

**THE USE OF BRAIN SKETCHING TECHNIQUE FOR
DESCRIPTIVE TEXT TO IMPROVE WRITING SKILL
AT THE ELEVENTH GRADE MIPA
2 OF MAN 1 SINJAI**



A THESIS

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By :

NISMAWATI

170110002

Supervisors :

1. Dr. Ismail, M.Pd.
2. Atmaranie Dewi Purnama, S.Pd.,
M.Pd.

**ENGLISH EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
ISLAMIC INSTITUTE OF MUHAMMADIYAH SINJAI
2021**

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Study Program : English Education

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Sinjai, January 8th, 2022

The Researcher,



Nismawati

NIM: 170110002

PENGESAHAN SKRIPSI

Skrripsi berjudul The Use of Brain Sketching Technique for Descriptive Text to Improve Writing Skill at the Elevent Grade MIPA 2 of MAN 1 Sinjai yang ditulis oleh Nismawati Nomor Induk Mahasiswa 170110002, Mahasiswa Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan IAI Muhammadiyah Sinjai, yang dimunaqasyahkan pada hari Senin, tanggal 23 Agustus 2021 M bertepatan dengan 14 Muharram 1443 H, telah diperbaiki sesuai catatan dan permintaan Tim Penguji, dan diterima sebagai syarat memperoleh gelar Sarjana Pendidikan.

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Dr. Firdaus, M.Ag.	Ketua	(.....)
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Dr. Hardianto Rahman, M.Pd.	Penguji I	(.....)
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Dr. Ismail, M.Pd.	Pembimbing I	(.....)
Atmaranie Dewi Purnama, S.Pd., M.Pd.	Pembimbing II	(.....)

Mengetahui,
Dekan FK IK IAIM Sinjai

Takdir, S.Pd.I., M.Pd.I.
NBM.1213495

ABSTRACT

Nismawati. Penggunaan Teknik Brain Sketching Teks Deskriptif untuk Meningkatkan Keterampilan Menulis Siswa Kelas XI MIPA 2 MAN 1 Sinjai. Skripsi Sinjai: Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Institut Agama Islam Muhammadiyah Sinjai. Penelitian ini bertujuan untuk menunjukkan bahwa penggunaan Teknik Brain Sketching dapat meningkatkan keterampilan siswa dalam menulis teks deskriptif dan benar dalam proses pembelajaran. Objek dalam penelitian ini sebenarnya terdiri dari 29 siswa, karena masih ada beberapa siswa yang terkendala dalam mengikuti proses pembelajaran, sehingga proses penelitian hanya 24 siswa di kelas XI MIPA 2 MAN 1 Sinjai. Penelitian ini dilakukan dalam dua siklus, yaitu siklus 1 dan siklus 2. Materi yang digunakan dalam penelitian ini adalah teks deskriptif. Dalam penelitian ini siswa diberikan pre action dan pre test sebelum pelaksanaan penelitian dan post test setelah pelaksanaan penelitian. Penelitian ini merupakan penelitian tindakan kelas dan penelitian ini dilaksanakan dalam dua siklus, setiap siklus terdiri dari perencanaan, pelaksanaan, observasi dan refleksi. Dalam pengumpulan data, peneliti menggunakan tes, observasi dan dokumentasi. Hasil penelitian ini menunjukkan bahwa terdapat peningkatan keterampilan siswa dalam penggunaan Teknik Brain Sketching dalam menulis teks deskriptif. Peningkatan ini dapat dilihat dari kemajuan nilai rata-rata siswa dari pra tindakan, pra tes dan pasca tes. Nilai pre action sebesar 50,4, nilai pre-test 54,5, post-test siklus I 66,5 dan siklus II 81,1. Oleh karena itu, penggunaan teknik brain sketching untuk teks deskriptif dapat meningkatkan keterampilan menulis pada siswa kelas XI MIPA 2 MAN 1 Sinjai, maka hipotesis H_a diterima dan H_0 ditolak. Kesimpulan dari penelitian ini adalah penggunaan Teknik Brain Sketching khususnya

dalam pelajaran bahasa Inggris sangat efektif untuk meningkatkan keterampilan menulis pada siswa kelas XI MIPA 2 MAN 1 Sinjai.

Keywords : Teknik Sketsa Otak, Teks Deskriptif, Keterampilan Menulis.

