younger students, particularly in writing that refers to concrete events, people or things in their world. Action verbs predominantly occur in texts where actions or behaviors are being described and/or recounted.

Action verb is the action expressed by a verb may be a physical action or mental action. Physical action: jump, shout, search, carry and run. Mental action: worry, think, believe, and image (Warriner 1982:49). An action verb is a verb that describes an action, like run, jump, kick, eat, break, cry, smile, or think. When using action verbs, the sentence structure will be: subject + action verb+ object or complement. Here examples of action verb in sentences:

1) The walrus **eats** shellfish, which they **remove** with their tusks.

2) Before we **went** on a boat we **bought** oranges and my mother **brought** her jewels with her too.

3) She **told** me that we **are going** to grandmother's house to visit her.

Action verbs often refer to abstract or metaphorical actions or processes. Metaphoric action verbs are useful for abstracting or adding more complex or descriptive layers of meaning to sentences. For example, the crowd spilled out into the street.Action verbs are used when desccribing behaviors/uses; Example:

a. An an has three body parts

b. The queen ant **lays** the eggs

2.3.5 The Example of Descriptive Text

Below is an example of descriptive text (describing person).

My Favorite Teacher

My favorite teacher is my history teacher, and he is by far the best teacher that I have ever had. He has the ability to make a subject that many students find incredibly boring come to life through his enthusiasm and passion for history, and his love of being a teacher. Going to his lessons is something we look forward to, not dread, like we do with most other lessons.

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It's ever so funny to watch him get excited about something, which happens in every lesson. It's easy to know that he's getting excited because he begins bouncing up and down slightly in a way that no other sixty-something year old would ever managed without looking completely ridiculous. He has this dark (with more and more grey streaks these days), springy hair that lines the edge of his growing bald patch, and the hair bounces up and down with him like thousands of tiny little springs. Then, he takes on his whole new persona, often going into role and becoming the character or figure he is talking about, doing the voices, the actions, and parading up and down the room gesticulating wildly, but all the while there's a gentle 'bounce, bounce, bounce', as though the springs are not just on his head but on the soles of his shoes too.

A teacher that doesn't take himself too seriously always will be a big hit with teenagers, although he's not afraid to impose his authority if he has to. I've only ever heard him properly shout once (although thankfully it wasn't it me), but it isn't an experience that I would like to repeat. When he lost it, the room suddenly became more silent than I'd ever known it to be before. We all sat slightly paralyzed, not even anting to breathe too loudly, because hearing such a jovial and jolly little man lose his temper was a huge shock. It certainly had the right kind of impact though, because he's never needed to shout since.

It is actually this teacher that I have to thank for my love of history. In his lessons, history does not mean copying out of textbooks and writing pages and pages of notes. History is alive; history is something tangible, that you can see,

hear and feel, and we can live it through dressing up and acting out scenes or taking trips to important places of historical interest. And although he's getting on in years and may not be teaching for much longer, he will have an important place in history for many of his students, because there has never been a teacher able to bring a subject to life in quite the same way he does.

2.4 The Circuit Learning Model

The rapid development of science and technology also impacts on the progress of the learning model used to develop the quality of teachers and students. One of the learning models developed at this time is the cooperative learning. According to Fathurrohan (2015:44) "Cooperative learning model that prioritizes cooperation among students to achieve learning goals".

Meanwhile, according to Artzt and Newman in Al-Tabany (2014:108) states: That in Cooperative Learning students learn together as a team in completing group assignments to achieve shared goals. So each group member has the same responsibility for the success of the group. Based on the opinion of the some experts above, it can be concluded that Cooperative Learning is a learning model that prioritized teamwork to achieve learning objectives and each group member has the same responsibility to achieve the success of his group.

According to Fathurrohman (2015:48-49) the purposes of Cooperative learning, namely:

1. Academic Learning outcomes

According to Huda in Fathurrohman (2015:48) several studies of cooperative learning figures such as Jhonson, Slavin, Kagan and so on prove that this model is superior in helping students understand difficult concepts and can increase the value of students in academic learning.

