

CHAPTER II

LITERATURE REVIEW

2.1 Writing Skill

2.1.1 The Concept of Writing

According to the theory of James A.W Heffernan, et.al (1986) Writing is one of the four English language skills that must be mastered well at school, university, or other required writing areas. Writing is a complex process that requires a variety of skills. However, you can develop your writing skills by following certain strategies and practicing various patterns. The writing is a process of putting someone else's thoughts, arguments, and ideas into writing by putting them into words. It can be used as a medium for written communication with other people. Writing plays important role to help people communicate with others in this modern era. It is evident in human daily activities of people need to communicate with others in written form, people usually use an application of short message like Whatsapp and Line to share their feelings or their ideas.

Writing is not only about constructing the sentence with the words, connecting the sentence with the paragraph, but also requires the grammatical and lexical knowledge. One of the four language abilities is, writing is very crucial to be learned by students in the school. The aims of this skill is to allows the students convey their ideas, feelings, and opinions on paper in the written form through well structure. Many experts have argued about the definition of writing.

According to Ismayanti (2021) According to the definition given, "writing is a method of connecting with others in which the writer sends his Besides that, writing related with the ability. According to Agustang, Mutiara, and Asrifan (2021:19) states that ability is a level of skill or power that is had by people. It means that ability is performance that shows how people do something well. The relation between ability and writing is in writing process it includes the ability how to arrange the words into good sentences and used the grammar correctly. In conclusion, writing ability refers to the capacity to express ideas through the

use of language patterns in a way that enables readers to comprehend the concepts that communicated.

2.1.2 The Component of Writing

According to Jacob et al. (1981:31) point out five important components of writing they:

a. Contents

The content of the writing must be clear to the reader so that readers can understand the message conveyed and obtain information of the to have good written content, the content must be become a good and complete unit. This term is usually known as unity and completeness that characterizes good writing.

b. Organization

In the organization of their writing is concerned with the ways through the author compiling and organizing ideas so that the message becomes words. There are many ways used by the author to organize or organize writing. This organization is primarily known as order.

c. Vocabulary

Vocabulary is one of the language aspects dealing with the piece of writing study. In the writing process, the writer always thinks about

putting words into sentences and then placing sentences into paragraphs until the day can make a writing. The effective use of words will always produce good writing, both specific and technical writing; the dictionary is very considerable.

d. Language use

Language use in writing involves correct language and point grammar. And adequate grammar should be one that is capable of producing grammar. In addition, grammar can help students improve the use of formal language. There are three parts of grammar in this case, they are : Subject or Verb agreement, Singular or Plural nouns, and Regular or Irregular verbs.

2.1.3. The Purpose of Writing

In writing , the writer has purposed to convey messages to the reader. No matter what kind of writing the writer does , he / she should have a specific and clear purpose . It can be done by selecting right words and suitable sentences structure to convey the intended meaning.

According to Grenville (2020), there are three purposes of writing: to entertain, to inform and to persuade.

a. To entertain

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.

b. 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.

c. 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.

2.1.4. The process of writing

The way toward composing has approximately four stages. In the initial step, make ideas, in the second step, sort out the thoughts. In the third step, compose an unfinished version. In the last advance, clean your unfinished version by altering it and making corrections. Writing is never one - advance activity. Writing as one of gainful abilities needs a procedure, This procedure suits essayist to write in arrangement stages. writing process is the phases that an author experiences so as to create something (a written text) before to be a last draft.

According to Donald Graves (2008), there are five step process of writing :

a. Prewriting

The goal here is to generate ideas. Listing, brainstorming, outlining, silent thinking, conversation with a neighbor, or power writing (described below) are all ways to generate ideas. It means that prewriting is process to think what we will write , and process to develop the ideas.

b. Drafting

Drafting is the writer's first attempt to capture ideas on paper. Quantity here is valued over quality. If done correctly, the draft is a

rambling , disconnected accumulation of ideas. Most of the writing activities in the classroom involve just these first two steps. Only those drafts that students feel are interesting or of value should be taken to the next step . It means that drafting is process to produce writing on paper.

