

**IMPROVING STUDENTS' WRITING SKILL IN DESCRIPTIVE TEXT  
USING "THE POWER OF TWO AND FOUR" (A CLASSROOM ACTION  
RESEARCH WITH EIGHT GRADE STUDENT OF ASSALAM ISLAMIC  
JUNIOR HIGH SCHOOL BANGILAN-TUBAN IN THE ACADEMIC  
YEAR OF 2018/2019)**

**SKRIPSI**

**By**

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**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF LANGUAGE AND ARTS EDUCATION  
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**LEGITIMATION**

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# CHAPTER I

## INTRODUCTION

### **A. Background of the Study**

The writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgemental elements (Heaton, 1988: 135). As teachers of English, we should provide materials that are appropriate with the curriculum and find suitable method or strategy in the teaching-learning process to enable the students to master those language skills. Furthermore, in order to make English teaching successful, we have to consider some factors such as the quality of teachers, students, etc.

Writing is very important for many people because it will help them understand many paragraphs written in English, either to obtain information for scientific purposes or just relaxation. Through writing, the students can enlarge their point of view of their atmosphere and knowledge. They can also convey or write their ideas, imagination, and experiences into a paragraph and it can be explored to become histories. The importance of English writing is also stated in Competence-Based Curriculum 2004; it states that English is understood as a means of communication as well as in writing. In this case, it also explained the meaning of communications. Communication is an understanding and expressing of information, thoughts, feeling, science, and culture developing by using language (Depdiknas, 2004: 7)

Writing skill in Junior High School should be learned based on genres. The genres which should be taught in junior high school are procedure, descriptive, recount, and narrative. Descriptive is one of the genres that is taught in order to make the students know how to describe any subject in their surrounding. According to Oshima and Hogue description is writing about how something (or someone) looks and uses space order. In space order, you might describe something from up to bottom or from left to right.

In order to improve student descriptive writing, the teacher needs to use the appropriate strategy. The power of two and four strategies is regarded as important to improve student descriptive writing. This strategy is included as part of active learning which is one of the best ways to enhance more active learning by providing learning tasks are performed in a small group of students. Collaborative learning has become popular in educational environments today. By placing students in groups and given tasks in which they are dependent on each other to get the job done is a wonderful way to give students the ability to use in the community. So that the method to be used in learning can be more effective, the teacher must be able to see the situation and condition of the soul, including learning Media. Learning activities for students moderate ability are certainly different from smart students. (Ismail, 2008: 80)

In this case, the researcher will try to observe and improve the achievement of teaching Descriptive writing using the Power of Two and Four strategies and at ASSALAM Islamic Junior High School Bangilan Tuban especially with 8<sup>th</sup>-grade students. This will help the students of ASSALAM

Islamic Junior High School Bangilan Tuban improve their writing skill without feeling bored because teaching writing descriptive text by using the Power of Two and Four strategies has never been done there.

The researcher expects that this research will help language teachers investigate the achievement of the power of two and four strategies in teaching writing descriptive text and find out students perception on the strategy in relation to their writing improvement. It will help them in designing their course syllabus, determining specific learning outcome in writing course as well as selecting and managing materials and tasks relevantly respond to the ultimate goals of writing works.

## **B. Reasons for Choosing the Topic**

There are some reasons why the researcher chooses this research topic. They are:

1. The strategy which only focuses on written text sometimes can make students bored. It does not engage the material doing this classroom action research will give more information as to which strategy can be used to teach writing. Generally, English teachers teach descriptive text using traditional descriptive text that can make students engage and improve their interest during English course.
2. Doing this research will give a new way in teaching writing descriptive text for English teachers of ASSALAM Islamic Junior High School

Bangilan Tuban because they are less in cooperative learning for teaching so far.

3. Investigating students perception on their learning activity conducted through this strategy will be the reference for English teachers in designing their course syllabus as well as selecting and managing materials which are relevant to students' interest in order to reach the ultimate goals.

### **C. Research Questions**

Based on the background of the research above, the formulation of research questions are as follows:

1. How is the implementation of Power of Two and Four in improving students' writing skill in the descriptive text?
2. How is the improvement of students' achievement after being taught through using the Power of Two and Four?

### **D. Objectives of the Study**

The objectives of this study are as follows:

1. To describe the implementation of Power of Two and Four in improving students' writing skill in descriptive text.
2. To describe the improvement of students' achievement after being taught through using the power of two and four.

### **E. The significance of the Study**

By doing the research, it is expected to reveal the following:

1. Students the result of this study may help the students to improve their writing skills in descriptive text. It could have a positive force for obtaining higher achievement.
2. English teacher or second language teacher may apply this method (The Power of Two and Four) to stimulate students in writing descriptive text.
3. The Development of Knowledge (Teaching-Learning Strategy) This study is hoped to be valuable as the contributor in the educational world about the achievement of using the Power of Two and Four in improving students' writing skill in descriptive text.

### **F. Limitation of the Study**

Research should be limited in its scope so that the problem being examined is not too wide and the research is effective. To limit the scope of the research and to analyze the problems, the findings of the research should be limited by the following factors:

1. Using the Power of Two and Four to improve students' writing of descriptive text at 8thgrade of ASSALAM Islamic Junior High School Bangilan Tuban at the preparation activity, main activity, and evaluation activity.

2. The assessment of students' writing covers the parts, qualities, and characteristics of the object to determine the improvement of students' writing of the descriptive text.
3. The contributions of the use of the Power of Two and Four to the students' improvement in descriptive text.

### **G. Definition of Key Terms**

To avoid any ambiguities and misunderstanding of the terms used, the writer would like defining some operational terms in this research.

The terms are as follows:

1. Students' writing skill

The word writing comes from a verb, which means it is an activity, a process. Writing is a way to produce a language, which you do naturally when you speak (Portland, 1989: 410).

According to Webster Skill is the ability, coming from one's knowledge, practice, aptitude, etc., to do something well or competent excellence in performance; expertness; dexterity (Pearson, 2005: 1).

So, we can conclude that students' writing skill is the capacity of a human being to communicate in written text that mastered by students.

2. Descriptive text

Descriptive text is a unit of meaning which is coherent and appropriate for its context (Hartono, 2005: 4).

Descriptive text is a text which lists the characteristics of something. Descriptive text is usually also used to help the writer develop an aspect of their work, e.g. to create a particular mood, atmosphere or to describe a place so that the reader can create vivid pictures of characters, place, object etc. In the description, a writer uses words to paint a picture of something a person, a scene, or even a feeling. In describing, the writer tells the most significant features or attributes, of the "thing" he or she is talking about. Descriptions range from very precise to very creative. In science, descriptions tend to be exact, as when an author describes an apparatus or a particular organism. Descriptions in poetry are more imaginative. In general, descriptions do not occur alone: They blend with definitions and explanations (Hennings, 1999: 2)

In the description, a writer uses words to paint a picture of something a person, a scene, or even a feeling. So, it can say that descriptive text is a text which social purpose to give an account of imagined or factual events.

### 3. The Power of Two and Four

The Power of Two and Four is the activity is used to promote cooperative learning and reinforce the importance and benefits of synergy- that is, that two and (four) heads are indeed better than one (Silberman, 1996: 106).