2. Acceptance of Individual Differences

According to Ibrahim et al in Fathurrohman (2015:48) another goal of Cooperative Learning models (Cooperative Learning) is Cooperative Learning provides opportunities for students from various background and different conditions to work interdependently on academic assignments and through cooperative rewards students will learn respect each other.

3. Development of Social Skills

According to Spencer Kagan and Miguel Kagan in Fathurrohman (2015:49) the third goal is to teach students the skills of collaboration and collaboration. Important social skills possessed by students as a provision to live in their social environment.

Cooperative Learning is not the same as learning in groups. There are basic elements of Cooperative Learning that distinguish them from group division is done carelessly. According to Roger and Johnson in Suprijono (2014:58) namely: not all group learning can be considered cooperative learning. To achieve maximum results, five elements in the Cooperative Learning model must be applied. The five elements are:

1. Positive interpendence

2. Personal responsibility

3. Face to face promotive interaction

4. Interpersonal skills (communication between members)

5. Group processing

One type of Cooperative Learning model that exist today is Circuit Learning Model. According to DePorter et al (2010:230) understanding Circuit Learning is "learning to play, called learning to play because students really take information in the same pattern every day." Meanwhile, according to Huda (2013:311) circuit learning model that maximizes the empowerment of thoughts and feeling with patterns of adding and repetition.

Based on the opinion of some experts above, it can be concluded that circuit learning is learning that maximizes the empowerment of thoughts and feelings by adding and repetition patterns applied in the same pattern every day to students. The pattern of adding in the circuit learning is the teacher makes a concept map from the concept map branch that was learned at the previous meeting in accordance with the material to be learned. Likewise with student worksheets provided by the teacher. The teacher makes student worksheets in the form of concept maps which in certain sections will be filled by students according to their own language, as well as in the learning process at the next meeting the teacher adds a new branch of the concept map from the branch of the concept map that has been studied previously for students to fill in accordance with the learning material being studied. Likewise the next day until the subject is finished. While repetition is the teacher to repeat briefly about the lessons that

have been learned at the previous meeting at the time will continue the next learning material and so at the next meeting until the subject is finished being taught.

Circuit learning begins with affirmative activities at the beginning of learning material. According to DePorter et al (2010:60) affirmation is "reinforcement". Affirmation activities are used to condition students with successful and confident states of mind. Students tend have to negative associations with following learning material that is considered difficult. Due to experiencing such conditions students feel afraid, and fear students closed. Even after hours of study many students have an empty learning material well.

So, the first step in circuit learning is to break through the negative sate and replace it with empowering thoughts and feelings. Whereas visualization activities is the expression of ideas or feelings by using images, writing (words and numbers), maps, chart. This visualization activity has entered the stage of the core learning activities circuit, namely when explain learning material through pictures and concept maps.

According to DePorter et al (2010:230) the purposes of circuit learning that is, " teach the prime state to learn " so as to prevent fare, boredom, negative thoughts, bored and not confidence in learning.

The main thrust of the Circuit Learning Model is to enhance confidence among low level proficiency students and to motivate them to speak English. This is achieved through improved classroom methods and techniques which

focus not on the content of the teaching but the model of teaching. With this aim in mind, it was decided to adopt the model of 'mentoring' or 'coaching' of a small group.

This model was adopted as the researchers believe that with a smaller number of students in one session there will be more opportunities for personal coaching. This small group coaching system operates in a circuit manner where students are coached on a different teaching component a teach 'workstation' until every student completes the circuit. This idea of a circuit of 'work stations' stemmed from the OSPE (Objective-Structured Practical Examination) method of assessment used for assessing medical student practitioners. This mode of assessment received favourable feedback. Faldessai,N.et al (2014:32), for example, reported that OSPE was an effective tool to gauge perceptions and performance of students in Biochemistry.

Deshpande et al. (2013:629) further found it useful in evaluating the attitudes of undergraduate medical students. This is the first time that this tool has been adapted for use in a language learning context, thus it would be interesting to find out the applicability of this tool to a language teaching context.