c. Revising

This is the heart of the writing process. Here a piece is revised and reshaped many times. Revising is where you shape the blob, adding parts, taking parts away, adding parts, and continually molding and changing . Here you look for flow and structure. You reread paragraphs and move things around. It means that revising is process to the process for revising a draft that we consider must be corrected . Graves said that not all drafts must go through this stage. Students are given the choice to choose the draft part that they want to revise , and other draft sections can be stored in a file as part of the student's writing experience.

d. Editing

This is the stage where grammar, spelling, and punctuation errors are corrected. One last thing about the editing phase: Real writers edit their

writing at the end. Real writers also rely on editors, spell check , and grammar check. It means that process of editing must have paying attention in grammar, spelling, and punctuation.

e. Publishing and sharing

This is where students writing is shared with an audience. Writing becomes real and alive at this point. Publishing can involve putting together class books, collections of writing, school or class newspapers, school or class magazines, or displaying short samples of writing in the hall or out in the community. Writing experiences become even more powerful by hating students read their work out loud in groups, to another classmate, or in a large group setting.

2.1.5 Indicator of Writing

There are five components of indications in writing, according to Eka Yoandita (2019) content, organization, vocabulary, syntax, and mechanics.

1) Content

At least some argue that the composition has only one main purpose, that it must have unity, coherence, and continuity, and that it must be developed adequately with respect to the components, and that the content of

the writing must be clearly visible to the reader so that the reader can learn and receive information from the reader about the message conveyed.

2) Organization

The principles or sequences are written in a structured and ordered manner in order to organize the writings in question. The goals of written organizing content include coherence, order of meaning, general to particular, specifically to the general, and normally consider from beginning to conclusion.

3) Vocabulary

Effective writing, both specialized and scientific, typically results in effective language use, therefore dictionaries are essential. Vocabulary is an important part of writing. We keep fiddling with vocabulary to communicate a message. Lack of vocabulary makes it difficult to write what one means, and we have a hard time deciding what is needed to properly structure the writing and allow the reader to understand it.

4) Grammar

The use of language in writing descriptions and other types of writing is covered by grammar. Appropriate grammar is one that can produce grammar. We have no choice but to pronounce distinct language components for different purposes. Grammar can also encourage kids to utilize formal language more.

5) Mechanics

In writing, there are at least two aspects of mechanics: functions and capitalization. This function is significant because it allows context to be clarified. The use of uppercase letters is required. They used to be able to tell the difference between 11 things and specifics. Second, formal statement with the relevant adjective action as the quote's first word. This trait is critical because it aids the reader in quickly comprehending or accepting what the author intended to say plainly.

2.2 Descriptive Text

Descriptive writing uses words to express information about a person, place, emotion, or item. According to

Harahap (2018) A descriptive text paints a picture for the reader by putting anything, someone, a scene, or an object into words. Meanwhile, Husna (2017), illustrate how descriptive text is a summary It may also trigger feelings like happiness, loneliness, or dread. A sense the perception of how things appear, smell, taste, feel, or sound. This implies that when anything is described in written or spoken form, readers may see how a person, a place, or an object concerning someone experiences appears. The reader is taken to the location through effective writing that uses descriptive language. Descriptive writing is one type of sort of writing based on professional beliefs. The purpose of descriptive writing is to explain anything, a person's starting to feel, or an item in words for the reader.

2.2.1 The Generic Structure of Descriptive Text

To achieve a purpose through language, each style of writing ability has a unique structure or series of steps it must be followed to Aunurrahman, Hamied, and Emilia (2017:72). It is simple to discern the general structures of descriptive writing. The following below are the general structure of descriptive text:

a) Identification

The process of identifying the phenomena to be described is referred to as "identification."

Typically, the opening sentence or a few earlier sentences contain this section. As a generic statement, this section seeks to introduce and identify a particular individual who will be profiled in a descriptive essay. A person, anything, a location, emotion, animal, or event are included as participants.

b) Information

This section provides details on the characteristic or features of the subject (contains a description of the qualities of anything, such as an object, person, place, or animal, shape, color, or anything related to what the author describes).