The power of two learning model and the power of four includes part of cooperative learning is learning in small groups with foster

maximum cooperation through activities learning by one's own friends with members of two people at in it to achieve basic competence (Mafatih, 2007)

Its purpose is accustomed to active learning individually and group (The result of grouping study is having the impression more).

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. Theoretical Review**

##### **1. The General Concepts of Writing**

###### **a. Definition of Writing**

Victoria Fromkin and Robert Rodman stated that writing is one of the basic tools of civilization. Without it, the world as we know it could not exist (Victoria and Robert, 1983 :160). It means that the development of writing was one of the great human writing. It is difficult for many people to imagine a language without spoken word seems intricately tied to the written word. Children speak before they learn to write and millions of people in the world speak languages with no written form. Among these people, oral literature abounds, and crucial knowledge is memorized and passed between generations. But human memory is short-lived, and the brain's storage capacity is finite. Writing overcame such problems and allowed communication across the miles and through the years and centuries. Writing permits a society to permanently record its poetry, its history, and technology.

Writing is one of the ways to express things in our mind, feeling, ideas or thought. Marianne Celce and Murcia stated that writing is a production of the written word that results in text but the text must be read and comprehended in order for communication to take place (Marianne and Murcia, 2000: 142)

Writing is a complex socio-cognitive process involving the construction of recorded messages on paper or on some other material, and, more recently, on a computer screen (John and Cristine, 1994: 34). John Harris adds that writing is a process that occurs over a period of time, particularly if we take into account the sometimes extended periods of thinking that precede creating an initial draft.

From some definition, writing is a system of human communication which represents a symbol. By writing, we can share our idea, feeling, or anything that exist in our mind. Writing prosecutes students to focus on generating an idea, organizing coherently, revising it into the good composition, using discourse markers and rhetorical conventions cohesively, and editing text for appropriate grammar, Therefore, students who want to be able to write good writing, they must learn to write regularly.

### **b. Writing Process**

Perhaps we can personally appreciate what it means to be asked to write something-say, a letter to an editor, an article for a newsletter,a paper for a course you are taking and to allow the very process of putting ideas down on paper to transform thoughts into words, to sharpen your main ideas, to give them structure and coherent organization (Peter, 1973: 14-16) expressed this concept as follow :

The common sense, conventional understanding of writing is as follows. Writing is a two-step process. First, you figure out your meaning, then you put it into language: figure out what you want to say; don't start writing till you do; make a plan; use an outline; begin writing only afterward. Central to this model is the idea of keeping control, keeping things in hand. Don't let things wander into a mess.

The writer assumes that before writing the writer must figure the meaning into language and the written in keeping control. Writing is a process and that what we write is often heavily influenced by the constraints of genres, and then these elements have to be present in learning activities. The Anthony Seow stated that writing process as a private action may be broadly seen as comprising four main stages:

#### 1). Planning (Pre-Writing)

Pre-Writing is any activity in the classroom that encourages students to write. It moves students away from having to face a blank page toward generating tentative ideas and gathering information for writing.

When planning, writers have to think about three main issues. First, they have to consider the purpose of their writing since this will influence not only the type of the text they wish to produce, but also the language they use, and the information they choose to include. Secondly, an experienced writer thinks of the audience they are writing for since this will influence not only the shape of the writing but also the choice of language. Thirdly, writers have to consider the content structure of the piece – that is, how best to sequence the facts, ideas, or arguments which they have decided to include.

#### 2) Drafting

At the drafting stage, the writers are focused on the fluency of writing and are not preoccupied with grammatical accuracy or the neatness of the draft. This first ‘go’ at a text is often done on the assumption that it will be amended later.

#### 3) Revising

Students reexamine what was written to see how effectively they have communicated their meanings to the reader. Revising is done to improve global content and the organization of ideas so that the writer's intent is made clearer to the reader.

To ensure that rewriting does not mean recopying. Students should collect and keep the draft and rewrite. Another activity for revising, students work in pairs to read aloud each other's drafts before they revise.

#### 4) Editing

At this stage, students are engaged in tidying up their texts as they prepare the final draft for evaluation by the teacher. They edit their own or their peer's work for grammar, spelling, punctuation, diction, sentence structure and accuracy of supportive textual material such as quotations, examples and the like. Formal editing is deferred until this phase in order that its application not disrupts the free flow of ideas during the drafting and revising stage.

Process writing as a classroom activity incorporates the four basic writing stages - planning, drafting (writing), revising (redrafting) and editing - and three other stages externally imposed on students by the teacher, namely, responding (sharing), evaluating and post writing.

Process writing in the classroom is highly structured as it necessitates the orderly teaching of process skills, and thus it may not, at least initially, give way to a free variation of writing stages cited earlier. A teacher often plan appropriate classroom activities that support the learning of specific writing skills at every

stage. And to encourage process writing, teachers can model the selection of topics or the writing process itself.

### **c. The Skill Needed to Write**

The writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgemental elements. The following analysis attempts to group the many and varied skills necessary for writing into five general components or main ideas, They are:

- 1). Language Use: The ability to write correct and appropriate sentences;
- 2). Mechanical Skill: The ability to use correctly those conventions peculiar to the written language – e.g. punctuation, spelling;
- 3). Treatment of Content: The ability to think creatively and develop thoughts, excluding all irrelevant information;
- 4). Stylistic Skill: The ability to manipulate sentences and paragraphs, and use language effectively;
- 5) Judgment Skills: The ability to write in an appropriate manner for a particular purpose with a particular audience in mind, together with the ability to select, organize and order relevant information.

The actual writing conventions which it is necessary for the students to master relate chiefly (at the elementary stages) to punctuation and spelling. The greater importance in the teaching and testing of writing are those skills involving the use of judgment. The ability to write for a particular audience using the most

appropriate kind of language is essential for both native-speaking and foreign students alike.

#### **d. Writing Purposes**

Writing is one of the foundational skills of educated persons. It is a very important ability to be conducted in the teaching-learning process. Students can use their language to express their ideas, thoughts, and teaching by writing a sentence when they have difficulty to say orally, it means that a writer is not able to know the response of his reader directly. According to O'Malley and Pierce, There are three purposes of writing that describe the kinds of students writing (Britain, 1996: 137-138) they are:

##### 1) Informative Writing

Informative writing helps writers integrate new ideas and examine existing knowledge. So, the writer can share knowledge and give information, directions or ideas. Examples of informative writing include describing events or experiences, analyzing concept, speculating on causes and effects, and developing new ideas or relationship.

##### 2) Expressive or Narrative Writing

Expressive or narrative writing is a personal or imaginative expression in which the writer produces a story or essay. This type of writing often used for entertainment, pleasure, discovery, poems, or short play.

##### 3) Persuasive Writing

In persuasive writing, writers attempt to influence others and initiate action or change. This type of writing includes evaluation of a book, movie, consumer product, or Controversial issues.

Writing is one way of communication if we look for new job employers, public officials or even member of the family to protest unfair treatment or to say "thanks" for help. By improving the writing skill, the purpose of communication in written will be easier.