Studies have shown that small group learning can generate active participation of members among members in a group. Springeret.al (1999:21) found that various forms of small-group learning are effective in promoting great era academic achievement, more favourable attitudes toward learning, and

increased persistence. Gillies (2004:197) investigated the effects of cooperative learning on junior high school students who were assigned to work in structured and unstructured cooperative groups of three to four persons per group. The results showed that the children in the structured groups were more willing to work with others on the assigned tasks and provided more elaborate help and assistance to each other than their peers in unstructured groups. The small group mode learning also enables students to be able to reflect on their learning more precisely. What is most important is that this mode of learning has been found to generate 1)self- active learning 2)self-motivation 3)exploration of issues 4)deep learning 5)an adult style of learning and 6) transferable skills.

The literature reveals that among the different approaches such as mentoring, coaching and supervision, mentoring seems to be most effective in enhancing teachers' professional development. Thus, it is worth to investigate the effectiveness of mentoring or coaching in enhancing students' language proficiency. A preliminary study undertaken by Zarina Othman et.al. (2011:34) revealed that the mentoring approach was effective in enhancing academicians' competence in speaking English in her study to improve the international working language among academics.

2.4.1 Description of the Circuit Learning Components

This model was utilised in the Foundation English course offered by this public university to teach drama skills and evaluate students' performance in the drama presentation. Four 'stations' that focus on four components:

1. Confidence building

2. Language awareness

3. Text understanding and

4. Virtual learning.

These four components complete one circuit of learning before it was subsequently repeated. The component on Confidence Building (CB) aims at enhancing student competence in speaking particularly in conversations by focusing on pronunciation, intonation, voice projection and articulation. The Language Awareness (LA) component aims to build up students' awareness of English language by focusing on grammar items (tense aspects) and sentence structure, WH- questions and the positive and negative statements. Next, the Text Understanding (TU) component aims to build up student understanding of texts, in particular dialogues and conversational texts by focusing on vocabulary building and understanding main points of reading texts (in particular there adding of' penguin readers' short story books. Finally, the Online Virtual Learning (VL) component aims at building students' competence to interact online by focusing on the use of My Line an English Learning Support system coordinated by the Ministry of Higher Education. The activities offered by My Line include quizzes and grammar exercise.

2.4.2 Teaching Procedure by Circuit Learning Model

Teaching procedure are some steps of using Circuit Learning Model in teaching writing descriptive text. Teacher explains about descriptive text to the students and showing the objects that are going to be describes by using Circuit

Learning Model, after that teacher determines the topic and identifying the points of object that are going to be describe. Then the students make a writing process and the outline to complete the writing text.

2.4.3 The Step of Teaching Writing Descriptive Text by Circuit Learning Model

The steps of the type of cooperative learning model according to Huda (2013:311-312) are as follows:

ACTIVITY	DESCRIPTION	TIME ALLOTMENT
Preparation	1. Pray, attendance, and apperception with association learning material now with experience learners 2. Physical, mental conditioning, to follow learning. 3. Provide motivation and explain goals learning	10 Minutes
Core Activities	**Observing** a. Students see the media about learning material descriptive text b. Doing questions and answers about the topics discussed c. Stick a picture about the topic about on the board **Questening** 1. After students observe about descriptive tmaterial the teacher facilitates students to dig deeper about descriptive text material 2. Asking questions about the attached image 3. Paste the concept map that has been made 4. Explain the pictures and concept maps that have been pasted (visualization activity) **Experimenting**	60 Minutes

	1. Divided students into groups of five to six people in each group 2. Give worksheet to each group of students 3. Explain that each group must fill out student worsheeet and fill in parts of the concept map according to their language **Associating** 1. Explain that the concept map that has been presented done will be presented 2. Carry out the presentation of the concept map section that has been done **Comunicating** 1. Explain the results of the students discussion so that students' insight become wider.	
Closing	1. Evaluate the learning process by giving oral or written test about descriptive text material 2. Reflecting by the teacher by involving learners about free sex material 3. Provide feedback and assignments on learners 4. Draw conclusions from the results of learning, and pray	10 Minutes

2.4.4 The Advantage and Disadvantage of Circuit Learning Model

Huda (2013:313) draws the following the conclusions: the advantages of the cooperative learning model of circuit learning are that it increase student creativity in stringing words with their own language and practicing student concentration to focus on the concept map presented by the teacher. Meanwhile, the disadvantage of the type of cooperative learning model is that learning to implement the model requires a long time and not all subjects can be presented through   this   model.