2.2.2. Kinds of descriptive Text

As is common knowledge, Text that is descriptive is used to explain things like people, locations, and objects. When describing anything, like individuals, people frequently characterize each other in terms of age, personality, trait, and so forth. According to Husna (2017) Two categories of descriptive text:

1. Description of a place

You can include the controlling notion that expresses a viewpoint or impression about the

location being described to make the paragraph more engaging. Additionally, your subject and goal will determine how you organize the data in your description. What should you mention first when describing a location, such a room? the surfaces? The ground? In contrast to a paragraph that is developed chronologically, a descriptive paragraph does not follow a predetermined structure. Starting with one region and moving on to another is not required. However, the sentences shouldn't be put in any particular order.

The way the description is structured will determine how well the reader can see the situation being described. You can include a governing notion that expresses a viewpoint or impression about the location being described in order to make the paragraph more engaging. Additionally, your subject and goal will determine how you organize the data in your description.

2. Description of a person

Readers typically find interesting persons to read about. Particularly because it reveals personality, their look is interesting. Character can be shown in a direct or indirect way. The author describes the subject's appearance and personality in direct detail. In an

indirect description, the character is shown by what he or she acts, thinks, or says in a specific context.

3. Description of a things

The writer has to have a vivid imagination while describing anything in order to do it justice. Additionally, to add intrigue, use appropriate nouns and strong verbs. A few correct nouns, which are, as we all know, the namely of certain people, places, and things, could also be included. Arizona and the University of Tennessee, for instance. It can help our readers understand what we are describing by using appropriate nouns that they are familiar with. While strong verbs are crucial for exposition, they may also significantly enhance a piece of description. Verbs are used by writers to enhance the specificity, accuracy, and intrigue of their descriptions.

2.2.3 The purpose of descriptive text

According Pohma and Waeji (2020:103)

Description's key objective is to provide enough information for the reader to visualize what do you explain, which implies that the goal of descriptive language is to help readers grasp the subject matter that will be discussed, such as describing people or places. While the (Kurnia and Kareviati 2021, 97) It has been said that the purpose of a descriptive essay is to allow

the reader to feel what you are describing with the same level of sensory detail that you did. It follows that another goal of descriptive texts is to clarify the writer's explanation to the reader.

2.2.4. Language Feature of Descriptive Text

According to Ismayanti and Kholiq (2020:10) the linguistic aspect of the descriptive text is :

- Accentuate particular participants
- Application of identifying and attributional procedures
- The employment of classifiers and epithets in nominal
- Use of simple present

2.2.5. Example of Descriptive Text

My Diva is Raysa Andriana

Identification: Raysa Andriana is popular pop singer. Everyone in Indonesia already knows her. She sure looks like an cute. She has a tall, thin, and beautiful. Her hair is brown. She dresses stylishly at all times.

Description: Her voice is charming, but so is her persona. She responsible for a lot and kindness as well. She generously provides to charities. Her activity is unique. As a pet, she maintains a dog. She dislikes to cook.

2.2.6. The assessment of Writing Descriptive Text

In order to better accurately score students' work, the author employed analytical scoring. According to Koswara et al. (2021:83) There are five factors that will serve a particular function in scoring. To indicate the teaching focus, a scale was established.

Tabel 2.1
Assessment of Descriptive Writing

Aspect	Score	Performance Description
Content (C) 30% Topic, Details	4	The topic is complete to the topic.
	3	The topic is complete but the details are almost relating to the topic.
	2	The topic is complete but the details are not relating to the topic.
	1	The topic is not clear and the details are not relating to the topic.
Organizational (O) 20% Identification, Description	4	Identification is complete and descriptions
	3	Identification is almost complete and description arranged with almost proper connection.
	2	Identification is not complete and descriptions are arranged with misuse of connection.
	1	Identification is not complete and descriptions are arranged with misuse of connectives.
Grammar (G) 20%	4	Very few grammatical for agreement inaccuracies.

present Tense	3	Very few grammatical for agreement innacuracies but not effect on meaning.
	2	Numerous grammatical or agreement innacuracies.
	1	Frequent grammatical agreement innacuracies.
Vocabulary (v) 15%	4	Effective choice of words.
	3	Few misuse of vocabularies.
	2	Limited range confusing words
Mechanics (M) 15	1	Very poor knowledge of words
	4	It uses correct punctuation, capitalization.
	3	It has occasional errors of punctuation, capitalization.