## **2. Text – Type (Genre)**

The genre is used to refer to particular text-type, not to traditional varieties of literature. It is a type or kind of text, defined in terms of its social purpose; also the level of context dealing with a social purpose (Rudi, 2005: 4). It means each genre of text, such as Bible translation, novels, reading primers, textbooks, and newspaper, has served social and cultural functions. The authority of textbooks is related to the view that the meaning is in the text. Michael Stubbs stated that Text-type or genres are events which define the culture. They are conventional ways of expressing meaning: purposeful, goal-directed language activities; socially recognized text-type, which forms patterns of meaning in the social world.

### **a. Kinds of Text-type (Genre)**

According to Gerrit and Wignell, there are many kinds of genres (text type), those are :

#### **1. Spoof**

Retell an event with a humorous twist. It has:

##### **a. Generic structure:**

- 1) Orientation: sets the scene.
- 2) Event(s): tell what happened.
- 3) Twist: provides the punch line.

b. Significant lexicogrammatical features:

- 1) Focus on individual participants.
- 2) Use of material process.
- 3) Circumstances of time and place.
- 4) Use of past tense.

2. Recount

Retell events for the purpose of informing or entertaining. It has:

c. Generic structure:

- 1) Orientation: provides the setting and introduces participants.
- 2) Events: tell what happened, in what sequence.
- 3) Re-orientation: optional-closure of events.

d. Significant lexicogrammatical features:

- 1) Focus on specific participants.
- 2) Use of material process.
- 3) Circumstances of time and place.
- 4) Use of past tense.
- 5) Focus on temporal sequence.

3. Report

Describe the way things are, such as with reference to a range of natural, man-made and social phenomena in our environment. It has:

a. Generic structure:

1) General classification: tells what the phenomenon under discussion is.

2) Description: tells what the phenomenon under discussion is like in term

of

a) Parts (and their functions).

b) Qualities.

c) Habits or behaviors, if living: use, if non-natural).

b. Significant lexicogrammatical features:

1) Focus on general participants.

2) Use of relational processes to state what is and that which it is.

3) Use of simple present tense.

4) No temporal sequence.

4. Analytical exposition

To persuade the reader or listener that something is the case based on fact or observation. It is emphasizing the result. It has :

a. Generic structure:

1) Thesis: position (introduces topic and indicates a writer's position), preview (outlines the main arguments to be presented).

2) Arguments: point (restates main argument outline in preview), elaboration (develops and supports each point/argument).

3) Reiteration (restates writer's position).

b. Significant lexicogrammatical features:

1) Focus on generic human and non-human participants.

- 2) Use of simple present tense.
- 3) Use of relational processes.
- 4) Use of internal conjunction to stage argument.
- 5) Reasoning through causal conjunction or nominalization.

## 5. News Item

To inform the readers, listener, or viewer about events of the day which are considered newsworthy or important. It has:

### a. Generic structure:

- 1) Newsworthy event(s): recounts the event in summary form.
- 2) Background events: elaborate what happened, to whom; in what circumstances.
- 3) Sources: comments by participants in, witnesses to and authorities' expert on the event.

### b. Significant lexicogrammatical features:

- 1) Short; telegraphic information about story captured in a headline.
- 2) Use of material processes to retell the event.
- 3) Use of projecting verbal processes in sources stage.
- 4) Focus on circumstances.

## 6. Anecdote

To share with others an account of an unusual or amusing incident. It has:

### a. generic structure:

- 1) Abstract: signals the retelling of an unusual incident.

- 2) Orientation: sets of the scene.
- 3) Crisis: provides details of the unusual incident.
- 4) Reaction: reaction to a crisis.
- 5) Coda: optional-reflection on or evaluation of the incident.

b. Significant lexicogrammatical features:

- 1) Use of exclamations, rhetorical questions and intensifiers (really, very, quite, etc) to point up the significance of the events.
- 2) Use of material processes to tell what happened.
- 3) Use of temporal conjunctions.

7. Narrative

To amuse, entertain and deal with actual or vicarious experience in different ways.

a. Generic structure:

- a) Orientation: sets the scene and introduces the participants.
- b) Evaluation: a stepping back to evaluate the plight.
- c) Complication: a crisis arises
- d) Resolution: the crisis is resolved, for better or for worse.
- e) Re-Orientation: Optional.

b. Significant lexicogrammatical features:

- a) Focus on specific and usually individualized participants.
- b) Use of material processes.
- c) Use of relational processes and mental processes.
- d) Use of temporal conjunctions and temporal circumstances.

e) Use of past tense.

## 8. Procedure

To describe how something is accomplished through a sequence of acts or steps. It has:

a. Generic structure:

1) Goal.

2) Materials (not required for all procedural texts).

3) Steps 1-n (i.e. goal followed by a series of steps oriented to achieving the goal)

b. Significant lexicogrammatical features:

1) Focus on generalized human agents.

2) Use of simple present tense, often imperative.

3) Use mainly of temporal conjunction (or numbering to indicate sequence).

4) Use mainly of material processes.

## 9. Descriptive

Describe a particular person, place, or thing. It has:

a. Generic structure:

1) Identification: identifies phenomenon to be described.

2) Description: describes part, qualities, and characteristics.

b. Significant lexicogrammatical features:

1) Focus on specific participants.

2) Use of attributive and identifying processes.

3) Frequent use of Epithets and Classifier in nominal groups.

4) Use of simple present tense.

#### 10. Hortatory Exposition

To persuade the reader or listener that something should or should not be the case. It has:

##### a. Generic structure:

1) Thesis: the announcement of an issue of concern.

2) Arguments: reasons for concern, leading to the recommendation.

3) Recommendation: statement of what ought or ought not to happen.

##### b. Significant lexicogrammatical features:

1) Focus on a generic human and non-human participant, except for speaker or writer referring to self.

2) Use of mental processes (to state what writer thinks or feels about issue e.g. realize, feel, appreciate), material processes (to state what happens e.g. is polluting, drive, travel, spend, should be treated) and relational processes (to state what is or should be e.g. does not seem to have been, is).

3) Use of simple present tense.

#### 11. Explanation

To describe the process involved in the formation or working of natural or socio-cultural phenomena. It has:

##### a. Generic structure:

1) A general statement to position the reader.

2) A sequenced explanation of why or how something occurs.

b. Significant lexicogrammatical features:

- 1) Focus on generic, non-human participants.
- 2) Use mainly of material and relational processes.
- 3) Use of mainly of temporal and causal circumstances and conjunctions.
- 4) Use of simple present tense.
- 5) Some use of passive voice to get the theme right.

12. Discussion

To present (at least) two points of view about an issue. It has:

a. Generic structure:

- 1) Issue: statement and preview.
- 2) Arguments for and against or statements of differing points of view:  
point and elaboration.
- 3) Conclusion or recommendations.

b. Significant lexicogrammatical features:

- 1) Focus on generic human and generic non-human participants
- 2) Use of :
  - a) Material processes e.g. have produced, have developed, to feed
  - b) Relational process e.g. is, could have, cause, are.
  - c) Mental processes e.g. feel
- 3) Use of comparative: contrastive and consequential conjunctions.
- 4) Reasoning expressed as verbs and nouns (abstraction).

13. Reviews

It is a critique of art or event for a public audience. It has:

a. Generic structure:

1) Orientation: places the work in its general and particular context, often by comparing it with others of its kind or through analog with a non-art object or event.