2.5 Relevant Studies

In the process of composing this proposal, it is need to find some references or similar studies related to the title and have the same field of study problem. It is useful as guidance to succeed the study and evaluate wisely the strength as well as the weakness of other studies. As the researcher, it is needed then to take the strength and to avoid the weaknesses of other research.

Riko Tomas Rambe, (2011) conducted the research to find out *the Implementation Of Cooperative Circuit Learning To Increase Students' Learning Activities In The Subject Socisl In Honoring The Historical Inheritance Material For The Fourth Year Of Public Elementary School 006 District Of Senapelan Pekanbaru*. The similarities of the thesis to this research is Using Circuit Learning Model   as the model and has the purpose to identify the implementation cooperative learning model type circuit learning icreases students' learning activities in social studies subject in honoring historical inhetitance for the fourth year of public elementary school 006 district of Sanapelan Pekanbaru. But the differences are at the thesis the researcher identify how are the students response after the researcher got the effect and then we can see the differences from the research design. The research design of the thesis is Classroom Action Research and this research will use Experimental Quantitative. The finding of his research shown that Circuit Learning Model can honor historical inhetitance. The result of the research is indicated that Circuit Learning Model is interesting and effective to enhance   students'   activity   in   historical   inhetitance.

Kristina Milawati (2015) presented the research about *using cooperative Learning Type Circuit Learning Model To Improve English Writing Skills Of Grade VII Students Of SMP N 1 Jogonalan Klaten*. The Similarities is to know the use of Circuit Learning Model in students' writing skill. The differences is the thesis just identify the development of Circuit Learning Model. The findings of the result shown that the use of the interactive model helps the teacher and students' in getting better achievements in writing. The result can be concluded that Circuit Learning Model is effective and can be used in teaching learning of writing text. The research design that researcher is used are qualitative research design and quantitative research design.

Those several studies related to the teaching writing descriptive text using Circuit Learning Model are useful as their existences as data for supporting the researcher's study. Based on the explanation above, the works will conduct a research in order to analyze the students writing achievement in writing procedure text by using Circuit Learning Model and the effect of using Circuit Learning Model in teaching writing descriptive text.

2.6 Conceptual Framework

Writing is considered difficult because when someone wants to write, they should appropriately turn their ideas into written text. It needs a good target language acquisition, prior knowledge about the topic they are going to write, and the ability to apply the rules and structures of the target language. In writing, words and sentences should be coupled coherently and be united each other in order to make the message inside the text is conveyed well.

In teaching learning process there are many model that we can use in school to help the students get easy to turn their ideas into written text. One of the model that we can use to improve the students writing skill is Circuit Learning Model. Circuit learning model that maximizes the empowerment of thoughts and feeling with patterns of adding and repetition. In addition to the use of learning model in the classroom, it can be used as a source of information of source of individual learning, so that the students will get feedback directly from what they have learned in school and then turn it into the written text.

This study use Circuit Learning Model as the model to know students' writing achievement in descriptive text. The researcher explain about the definition, generic structure and language features of procedure text and prepare Circuit Learning Model as a class activity, and then ask the students in plenty of time to look in for the materials that relating to particular topics and the students' can write the descriptive text instead. Here, the students' work in groups. Each group choose any materials and put their materials on their writing, looking the materials one by one and then the students' have ideas how to make something about what they want to write.

This study of the research concentrates on the analysis the effect of Circuit Learning Model in teaching writing descriptive text. The researcher will use Circuit Learning Model to make teaching descriptive text easier and help the students to get easy to think about the topic that they want to write. It hopes by using Circuit Learning Model can motivate or help the students to write and will improve the achievement of their writing especially in writing descriptive text.