2.3 Definition of Learning Community

2.3.1. The Definition of Learning Community

According to Husamah (2013:88), learning community is learning obtained from "sharing" between friends, between groups and between those who know and those who do not know. Then, according to Riswanto, et.al (2022) the students can study anywhere at any time online learning in Indonesia is starting to be felt from the learning process independently through assigned tasks. In this study, more emphasis is placed on the use of students who more quickly master the material for help other

students who are slow to master the material that be delivered.

Learning Community Strategy Before conducting Learning Community Strategy in the classroom, it is essential for teacher to make preparation. Successfulness in teaching and in learning process can be seen if teachers are well in preparation before come to the class. The preparation is formulated in lesson plan. Lesson plan is to ease the teacher in teaching and learning process. Learning Community-Nur Ainun Siregar, Desvalini Anwar.

2.3.2. Implementing Learning Community Strategy

a. Pre-teaching Activity

In this activity, the teacher begins the class by greeting the students. Teacher is also able to ask about the student's condition in order to establish the chummy and closeness with students, like "Good morning class, "How are you today?","Have you had your breakfast?" Then, teacher leads the students to do religious activity such as praying before start the lesson. After that, teacher checks the attendance list of the students to know how many students are present, sick, or absent. The next activity, teacher gives motivation

to the students by telling the objectives that the students should achieve from the lesson.

The first meeting in the classroom, teacher sets the situation in the for Learning Community. Teacher has to divide the community that each group consists of 5 to 10 students. Each group has a leader that will help the teacher later in managing learning process. This division in Learning Community will give contribution for an effective learning process in the classroom because the member of each group is proportional. Also, each group has to sit in the circle so that they could see their friends each other. In addition, teacher should know the ability of the students in Learning Community method, so that teacher can make groups of the students by combining the active and passive students. Later, the passive student can cooperate with the active one. The active students may give some lesson to their friends. Second, the material used should be appropriate with the syllabus. In this context, the syllabus used for junior high school usually starts with greetings, introduction, asking and giving information, self-introduction etc. The appropriate

syllabus will give a big contribution for a successful learning process.

b. Whilst Teaching

Whilst teaching activity is an activity when the teacher becomes guide for students in the core activity. Based on the curriculum 2013, there are five steps in this activity as below:

1. Observing

In this activity, the teacher should provide a good material. The teacher gives the background knowledge or schemata about what they will learn about. The background knowledge can be acquired by reading something that connected to the lesson or it is necessary if the teacher provide an audio or video. In this case, the teacher gives a video about “self-introduction” for students. The students are expected to pay attention to the video and listen to it carefully. Teacher may ask things related to the lessons for students’ brainstorming about the topic, and this will hold students’ attention in learning process.

2. Questioning

In the questioning activities, the teacher has inspired the student to ask related to the video given on the previous step. Teacher has facilitate students by giving chance to ask the question that they don't understand Learning Community – Nur Ainun Siregar, Desvalini Anwar 396 ISSN: 2302-3198 in the video that given by teacher in the previous activities. Student's curiosity, creativity and the ability to formulate the question will be developed in questioning activity.

3. Exploring

Teacher's role in Learning Community is as a facilitator for the students. The teacher should recognize the function of Learning Community in which to build strong social relationship among the students. In Learning Community, students are expected to improve their speaking ability by sharing information, vocabulary, and the story. The students are given chance to develop their imagination and ideas freely. After that, the students are allowed to practice their speaking that appropriate to the context.

4. Associating

In this activity, the teacher helps the students by explaining and linking what they explore with the previous video about “recount text” presented by the teacher. After that, the students create their own words based on the what they have learned. They may develop the conversation that has been given by the teacher as the guide. By using the information given, the students are expected to discover the materials from what they have learned and then develop it into their own point of view.

5. Communicating

In communicating activity, when the students have been sitting in their group, they may choose the leader among them to make the discussion more organized. One of the functions of group leader is to monitor student’s activity so they will not make noise in class and the learning process run well. In this phase, someone can talk about vary things related to the lesson in limited time. For example, they can share about their personal experiences in two minutes. While a person is sharing, the

other students are expected to be silent and listen to their friend's talk.

c. Post Teaching Activity

The teacher should control and evaluate students learning process. After two meetings conducted, teacher could start to control and evaluate the students' development. Teacher could see how the progress in each group is and how the students' improvements are after trying the Learning Community. The teacher can also ask note of group leader and compare it to what the teacher's observation and note. Through the process Learning Community, the teacher and the student are expected to be able creating interactive, communicative, and collaborative situation.