2) Interpretative recount: summarises the plot and/or provides an account of how the reviewed rendition of the work came into being; is optional, but if present, often recursive.

3) Evaluation: provides an evaluation of the work and/or its performance or production; is usually recursive.

4) Evaluative summation: provides a kind of punchline which sums up the reviewer's opinion of the art event as a whole; is optional.

b. Significant lexicogrammatical features:

1) Focus on particular participants.

2) Direct expression of opinions through the use of attitudinal lexis (value-laden vocabulary) including attitudinal epithets in nominal groups; qualitative attributes and effective mental processes.

3) Use of elaborating and extending clause and group complexes to package the information.

4) Use of metaphorical language.

14. Commentary

To explain the process involved the information (evaluation) of a socio-cultural phenomenon, as though a natural phenomenon. The text conveys the field

of natural science, using the explanation to do so. It has significant lexicogrammatical features:

- a. Generic, non-human participants.
- b. Material and relational processes (mostly relational in this text).
- c. Temporal and causal circumstances and conjunctions.
- d. Past tense is used to trace the evolution of soft toys, which predated modern Teddy.

To find the common characteristics, we first compare text-type in terms of social purpose, and the structure and language features which achieve that purpose. Sets of text-type which have similar purposes, and therefore use similar structures and language feature, can be categorized into families. As students progress through the levels, the social purposes students are expected to achieve within each family become more complex and demanding and so the text-type become more demanding in terms of structure and language features.

### **E. Evaluating Student Writing**

After giving exercises or tasks, teachers have to evaluate and score the students' work. H. Douglas Brown stated that there are five basic categories for evaluating writing (Douglas, 2004: 244-245) :

Table 3.1

No	Aspect	Score	Criteria
1	Organization	20-18	Excellent to Good: Appropriate title, effective introductory paragraph, a topic is stated, leads to a body.
		17-15	Good to Adequate: Adequate title, introduction, and conclusion
		14-12	Adequate to Fair: Mediocre or scant introduction or conclusion
		11-6	Unacceptable: shaky or minimally recognizable introduction.
		5-1	Not college-level work: Absence of Introduction or conclusion.
2	Content	20-18	Excellent to Good: Essay addresses the assigned topic.
		17-15	Good to Adequate: Essay addresses the issues but misses some points.
		14-12	Adequate to Fair: Development of ideas not complete or essay is somewhat off the topic.
		11-6	Unacceptable: Ideas incomplete.
		5-1	Not college-level work: Essay is completely inadequate and does not

			reflect college-level work
3	Grammar	20-18	Excellent to Good: native-like fluency in English grammar.
		17-15	Good to Adequate: Advanced proficiency in English grammar.
		14-12	Adequate to Fair: Ideas are getting through to the reader, but grammar problems are apparent and have a negative effect on communication
		11-6	Unacceptable: Numerous serious grammar problems interfere with communication of the writer's ideas.
		5-1	Not college-level work: Severe grammar problems interfere greatly with the message.
4	Mechanics	20-18	Excellent to Good: Correct use of English writing conventions.
		17-15	Good to Adequate: some problems with writing conventions or punctuation.
		14-12	Adequate to Fair: Uses general writing

		11-6	conventions but has errors.
		5-1	Unacceptable: Serious problems with the format of the paper. Not college-level work: complete disregard for English writing convention
5	Vocabulary	20-18	Excellent to Good: Precise vocabulary usage; use of parallel structures; concise; register well.
		17-15	Good to Adequate: Attempts variety; good vocabulary; not wordy; register OK; style fairly concise.
		14-12	Adequate to Fair: Some vocabulary misused; lacks awareness of register; may be too wordy.
		11-6	Unacceptable: Poor expression of ideas; problems in vocabulary; lacks a variety of structure.
		5-1	Not college-level work: inappropriate use of vocabulary; no concept of register or sentence variety.

For scoring, a teacher can use numerical scores. Then, she or he can establish a point scale. Such a weighing scale might look like this:

Organization : 20 Points

Content : 30 Points

Grammar : 25 Points

Mechanics : 05 Points

Vocabulary : 20 Points

Total 100

Two important components in the authentic assessment of writing are the nature of the task and the scoring criteria. Writing prompt defines the task for student writing assignments. The prompt consists of the question or statement students will address in their writing and the conditions under which they will write. The task should specify the number of time students will have to complete the writing.

### **3. Descriptive Text**

#### **a. Definition of Descriptive Text**

Descriptive text is a text which lists the characteristics of something. Descriptive text is usually also used to help the writer develop an aspect of their work, e.g. to create a particular mood, atmosphere or to describe a place so that the reader can create vivid pictures of characters, place, object etc. In the description, a writer uses words to paint a picture of something a person, a scene, or even a feeling. In describing, the writer tells the most significant features or attributes, of the "thing" he or she is talking about. Descriptions range from very

precise to very creative. In science, descriptions tend to be exact, as when an author describes an apparatus or a particular organism. Descriptions in poetry are more imaginative. In general, descriptions do not occur alone: They blend with definitions and explanations (Hennings, 1999: 2)

From those, it can be said that descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

### **b. Social Function**

The descriptive text aims to describe a particular person, place or thing. It means that descriptive text aims at giving vivid details of how something or someone looks. A descriptive text tells the readers what the thing is, or what the thing does. A description should be so unique that a description of one thing should be different from a description from another thing. In other words, descriptive text is not used to generalize. All different readers should be able to show the same thing being described in the text.

### **c. Generic Structure of Descriptive Text**

One way in understanding descriptive text is by identifying the generic structure of that text. The simple generic structure that is taught in junior high school is divided into the following two elements namely identification and description (Anderson, 1997: 103)

- 1) Identification / a general opening statement in the first paragraph:

Identifies phenomenon to be described.

- a) This statement tells the audience what the text is going to be about.
- b) This includes a short description of the subject.
- c) This can include a definition of the subject.

2) Description / A series of paragraphs about the subject:

Describes parts, qualities, characteristics.

- a) Each paragraph usually begins with a topic sentence.
- b) The topic sentence at the beginning of each paragraph previews the information contained in the rest of the paragraph.
- c) The sentences after the preview give more details.
- d) Each paragraph should give information about one feature of the subject.
- e) These paragraphs build a description of the subject of the report.
- f) They may include technical language that is related to the subject.

By identifying the generic structure of the text, it is easier to understand the text. It specifies the text that given the reader in order to it is more interesting to read.

**d. Significant lexicogrammatical features of a descriptive text**

Descriptive text has significant lexicogrammatical features that support the formation of a descriptive text the followings are significant lexicogrammatical features of the descriptive text are a focus on specific participants, use of attributive and identifying processes, frequent use of epithets and classifiers in nominal groups, and use of simple present tense (Linda, 1994: 208)

- 1) Focus on specific participants

As stated before, the descriptive text purpose to describe a particular person, thing or place. The subject who is described is not general, but more specific. Those, we cannot describe people in general. But, we can describe a particular person. For example my idol, my mother, my cat, Mr. Leo, etc.

- 2) Use of attributive and identifying processes.

Relational processes involve states of being (including having). They can be classified according to whether they are being used to identify something (Barry Tuckwell may be the finest living horn player) or to assign a quality to something (Barry Tuckwell is a fine horn player).