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From the discussion above, the writer expect that Circuit Learning Model will help students in solving their problem and their difficulties in writing descriptive text.
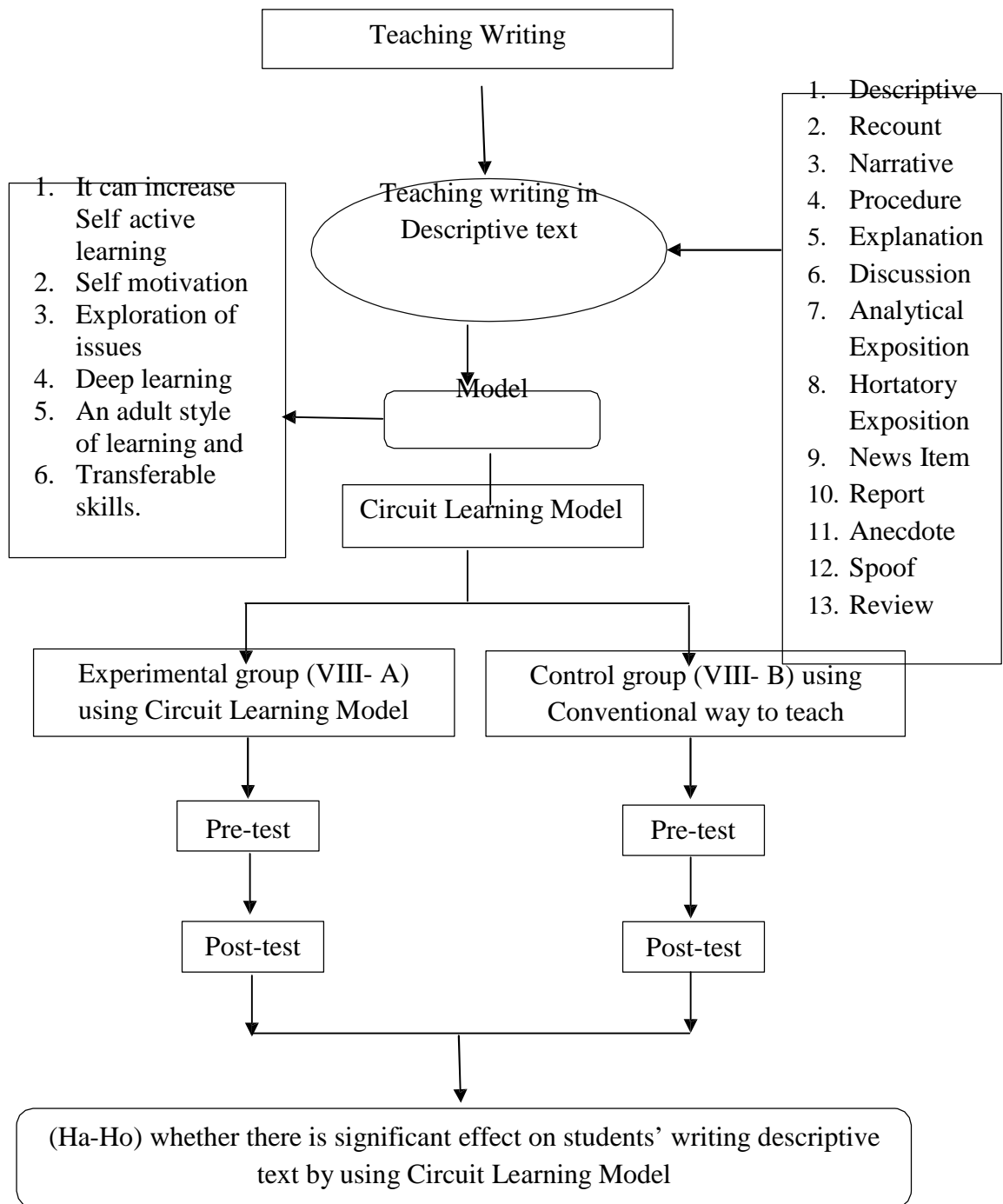
```
                    ┌─────────────────────┐
                    │  Teaching Writing   │
                    └─────────────────────┘
                              │
                              ▼                          1. Descriptive
┌──────────────────┐   ╭─────────────────╮              2. Recount
1. It can increase │   │ Teaching writing in │           3. Narrative
   Self active     │   │  Descriptive text   │ ◄───────  4. Procedure
   learning        │   ╰─────────────────╯              5. Explanation
2. Self motivation │            │                        6. Discussion
3. Exploration of  │            ▼                        7. Analytical
   issues          │      ┌──────────┐                      Exposition
4. Deep learning   │ ◄─── │  Model   │                   8. Hortatory
5. An adult style  │      └──────────┘                      Exposition
   of learning and │            │                        9. News Item
6. Transferable    │            ▼                        10. Report
   skills.         │   ┌──────────────────┐              11. Anecdote
└──────────────────┘   │ Circuit Learning Model │         12. Spoof
                       └──────────────────┘              13. Review
```