Related Previous Studies

Table 2.2 Previous Studies

No	Name	Title	Research result	The Similarity and Differences
1.	Nur Ainun Siregar (2018)	Implementing Learning Community Strategy To Improve	This paper was aimed to explain the use of Learning Community Strategy in learning speaking for Junior	The similarity is that the same uses learning community. While differences the research

		<p>Students Speaking Ability In Junior High School</p>	<p>High School. In this paper was explained how Learning Community improved students' ability for Junior High School. Speaking is one of skills needs to be comprehended by students, but there are many problems in learning process. Therefore, Learning Community became a good method for teacher to use in learning speaking. In Learning Community, learning activities was done in groups . The students was divided into groups in order to know each other to assess their cooperation in</p>	<p>conducted by Nur Ainun Siregar (2018) discusses speaking while in research that will be examined using writing.</p>
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			<p>Learning Community.</p> <p>It is not only developing the students' social life, but also building a good relationship between students and teacher especially in speaking English.</p>	
2.	Mardianti (2018)	<p>Peningkatan Keterampilan Menulis Cerpen Dengan Metode Learning Community sebagai Upaya Membangun Karakter Kreatif Pada Siswa Kelas X Sma Pancasila</p>	<p>This study aims to describe (1) the application of learning to write short stories based on other people's experiences with the learning method community; (2) the influence of learning to write short stories based on people's experiences others with the learning community method on student learning motivation as</p>	<p>The similarity is that the same uses learning community. While the differences research conducted by Mardianti (2018) using the learning community method to build creative character, while in this study, the learning community method will use in the writing learning process.</p>

		Purworejo	<p>an effort building creative character and working together; (3) improvement of writing skills short stories based on other people's experiences with the learning community method in class X-B students of SMA Pancasila Purworejo. This research is an action research class. The data collection instrument used test and non-test instruments. Source the data is taken from the results of student tests and non-tests. In data collection techniques, researchers using test and non-test</p>	
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			<p>techniques. In data analysis techniques used techniques quantitative and qualitative. In the technique of presenting the results of the analysis, the researcher uses a combined technique between informal and formal. From the results of data analysis, it can be concluded that (1) the application of learning to write short stories using the method learning community, namely learning materials and group division, students mutually exchange stories of personal experiences on a sheet</p>	
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			<p>of paper with a tablemate to be developed into short stories, students discuss the shortcomings of the short stories that have been written to be re-imagined short stories written to be better,</p> <p>(2) students' learning motivation towards learning to write short stories in the pre-cycle is still classified as low, in the first cycle it increased to good, and in the second cycle it became more both from the pre-cycle and the first cycle so that learning with the learning method community is able to</p>	
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			<p>increase students' learning motivation in writing short stories as well as building creative characters and working together,</p> <p>(3) learning to write short stories with the learning community method can improve students' skills in write short stories.</p> <p>The improvement is seen from the students' ability in writing short stories in pre-cycle with a test average of 62.7. Cycle I increased to 71.9 and cycle II increased to 77.1.</p>	
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Theoretical Framework

The writing is a process of putting someone else's thoughts, arguments, and ideas into writing by putting them into words. It can be used as a medium for written

communication with other people. Writing plays important role to help people communicate with others in this modern era. It is evident in human daily activities of people need to communicate with others in written form, people usually use an application of short message like Whatsapp and Line to share their feelings or their ideas. Writing is not only about constructing the sentence with the words, connecting the sentence with the paragraph, but also requires the grammatical and lexical knowledge. One of the four language abilities is, writing is very crucial to be learned by students in the school. The aims of this skill is to allows the students convey their ideas, feelings, and opinions on paper in the written form through well structure. Many experts have argued about the definition of writing.