Processes which establish as identify are called identifying processes and processes which assign a quality are called attributive processes. Each has its own characteristic participant roles.

- 3) Frequent use of epithets and classifies in nominal groups.

A nominal group is a group of words which has a noun (words which name a person, place or thing) as its head word and includes all additional information related to the noun. As a means of representing experience, the nominal group has a number of functional components. Some of the components which frequently used in writing descriptive text are epithet and classifier.

- 4) Use of simple present.

The tense that used in the descriptive text is simple present tense. The lexico-grammar of descriptive text is dominated with simple present tense. This is due to the factual nature of the descriptive text.

When we speak or write we always do so in particular social situations. This means that language we use is fashioned by those situations, not only in what we say but also in how we say things.

#### **4. The Power of Two and Four**

##### **a. Definition of the Power of Two and Four**

Strategies associated with learning and teaching can be interpreted as a general pattern of teacher-pupil in the embodiment of the teaching and learning activities to achieve the objectives outlined. In the world of education is defined as a plan, strategy, method, or series of activities designed to achieve a particular educational goal. So with this learning strategy is to be interpreted as planning, mapping out a series of activities designed to achieve certain goals (Sanjaya, 2006: 126)

Learning strategy is one way that can be used by students to be able to learn to process their own thoughts. Teachers are expected to develop or find an alternative that is used to guide students' learning strategies. Basically, there is not the most ideal strategy. Each strategy has advantages and disadvantages of their own. This is very dependent on the goals to be achieved, the strategy users (teachers), the availability of facilities, and the condition of students.

In an active learning environment, the students should gain a sense of empowerment because the content presented and ideas discussed are relevant to their experiences and histories. For example, the teacher might present a list of thematic units to the students, who then decide what aspects of the themes they wish to investigate and which activities will allow them to pursue that theme.

Kemp explained that the learning strategy is a learning activity to be done so that teachers and students learning goals can be achieved effectively and efficiently. Agreed with the above opinion, Dick and Carey also mentioned learning strategy is a set of learning materials and procedures are used together to generate learning outcomes in Students.

While the power of two and four means merging the two and four strengths. Combines the power of two and four people in this respect is to form small groups, each group consisted of two and four people (students). This activity is done so that the emergence of synergy that is two or more are certainly better than one.

The power of two and four is included as part of active learning which is one of the best ways to enhance more active learning by providing learning tasks are performed in a small group of students. Support your fellow students and the diversity of opinions, knowledge, and skills they will help make the learning as a valuable part of the climate in the classroom. However, learning together is not always effective. Perhaps there is unbalanced participation, poor communication, and confusion.

In implementing this learning strategy uses several teaching system using several methods appropriate to the learning strategy measures the power of two and four that support for student learning is the ease in using the method of lecture, discussion, group work, and others.

Learning strategies both strength (the power of two and four) including part of cooperative learning is learning in small groups to foster maximum

cooperation through the learning activities by their own friends with a member of two and four people in it to achieve basic competence. The power of two and four strategies designed to maximize learning collaborative (joint) and minimize the gap between students who are single with other students. Collaborative learning has become popular in educational environments today. By placing students in groups and given tasks in which they are dependent on each other to get the job done is a wonderful way to give students the ability to use in the community. They tend more interesting in learning because they do it with their classmates.

Collaborative learning activities help to guide active learning. Although independent learning and classroom management instruction also encourage active learning, the ability to teach through collaborative work activities in small groups will allow you to promote learning with active learning.

Learning Strategy the Power of Two and four is an activity undertaken to enhance collaborative learning and promote the interests and benefits of synergy, it would, therefore, two and (four) heads are better than one head.

From the above description, the strategy of The Power of Two and four is a tactic or trick that must be mastered and applied by educators to specific learning objectives which has been defined can be achieved by combining the strength of two and four men in teaching and learning. One of the best ways to promote active learning is to give learning assignment that carried out in small groups of students. The peer support and diversity of viewpoints, knowledge, and skill help make collaborative learning a valuable part of our classroom learning

climate and the power of two and four is used to promote cooperative learning and reinforce the importance and benefits of synergy.

**b. A procedure of the Power of Two and Four**

Learning strategies both strength (the power of two and four) is an activity undertaken to enhance collaborative learning and encourage the emergence of the benefits of synergies since two and four people would be better than one. Before using the power of two and four in teaching writing, we certainly need some preparation in order to make the teaching-learning process successfully and more systematic. The procedure of this strategy as follows :

- 1) The first step, create a problem. In the process of learning, teachers provide one or more questions to students in need of reflection in determining the answers. By answering them, they help students to create ideas in their planning.
- 2) The second step, the teacher asks the students to answer the questions themselves. Here, students answer the questions to create their drafting that focused on the fluency of writing.
- 3) The third step, the teacher divides sets of pairs. Couples group is determined according to the original list of absent or can be randomized. In the process of learning after students complete all the answers, form into pairs and ask them to share (sharing) with other answers.
- 4) The fourth step, the teacher asked the couple to discuss a search for new answers. In the process of learning, the teacher asks students to create a new answer to each question with a correct response to each individual.

Students revise what they have written to see how effectively they have communicated their meaning to the reader.

- 5) The fifth step, the teacher asked the group to discuss a search for new answers. In the process of learning, the teacher asks students to create a new answer to each question with a correct response to each pair. Here, students are engaged in tidying up their text as they prepare the final draft for evaluation by the teacher.
- 6) The sixth step, the teacher asked the participants to discuss the results of his sharing. In the process of learning, students are encouraged to discuss the classical to discuss issues unclearly or poorly understood. To end the teachers learning together with students studying material conclusion.

One of the best ways to promote active learning is to give learning as assignments that are carried out in small groups of students. The peer support and diversity of viewpoints, knowledge, and skill help make collaborative learning a valuable part of your classroom learning climate.

### **c. Variations of the Power of Two and Four**

This strategy has been around a long time. It will probably never go away. A teacher needs good arrangement and here Mel Silberman gives the various ways that can be chosen:

- 1) Invite the entire class to select the best answer for each question.
- 2) To save time, assign specific questions to specific groups than having all groups answer all questions.

Those are that can make easier in the teaching-learning process. There are many activities which are suitable for students writing in pairs and groups. However, the main objective of writing activities done in groups or pairs is to involve everyone in the creation of written text, whoever does the actual writing.

#### **d. The Purpose of The Power of Two and Four**

The strategy chosen by the educator should not be contrary to the purpose of learning. The strategy should encourage interaction where educational activities to proceed in order to achieve the goal. The basic aim is to develop learning abilities of individual children so that it can solve all the problems it faces.

The choice of some particular method or strategy in learning aims to provide the best possible way or ways for the implementation and operational success of learning. Whereas in other contexts, methods or strategies can be a means to discover, test and compile the necessary data for the development of the scientific discipline. In this case, the strategy aims to further simplify the process and learning outcomes so that what can be achieved with a well planned and easy as possible.

In the exercise of the power of two and four learning strategies have some goals to be achieved include the following:

- 1) Familiarize individuals and groups (study with the result more impressive)
- 2) Enhance collaborative learning.
- 3) So that learners have the skills to solve problems related to the subject matter
- 4) Minimize failures.

5) Minimize the gap between students who are one with other students.