Figure2.8 Conceptual Framework

The Effect Of Circuit Learning Model In Teaching Writing Descriptive

Text At The Eighth Grade of SMP Swasta Advent 1 Medan"

Experimental group (VIII- A) using Circuit Learning Model

Control group (VIII- B) using Conventional way to teach

Pre-test

Post-test

Pre-test

Post-test

(Ha-Ho) whether there is significant effect on students' writing descriptive text by using Circuit Learning Model

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

Research design of this study will apply   by using experimental quantitative research. This research divided into two different group namely Experimental group and Control group.

This study deals with affect of Circuit Learning Model to improve students' ability in descriptive text. Accordingly, the reseracher have conducted an experimental quantitative research. The researcher use experimental research because in this research the researcher going to find out the effect of Circuit Learning Model to improve studets' ability in descriptive text. The researcher also used the quantitative because there are two ways of research. First the researcher choose experimental class and control class. The experimental class, the student is given Circuit Learning Model to improve their ability in descriptive writing text, meanwhile the control class did not use Circuit Learning Model. The design can see as the following.

Table 3.1.Research Design

Class	Test	Teratment	Test
Experimental (VIII-A)	Pre-test	Circuit Learning Model	Post-test
Control (VIII-B)	Pre-test	Using conventional treatment	Post-test

3.2 Population and Sample

3.2.1 The Population

Ary (2002:148) states that a population is defined as all members of any well-defined class of people, events, or object. It means that population is any group that a researcher decide to be analyzed. The population in this study was eight grade students of SMP Swasta Advent 1 Medan. There are two classes available for eight grade students with 25 students for each class.

3.2.2 The Sample

A sample is a part of representative of the population to study (Arikunto, 2009:91). In this research, the sample is randomly selected by using lottery technique. The name for each class will be written on a piece of paper and then all papers were put in a box. The glass will shake and two pieces of paper were taken from the glass. Thus there is a class selected as the sample and experimental. Thus, there are two classes selected as the sample, VIII-A become the experimental class and VIII-B become the control class.

3.3 The Instruments of Collecting Data

The writer use writing test as an instrument of collecting the data. For the test, the researcher as the teacher gave the writing test to the students in the class. The students was asked to make descriptive text based on theme given and in scoring the writing tests.

3.4 Scoring Rubric in Assessing Writing

To measure this writing, the writer adopts the theory of Brown (2007) to get score odf descriptive text.

Table 3.2 Test Specification

Content			Test item	Kind of test	Score
LANGUAGE FEATURES	Specific participant	Person/ Animal/ Things (place)	1	Essay	20
	Adjectives	Descriptors	2	Essay	20
		Classifiers	2	Essay	20
	Simple present tense	Form / usage	2	Essay	15
		Use	2	Essay	15
	Verb	Action verb	1	Essay	10
Total			**10**		**100**

3.5 The Technique of Collecting Data

The procedure is used to solve the problems. The procedure in collecting data in this case in test, kind of test is descriptive text. The test is used to compare the students' writing descriptive pre-test and second post-test. The research procedure has aim to get material that is needed in the research. The procedures of the research clarified as follows:

3.5.1 Pre-test

Pre-test was given to know each of the students' ability in the experimental and control class before doing the treatment. Firstly, both experimental and control class will be test before they are learn about descriptive text. The writer was asked them to write a simple descriptive text with the topic that given by the teacher.