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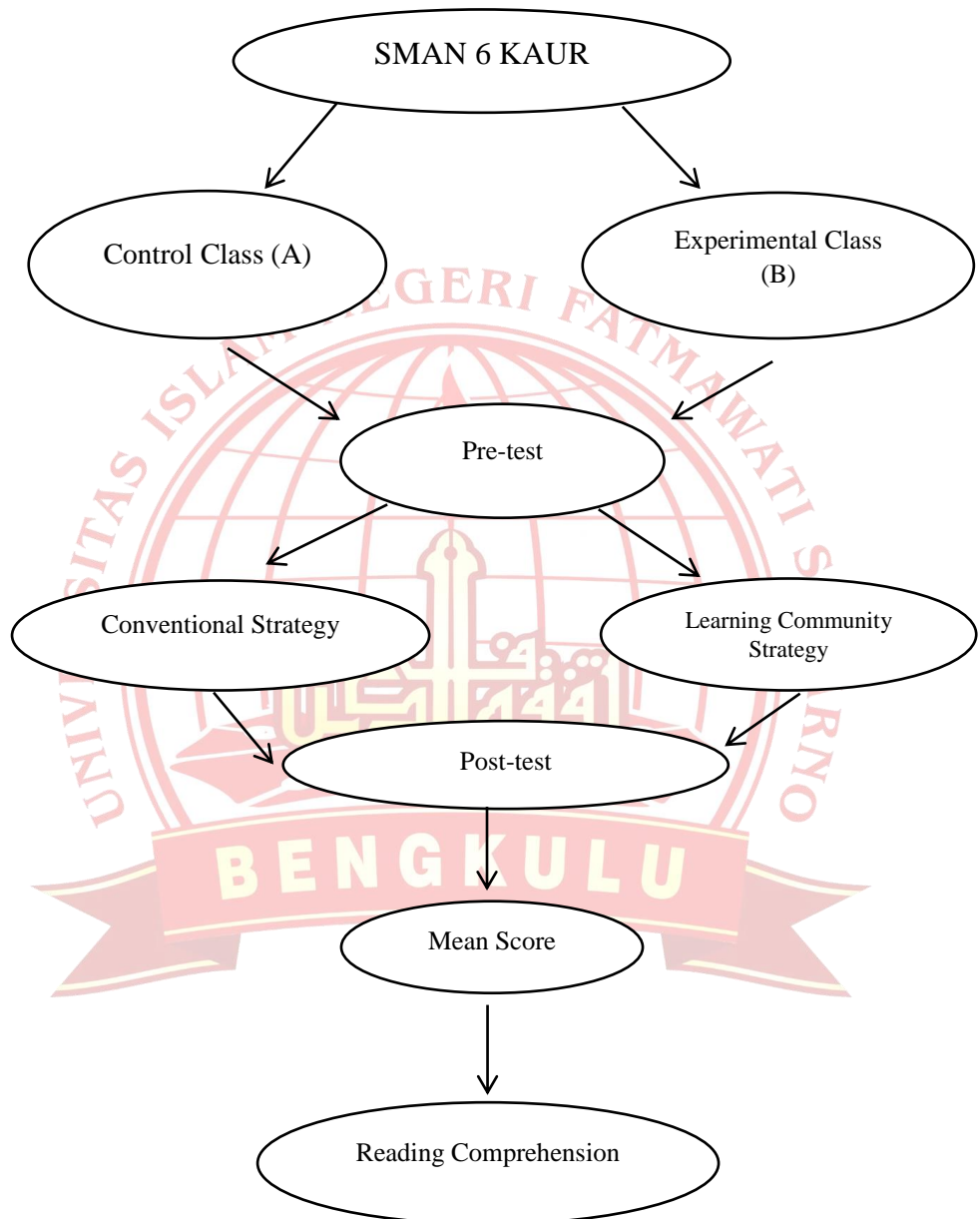


Figure 2.1 Diagram Theoretical Framework

The conceptual frameworks for this study control class IXA and experimental class IXB. There are two data acquisition processes. Before and after the test. Approach to experimental group data collection. Pre-tests are conducted to find out how well students understand the material. The test group is then processed using Learning Community Strategy in 6 sessions. After the treatment is complete, the post-test will be completed and the average score will be calculated.

Hypothesis

Hypothesis can be interpreted as a temporary description of the research problem, until proven through the collected data (Arikunto, 2017). The following hypotheses of the null hypothesis (H₀) and alternative hypothesis (H₁) are proposed. If the null hypothesis (H₀) is rejected, the alternative (H₁) is accepted. Conversely, if the null hypothesis is accepted, the alternative is rejected.