**e. Advantages and disadvantages of the Power of Two and Four**

**1) Advantages of the Power of Two and Four**

The Power of Two and four strategies are emphasized in the activeness of students by involving students actively through discussions about the answers to the questions given by teachers with their partner and group. In this case, a group of students will be tutors for students under the group.

Slameto states that the receipt of the lesson if the students' own activity, the impression it will not go away, but thought, processed, and then issued again in a different form (Slameto, 2010: 2). Using the power of two and four strategies are expected to enhance more active learning by providing learning tasks are done in small groups of students.

Learning strategy of the power of two and four has several advantages such as (Fatimah, 2010: 24)

- a) Students are not so much dependent on teachers but can increase confidence in the ability to think me, find information and learn from other students.
- b) Develop the ability to express ideas and then compare it with others.
- c) Help students to be able to cooperate with others.
- d) Help students to be more responsible in performing their duties.
- e) Increase the motivation and stimulation to think.

f) Promote academic achievement and social skills.

Overall implementation of learning strategy the power of two and four aims to familiarize students learn actively, both individually and in groups and help students to work together with others. Thus, learning to use the learning strategies of the power of two and four on the subject of the descriptive text is expected to enhance students' writing skill so that he earned academic achievement is also expected to increase.

## **2) Disadvantages of the Power of Two and Four**

In addition to the advantages, the power of two and four also has the weaknesses are:

- a) Sometimes it can happen there is the view from various angles to the problem is solved, perhaps even the conversation became distorted, so it takes a long time.
- b) With the division of groups and between groups sharing make learning less conducive.
- c) With the existence of the group, students who are less responsible in the task, making them more so they rely on their partner playing themselves without wanting to do the work.

## **5. The Use of The Power of Two and Four in Teaching Descriptive Writing**

### **a. The Implementation of the Use of the Power of Two and Four**

We use language to achieve a variety of social purposes. For example, we use it to entertain, to explain how something works, to provide information, to argue a position, to explore the inner world of the imagination, we also use language to make sense of the world, to express and develop ideas on a range of topics, from everyday experiences to the ideas that are considered across all the areas of the curriculum.

Writing is an important skill to be taught and should be mastered by students because there are a lot of reasons for teaching writing. The ability to write effectively is becoming increasingly important in our global community, and instruction in writing is thus assuming an increasing role in both second and foreign language education. The reason for teaching writing to students of English as a foreign language include reinforcement, the language development, learning style and most importantly, writing as skill its own right.

According to Pauline Gibbons, Teaching writing skill should be an integrated part of mainstream instruction. Thus the subject matter content provides the relevant context for the many different purposes of writing associated with the various genres found in a given

Culture (Patricia and Marguerite, 2005: 275). People often begin a paragraph with general ideas and then write more specific ones. The last sentence of paragraph often describes a personal reaction, opinion, or feeling.

In the process of learning, teachers provide one or more questions to students in need of reflection in determining the answers. Then, a teacher asks students to answer the questions themselves and divides sets of pairs. Couples

group is determined according to the original list of absent or can be randomized. In the process of learning after students complete all the answers, form into pairs and ask them to share (sharing) with other answers. The teacher asks the couple to discuss a search for new answers. In the process of learning, the teacher asks students to create a new answer to each question with a correct response to each individual. After that, a teacher asks the group to discuss a search for new answers and asks students to create a new answer to each question with a correct response to each pair. Last, a teacher asks participants to discuss the results of his sharing. In the process of learning, students are encouraged to discuss the classical to discuss issues unclear or poorly understood to end the teacher learning together with students studying material conclusion.

#### **b. Glossary Teaching Activity in Descriptive Writing**

Group activities in a language classroom have a very different flavor. Successful collaborative writing allows students to learn from each other. It gives each member of the collaboration access to others' minds and knowledge, and it imbues the task with a sense of shared goals which can be very motivating. And in the end, although the collaborators may have to share whatever glory is going (rather than keep it for themselves individually), still, any less-than-successful outcome is also shared so that individuals are not held solely responsible for any shortcomings in what they produce. For these reasons collaborative writing, as exemplified in the following activities, has the power to foster the writing habit in a unique way.

The following examples show ways of writing to make enjoyable and productive:

### 1) Barrier Games

Barrier Games are usually played in pairs and involve solving a problem of some sort. They involve an information gap, whereby each player has different information that both needs if they are to solve the problem.

### 2) Cloze

Cloze activities are pieces of text with some words deleted. They are useful teaching strategy for encouraging students to use prediction skills as they are reading, to help you assess their general comprehension and to gauge the difficulty of a text for a particular student.

### 3) Dialogue Journal

As the name suggests, this is a conversation that is written down. It may be between the student and teacher.

### 4) Dictogloss

This is a technique adapted from Ruth Wajnryb (1990). It is designed to develop listening skills but is particularly valuable because it integrates this with speaking, reading, and writing. It encourages students to reflect on what they are writing.

### 5) Semantic Web

Semantic Web, sometimes called a semantic map, is a way of collecting and organizing information. Often this is carried out initially as a brainstorm, with students recalling what they already know about the subject and the words and concepts they associate with the keyword.

There are many activities which are suitable for students writing in pairs and groups. Some of them depend on a scribe to write the final version of the piece, while some of them involve every single person writing their own version of the text.

## **B. Previous Research**

The research will describe some works which are relevant to these thesis to make the thesis arrangement easier:

- a. Sri Amik, in her final project entitled: The Use of Contextual Teaching Learning Technique in Teaching writing Descriptive Text to The First Year Students of SMP N 1 Doplang in the Academic Year of 2008/2009. The objectives of her study were to know the students' writing ability before the teacher applies the contextual teaching learning as a technique and there is an improvement after teacher applies the contextual teaching learning as the technique. Her thesis explained how the contextual teaching-learning can improve students' writing ability, about the procedure, the result, the advantages and disadvantages of teaching writing descriptive text using the contextual teaching-learning. She carried out a Classroom Action Research. To find out the result of the research, she gave the test every cycle. It can be seen the improvement the students made. Their descriptive text writings were getting better. In Pre-test, The mean score is 50.5%, The mean score of test I is 61.55%, The mean score of test II is

66.825%, The mean score of Post-test is 71.175%, which means that there is the achievement of students' ability in learning writing using the contextual teaching-learning technique.

- b. Reality Mardiana Putri, in her final project entitled: The Use of Group Investigation Approach to Teach Descriptive Writing in Junior High School (The Case of the Seventh Grade Students of SMPN1 Mojogedang Karang Gianyar in the Academic Year 2008/2009). The objectives of her study were to know the students' writing ability before the teacher applies the group investigation approach as a method and there is an improvement after teacher applies the group investigation approach as a method. Her thesis explained how the group investigation approach can improve students' writing ability, about the procedure, the result, the advantages and disadvantages of teaching writing descriptive text using the group investigation approach. She carried out a Classroom Action Research. To find out the result of the research, she gave the test every cycle. It can be seen the improvement the students made. Their descriptive text writings were getting better. In Pre-test, The mean score is 53.4%, The mean score of test I is 70.325%, The mean score of test II is 76.125%, The mean score of Post-test is 80.085%, which means that there is the achievement of students' ability in learning writing using the group investigation approach.