3.5.2 Treatment

The treatment was the second procedure which is conducted after the pre-test. Treatment was given to both the experimental and control class by using the same materials but different teaching strategy. The treatment was used for control

class to support the experimental class. Experimental class was taught by Circuit Learning Model while control class will be taught by conventional model. There are two meetings in this research. Both groups were given pre-test in the first meeting. After that, the treatment and the post-test of descriptive text were given in the second meeting. The teacher taught the experimental group and control group by the following procedures.

Table 3.3 Teaching Procedure for the Experimental and Control Group

1. **Experimental group: Circuit Learning Model**

ACTIVITY	DESCRIPTION	TIME ALLOTMENT
Preparation	4. Pray, attendance, and apperception with association learning material now with experience learners 5. Physical, mental conditioning, to follow learning. 6. Provide motivation and explain goals learning	10 Minutes
Core Activities	**Observing** d. Students see the media about learning material descriptive text e. Doing questions and answers about the topics discussed f. Stick a picture about the topic about on the board **Questening** 5. After students observe about descriptive tmaterial the teacher facilitates students to dig deeper about descriptive text material 6. Asking questions about the attached image 7. Paste the concept map that has been made 8. Explain the pictures and concept maps that have been pasted (visualization activity)	60 Minutes

	Experimenting 4. Divided students into groups of five to six people in each group 5. Give worksheet to each group of students 6. Explain that each group must fill out student worksheeet and fill in parts of the concept map according to their language **Associating** 3. Explain that the concept map that has been presented done will be presented 4. Carry out the presentation of the concept map section that has been done **Comunicating** 2. Explain the results of the students discussion so that students' insight become wider.	
Closing	5. Evaluate the learning process by giving oral or written test about descriptive text material 6. Reflecting by the teacher by involving learners about free sex material 7. Provide feedback and assignments on learners 8. Draw conclusions from the results of learning, and pray	10 Minutes

2. Control Group : Conventional ways

ACTIVITY	DESCRIPTION	TIME ALLOTMENT
Preparation	The students greets the teacher to open the class (introduction	10 Minutes
Core Activities	1. The students open the book 2. The students pay attention 3. The students pay attention from explanation about the topic 4. The students write down the material The teacher ask the students to write down a descriptive text	60 Minutes

	1. Teacher asks the students to summary the material	
Closing	1. Teacher asks the students to summary the material 2. Teacher asks the students to lead the pray	10 Minutes

3.5.3 Post-test

The researcher did the writing test to the students who got as sample and determine the time allocation and the instruction. This post-test was administrated after the treatments have been finished. This post-test was given to find out the difference in the mean score of experimental class and control class also to know the effect of the genre based the learning model on experimental class.

3.6 The Validity of the Test

The validity determineshow wella test is. A test is said to be good if it is valid and reliable. To ensure that the test is good, the validity should be established clearly and in accordance with points of the test. The established and procedure of each aspect is discussed in the following. Validity is the most important consideration in developing and evaluating measuring instrument. Historically, validity was defined as the extent to which an instrument measured what is claimed to measure. This study applied content validity to the test. The validity of the test is used to measure the students' achievement in writing descriptive   text.

3.6 Technique of Analyzing the Data

This study applied the quantitative data. The quantitative data is used to analyzed the score of students. It collects and analyse by the computing the score of students' writing achievement during the writing test.

The data was analyzed by using some steps, namely:

1. Collecting data from the scoring of experimental and control class

2. Identifying the score of the students who are being treated and who are not

3. Comparing the data

4. Draeing the conclusion and answering the hypothesis

To know the effect of the result from this research, the test will calculated by using test formula as follows that development Arikunto:

$$t = \frac{Mx - My}{\sqrt{\left(\frac{dx^2 + d^2}{N + N - 2}\right)\left(\frac{1}{N} + \frac{1}{N}\right)}}$$

Where:

Mx   : The mean score of experimental class

My   : The mean of control class

dx^2 : The standart deviation of experimental class dy^2

: The standart deviation of control class

Nx   : The total number samples of experimental class

Ny   : The total number samples of control class.