The hypothesis are:

H₁ = The Effect of Using Learning Community Strategy on Students' Writing Ability has a significant impact.

H₀ = There may be no significant impact of the Using Learning Community Strategy on Students' Writing Ability.

CHAPTER III

RESEARCH METHOD

This chapter presents the research method and design gives information about the population and sample, data collecting techniques, it also describes the research instrument and research procedures, instrument validity and reliability, and technique analysis data.

The reason for the researcher choosing to use the quasi method is that the use of the quasi-experimental method is based on the considering that in carrying out naturally, and students do not feel that they are being experimented with, so that in such a situation it is hoped that it can contribute to the level of research validity.

3.1. Research Design

The method used in this research is quasi experimental research. According to Lodari, Kasmairi, and Sabaruddin (2018:65), experimental research is research that knows whether or not there is a treatment result on the subject under study. According to (Sugiyono, 2018, p.89) there are two quasi experimental designs, namely is time series design and non-equivalent control group design.

The writer uses time series design in this research, which aims to determine the effect of clustering technique in improving students' writing descriptive text. Time series research design uses only one group, so it does not require a control group. Supported by Noprianto (2017:81), time series design is a design that consists of learning one group, over time, with several pretest and posttest measurements or observations made by the researcher. As a result, it can be said that time series design is a research method which uses one group as the experimental class.

3.2 Research Setting

a. Place

The research conducted in SMAN 6 KAUR in Academic Years 2023 at class XI IPA.

b. Population and Sample

1. Population

The population is the total number of students or groups of people who are in a place that will become an object of research with the same ability and then be taken as a sample of a study.

Table 3.1 The population of the research

IPA 1	21
IPA 2	21

IPS 1	21
AMOUNT	63

Based on the statement above, the population of this study class XI IPA of SMAN 6 KAUR. After the observation the XI IPA and IPS grade of the school only one class totaling 21. The researcher selects them as the population of the research.

2. Sample

The researcher will use purposive sampling in selecting two classes from the population to become the experimental and control class. The researcher use purposive sampling because this sampling method was one of the most effective and time-effective sampling methods available. The reason because purposive sampling is a nonrandom sampling technique where the researcher determines the sampling in specific characteristics that are suitable with the objective of the study.

Table 3.2 The Sample of the research

IPA 1	21
IPA 2	21
AMOUNT	42

Moreover, in order to choose the sample, the writer considered several things such as; the students

class XI, recommendation from the teacher, and students writing skill. This research took two classes to sample. The first class is XI A with 21 students as a control class, and the second class is XI B with 21 students as an experimental class. Total of the sample is 42 students.

3. Time

The research time follows the schedule in the research decree. On July- August 2023.

3.3 Research Instrument

Instruments the tools required for gathering the data for the study. According to (Lodari, Kasmairi, and Sabaruddin 2018) instruments of the research are equipment or tools used by researchers to gather data in order to facilitate their job and produce better organized, manageable results. Writing assessments employed as a tool when assigning grades to students. Tests and documentation as the research's instruments. Documentation use as additional data to support the research.

1. Writing test

The researcher use a writing test to find out whether there was a difference before and after using the learning community strategy in writing descriptive text. Test was a tool to collect information that provides answers to instrument questions, and requires students to demonstrate

their abilities. The test used by researchers as an instrument to obtain data. The researcher the students to write about writing descriptive text in the experimental class. The purpose of using treatment was to see if there were a significant effect on students' writing skills in descriptive texts after using learning community strategy treatment. It to know whether there was or not any progress in students' descriptive text writing skills. The research instruments and writing test indicators are in this following table:

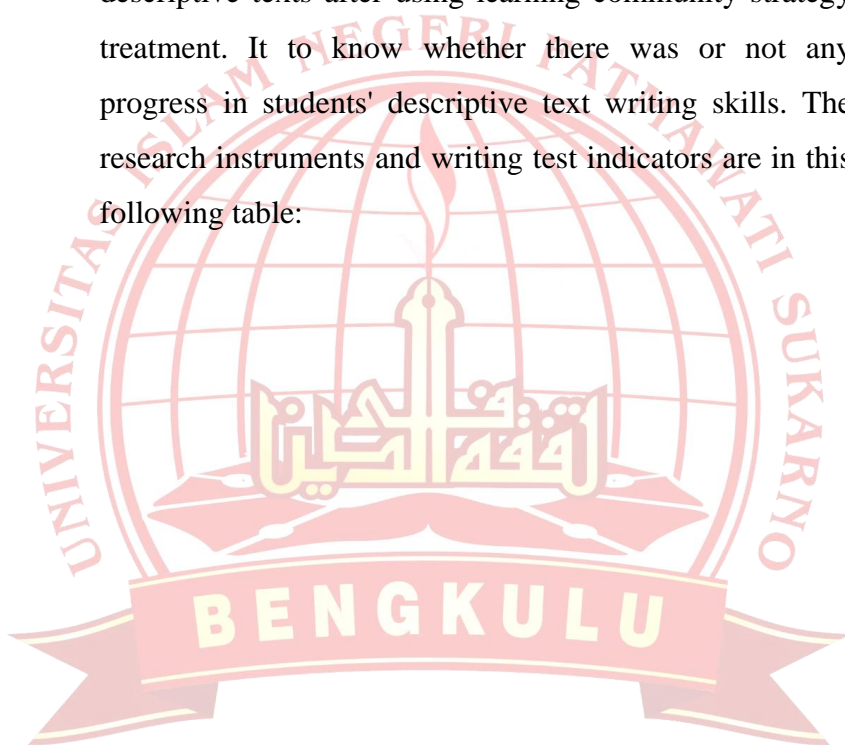


Table 3.3
Rubrics of Writing Test

Aspect	Score	Performance Descriptive
Content(C) 30 % Topic detail	4	The topic is complete and clear and the details are relating to the topic
	3	the topic is complete and clear but the details are almost relating to the topic
	2	the topic is complete and clear but the details are not relating to the topic
	1	the topic is not clear and the details are not relating to the topic
Organization (O) 20 %	4	Identification is complete and descriptions are arranged with proper connectives
	3	Identification is almost complete and descriptions are arranged with almost proper Connectives
	2	Identification is not complete and descriptions are arranged with few misuse of connective
	1	Identification is not complete and descriptions are arranged with misuse of connectives
Grammar (G) 20 %	4	Very few grammatical or agreement inaccuracies
	3	Few grammatical or agreement inaccuracies but not effect on meaning
	2	Numerous grammatical or agreement Inaccuracies
	1	Frequent grammatical or agreement inaccuracies
15 % Vocabulary (V)	4	Effective choice of words and word forms
	3	Few grammatical or agreement inaccuracies but not effect on meaning

	2	Limited range confusing words and word forms
	1	Very poor knowledge or words, word forms, and not understandable
15 % Spelling Punctuation Capitalizati On Mechanics (M)	4	It uses correct spelling, punctuation and Capitalization
	3	It has occasional errors of spelling, punctuation and capitalization
	2	It has frequent errors of spelling, punctuation and Capitalization
	1	It is dominated by errors spelling, punctuation and capitalization

Isna Wahyumi (2019)

Table 3.4

Classification of student abilities based on aspects

Interval Value Score	Categories
90-100	Excellent
80-89	Very Good
70-79	Good
60-69	Average

(Koswara et al. 2021)

2. Documentation

According to (Ghufron, 2018, p. 87) Finding data and information in the form of documents, written numbers, and images in the form of reports and

information that may help study was done via documentation. Researcher support test findings with documentation and additional data. Documentation facilities such as photos of student attendance lists, student scores, student test results, learning process, class conditions, SMAN 6 KAUR, and other data that can be used as supporting evidence.

3.4 Data Collecting Technique

The research conduct the pre-test and post-test for the sample. A pre-test was given to both the control and experimental classes. The data would be collect by giving the test to the student.

1. Pre-Test

As a step before using reasoning strategies in conducting research, researchers conducted pre-tests in experimental and control groups to determine a student's writing ability. Given at the beginning of the lesson. In this study, the test is Descriptive Writing. Pre-testing is important for obtaining data on a student's abilities before receiving treatment.

This stage will be by the researcher as a teacher in performing the treatment. The researcher in this study divide the classes into two classes, an experimental class, and a control class, so the two classes are treat differently. The treatment use in the