In other words, this research is different from the previous one. The first final project stated that the researchers used the contextual teaching-learning technique. The second used the group investigation approach. The study focus among them is the same with researchers that are teaching writing in descriptive text. From the previous research that the writer described, it can be said that improving students' writing skill in a descriptive text is very important. And using the power of two and four in order to reach that goal can be applied in the writing teaching-learning. The researcher hopes that this study will give contribution especially in English teaching-learning process.

### **C. Action Hypotheses**

The action Hypotheses of this study is that the use of the Power of Two and Four can improve students' writing skill in descriptive text.

## **CHAPTER III**

### **METHOD OF INVESTIGATION**

#### **A. Research Design**

Research methodology plays an important role in the research. In this research, the researcher used the classroom action research as the approach. As we know that classroom action research is a number of procedures that is used to improve teaching learning process in classroom. Mills (2000: 21) states that action research is a systematic inquiry that is done by teachers(or other individuals in the teaching/learning environment) to gather information about the ways their particular schools operate how they teach and how well their students learn.

The researcher will use a classroom action research as an attempt to improve writing teaching learning process and to solve the problems that students had related to skill in writing.

#### **B. Setting of Study**

The researcher conduct the classroom action research at ASSALAM Islamic Junior High School in academic year 2018/2019. This setting is located in Bangilan, Tuban. The researcher chose this setting because the students are less in writing . The students come from different intelligence, social background, and characteristic of student setting and subject of the research.

### **C. Subject of Study**

The subject of this study are students of VIII of ASSALAM Islamic Junior High School, where the total number are twenty-three students and consist of women. Their age between thirteen until fourteen years and their English writing skill is most of the students had difficulties in organizing the words grammatically.

### **D. Method of Study**

#### **1. Initial Observation**

In initial observation, the researcher intended to find out:

- 1) Collecting data such as documentation includes the number of the students and students' name list.
- 2) After the researcher had collected the data, she did a pre cycle test. Its purpose is to know the score mean of students' writing organization in descriptive text before using the Power of Two and Four.

#### **2. Planning in Action**

In this research, the researcher planned to conduct two cycles of classroom action research. There are four activities that should be done in one cycle. Its step in this kind of research is using cycle and it is implemented to increase the students' writing skill in descriptive text. The four components on each cycle consist of planning, actuating, observing, and reflecting:

- 1) Planning

Planning an action by focusing on who, what, when, where, and how the action will be done.

- 2) Acting

The planning strategy will be applied in teaching learning process.

- 3) Observating

In this phase, the researcher observed and take notes during teaching learning process.

- 4) Reflecting

Reflection means to analyze the result based on the data that have been collected to determine the next action in the next cycle. In this phase, the researcher could observe whether the acting activity had resulted any progress, what progress happened, and also about the positives and negatives. Results observation then being reflected together by teacher and researcher, this includes analysis, and evaluation toward observation result.

A cyclical process involving stages of action research was followed by action. It can be illustrated below :

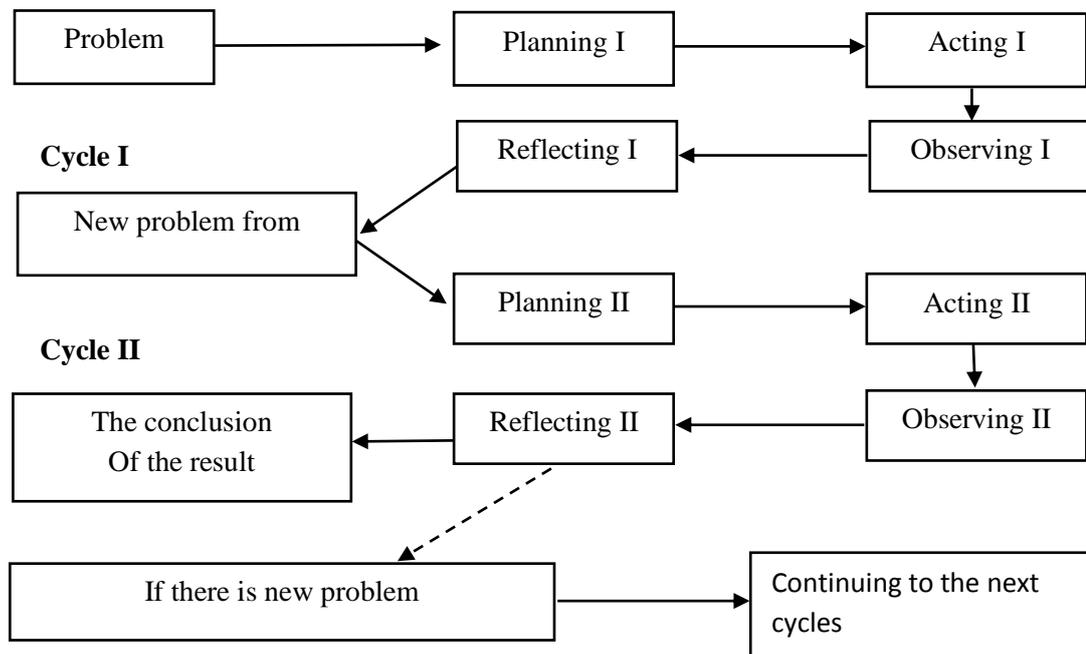
**Cycle I**

Figure 3.1

**Cycle Process of Action Research****E. Procedure of Study**

In this classroom action research, the researcher will conduct two cycles through the Power of Two and Four strategy. In this research, the teacher will teach writing in descriptive text.

The activities that were done in each cycle were as follows:

## **1. Pre Test:**

The first step in making classroom action research, the researcher used pre cycle test to check the students' writing skill in descriptive text. In this activity, the teacher gave test. After the researcher got the data from the pre cycle test, the researcher decided to analyze the result to determine the use of the Power of Two and Four in teaching writing.

After recognizing the possible cause of problems faced by students, the researcher explored practical, realistic ways that the power of two and four could become a normative part of teaching learning process.

## **2. Cycle 1:**

### **a. Planning**

- 1) The researcher identified the teaching learning design, such as, arranging lesson plan which was according to the teaching learning process which was using 'the Power of Two and Four'.
- 2) The researcher prepared the teaching learning process resources, such as, the materials, the media, the observation sheets, and the documentation.
- 3) The researcher prepared present list in order to know students' activeness in joining teaching learning process by using 'the power of Two and Four'

### **b. Acting**

In this step, the teacher along the researcher conducted an activity as it had planned in the lesson plan, organized the class to start doing the strategy and collected the data while repair the problem. The activities were as follows:

- 1) Teacher showed picture and asked students about it and Students answered the questions orally.
- 2) Teacher wrote down the answer on the blackboard.
- 3) Teacher told what the topic of the lesson.
- 4) Teacher explained descriptive text and grammatical points.
- 5) Teacher gave the transcript of the text to students.
- 6) Teacher asked students to find 5 difficult words.
- 7) Teacher gave some vocabularies that related to the topic.
- 8) After giving some vocabularies, teacher gave a new picture and asked students to answer some questions individually.
- 9) After all students had completed their answer, teacher arranged them into pairs and asked them to share their answers.
- 10) Teacher asked students to work in groups of four to share their answers from their previous pairs.
- 11) After finishing the work, teacher asked a delegation of each group to read their work in front of the class and others responded it.
- 12) Teacher asked some of them some questions related to their work that had been read.
- 13) Teacher gave a chance to students to ask the difficult materials and provided feed back the material.

#### c. Observating

The researcher observed the activity by using observation format in order to evaluate the results, collect the data and monitor the teaching learning process.

It was used to find out to what extent the action result reached the objective. The steps were as follows:

- 1) The researcher observed the teaching learning process in order to know the implementation of using 'the Power of Two and Four' towards students' writing skill in descriptive text.
- 2) The researcher observed the groups' activity in discussing to write descriptive text.
- 3) The researcher wrote the success and the problems when the teaching learning in progress which was not enough sufficient in reaching the objectives.

#### d. Reflecting

The researcher analyzed and evaluated the actions that had been done to find weakness and how to improve in the next cycle, evaluated the step in teaching learning process and discussed the result of observation for the students' ability in writing class; it consisted of quality, number and time from each action.

The steps were as follow:

- 1) Researcher and teacher analyzed and discussed the result of the observation and test. It was continued then to make reflection which one should be maintained and which one should be overcome in the next cycle.
- 2) Made a conclusion from cycle 1.

### 3. Cycle 2:

#### a. Planning

- 1) The researcher identified the teaching learning design, such as, arranging lesson plan which was according to the teaching learning process which was using 'the Power of Two and Four'.
- 2) The researcher prepared the teaching learning process resources, such as, the materials, the media, the observation sheets, and the documentation.
- 3) The researcher Prepared present list in order to know students' activeness in joining teaching learning process by using 'the Power of Two and Four'

#### b. Acting

In this step, the teacher along the researcher conducted an activity as it had planned in the lesson plan, organized the class to start doing the strategy and collected the data while repairing the problem. The activities were as follows:

- 1) Teacher overviewed the material
- 2) Teacher gave students the information table.
- 3) Teacher asked students to write simple sentences together.
- 4) Teacher wrote down the answer on the blackboard.
- 5) Teacher gave some vocabularies that related to the topic.
- 6) Teacher gave students papers of information table and some questions based on the information table individually.
- 7) After all students had completed their answer, teacher arranged them into pairs and asked them to share their answers.

- 8) Teacher asked students to work in groups of four to share their answers from their previous pairs.
- 9) After finishing the work, teacher asked a delegation of each group to read their work in front of the class and others respond it.
- 10) Teacher asked some of them some questions related to their work that had been read.
- 11) Teacher gave a chance to students to ask the difficult materials and provided feed back the material.

c. Observation

The researcher observed the activity by using observation format in order to evaluate the results, collect the data and monitor the teaching learning process. It was used to find out to what extent the action result reached the objective. The steps were as follows:

- 1) The researcher observed the teaching learning process in order to know the implementation of using 'the Power of Two and Four' towards students' writing skill in descriptive text.
- 2) The researcher observed the groups' activity in discussing to write descriptive text.
- 3) The researcher wrote the success and the problems when the teaching learning in progress which was not enough sufficient in reaching the objectives.

#### d. Reflecting

In second cycle reflection was made in order to make a conclusion of all the teaching learning process of the class by using ‘the Power of Two and Four’ which was hoped that it could improve students’ writing skill in descriptive text, so students had good descriptive writing.

### **F. Method of Data Collection**

#### 1. Source of Data

The source of data is the subject where the data can be got in detailed, those data are the field data, they are:

- a) Data from the English teacher of eight grades involved teaching learning process and students’ name.
- b) Data from the students involves: students’ achievement that was obtained from students’ score in the end of every cycle, data observation from students during teaching learning process took place, data from the picture documentation during the research.

#### 2. Data Collection Method

An instrument is needed by researcher to collect the data. In this research the instruments are:

##### 1. Interview

Interview is the interaction process between the interviewer and the man/woman who gives the information (interviewee). The researcher used the interview to get information from the teacher in order to know the students’

condition and achievement before treatment. Here, the interview was the teacher of eight gradewho taught the English there and in this classroom action research.

## 2. Observation

Observation is a specialized skill. Here observation will be used as to observe the teaching process and the students' activities using check list to get the data. It was taken from opening until the end of teaching learning process.

## 3. Test

Test is used to measure the person's competence and to achieve the objective. The data is collected by giving writing test. Writing is conducted Three times, there are Assesment of pre cycle test, assesment of cycle I, and assesment of cycle II. The form of the test is direct writing.

## **G. Technique of Analyzing Data**

The researcher used the criteria of assessment, that is, since the content of students writing covered the generic structures, they are identification and description. In generic structure of description consists of parts, qualities, and characteristics. In assessing the result of students' writing organization of descriptive text, the researcher used the score as follows:

There are five aspects, which are used as consideration in scoring. They are organization, content, grammar, mechanic and vocabulary. The researcher gives score for each elements of writing and explains the score for each elements of writing, (Brown, 2004 : 244-246) Data analysis is an effort which is done by teacher and researcherto embrace the data accurately, (Wardhani dan Wihardhit, 2001 : 189). After collecting the data, the researcheranalyzed the data .It can be

defined as the process of analyzing data required from the result of the research. Qualitative data will be gained from field notes, observation, interview, that was analyzed by data triangulation.

The steps of data analysis:

1. After the researcher assessed the result of the students' writing in pre-cycle-test, she found the mean of it.
2. After that, the researcher assessed the result of students' writing of each cycles, and found the mean of it.
3. The last step is the researcher analyzes the improvement of students score on pre-test and each cycles.

To get the mean, the researcher used this formula:

$$X = \frac{\sum x}{N}$$

Where:

$X$  = the mean

$\sum x$  = the sum of any test

$N$  = number of subject

From the results of the analysis, then take the conclusion on achievement indicators. Expected in this cycle indicator achievement of science process skills of students can be achieved.

Table 3.1

No	Component Skills of science Process	Indicator	Instrument
1	Plan the experiment	a. Determine the tools, materials, and resources that will be used in research. b. Determine fixed and changed variables. c. Determine what will be observed and measured. d. Arrange the step of work. e. Determining how to process the data	Student worksheet
2	Formulate Hypothesis	suggests what might happen in circumstances that have not been observed	Student worksheet
3	Observation	a. Record every observation in the form of observation data. b. Optimizing senses owned.	Observation
4	Measure	a. Preparing the necessary tools and materials. b. Using tools and materials appropriately.	Student worksheet
5	Clasify	a. Classify data b. Develop observation data	Observasi
6	Interpreting	a. Make a graph of data b. Interpreting the data from observation charts	Observasi
7	Be Scientific	a. Distinguish fact and opinion. b. Objective and be honest to the data / facts.	Observasi
8	Apply the concept	a. Using the concepts of reports that have been studied with the new situation. b. Applying the concept on a new experience to explain what happened.	report
9	Communicate	a. Prepare and submit reports systematically. b. Explaining the results of the study. c. Discussing the results of the study. d. Describing data, graphs, tables, or diagrams Practicum report.	report

## **H. Indicators of Success**

Indicators of success in this research are:

1. The percentage of mastery for each of the components of science process skills is successful if it reached the limit of minimum passing score 75.
2. There is an increasing percentage of the mastery of science process skills during the learning process in each cycle.