ABSTRACT

Nismawati. The Use of Brain Sketching Technique for Descriptive Text to Improve Writing Skill at the Eleventh Grade MIPA 2 of MAN 1 Sinjai. Thesis. Sinjai: English Education Study Program, Faculty of Tarbiyah and Teacher Training, Islamic Institute of Muhammadiyah Sinjai. This study aims to show that the use of Brain Sketching Technique can improve students' skills in writing descriptive text and correctly in the learning process. Objects in this study actually consists of 29 students, because there are still some students who are constrained in following the learning process, so that the research process is only 24 students at the eleventh grade MIPA 2 of MAN 1 Sinjai. This research was conducted in two cycles, namely cycle 1 and cycle 2. The material used in this research is descriptive text. In this study, students were given pre action and pre-test before implementation of research and post-test after the implementation of the research. This research is classroom action research and this research was carried out in two cycles, each cycle consists of planning, implementation, observation and reflection. In collecting data, the researcher used test, observation and documentation. The results of this study indicate that there is an increase in skills students in the use of Brain Sketching Technique in writing descriptive text. This increase can be seen from the progress of the students' average scores from the pre action, pre-test and post-test. The pre action score was 50,4, pre-test score was 54,5, post-test in cycle I is 66,5 and cycle II is 81,1. Therefore, the use of brain sketching technique for descriptive text can improve the writing skill at the eleventh grade MIPA 2 of MAN 1 Sinjai, then hypothesis H_a is accepted and H_0 is rejected. The conclusion of this research is the use of Brain Sketching Technique especially in English lessons is very effective to improve writing skill at the eleventh grade MIPA 2 of MAN 1 Sinjai.

Keywords: Brain Sketching Technique, Descriptive Text, Writing Skill

المستخلص

نسماواقي. استخدام تقنيات رسم الدماغ للنص الوصفي لتحسين مهارات الكتابة لطلاب الفصل الحادي عشر ميبا الثاني المدرسة العالية الحكومية الأولى سنجانتي. البحث. سنجانتي: قسم تعليم اللغة الإنجليزية، كلية التربية وتدريب المعلمين، جامعة محمدية الإسلامية بسنجانتي.

هدف البحث إلى إظهار أن استخدام تقنيات رسم الدماغ يمكن أن يحسن مهارات الطلاب في كتابة النصوص الوصفية الصحيحة في عملية التعلم. يتكون الكائن في هذه الدراسة بالفعل من ٢٩ طالباً، لأنه لا يزال بعض الطلاب المقيدون في متابعة عملية التعلم، لذلك كانت عملية البحث ٢٤ طالباً فقط في الفصل الحادي عشر ميبا الثاني المدرسة العالية الحكومية الأولى سنجانتي. تم إجراء هذا البحث على دورتين هما الحلقة الأولى والدورة الثانية. وكانت المادة المستخدمة في هذا البحث نصاً وصفيًا. في هذا البحث، تم إعطاء الطلاب اختباراً مسبقاً واختباراً مسبقاً قبل تنفيذ البحث والاختبار اللاحق بعد تنفيذ البحث. هذا البحث عبارة عن بحث عملي صفي وقد تم إجراء هذا البحث على دورتين، كل دورة تتكون من التخطيط والتنفيذ والملاحظة والتفكير. في جمع البيانات، استخدم الباحثون الاختبارات والملاحظات والتوثيق. تشير نتائج هذه الدراسة إلى أن هناك زيادة في مهارات الطلاب في استخدام تقنيات رسم الدماغ في كتابة النصوص الوصفية. يمكن ملاحظة هذه الزيادة من خلال التقدم في متوسط درجات الطلاب من الاختبار التمهيدي والاختبار القبلي والبعدي. كانت قيمة ما قبل الإجراء ٥٠.٤، وكانت قيمة الاختبار المسبق ٥٤.٥، وكانت قيمة الاختبار اللاحق في الدورة الأولى ٦٦.٥ وكانت الدورة الثانية ٨١.١. لذلك، فإن استخدام تقنيات رسم الدماغ للنصوص الوصفية يمكن أن يحسن مهارات الكتابة في الفصل الحادي عشر ميبا الثاني المدرسة العالية الحكومية الأولى سنجانتي، لذلك تم قبول الفرضية H_a ورفض H_0 . استنتاج هذا البحث هو أن استخدام تقنيات رسم الدماغ، خاصة في دروس اللغة الإنجليزية، فعال للغاية في تحسين مهارات الكتابة في الفصل الحادي عشر ميبا الثاني المدرسة العالية الحكومية الأولى سنجانتي.

الكلمات الأساسية: تقنية رسم الدماغ، النص الوصفي، مهارات الكتابة

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beneficial to everyone especially in developing English Teaching and Learning process. Amiin.

Sinjai, August 11th, 2021

The Researcher

Nismawati

NIM. 170110002

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CHAPTER 1

INTRODUCTION

A. Background of the Research

Teaching English is an exertion that's viable conjointly not as it were points to exchange information of hypothetical English as it were, but moreover to familiarize the students' dialect in arrange to be able to utilize English well and genuinely in our every day lives.

Teaching English also include the four language skills listening, speaking, reading and writing.¹ Speaking of using English, writing is also one of the four skills students learn as they learn English. Writing allows students to share feelings, ideas, thoughts, and knowledge based on their writing experience.

Writing well is a process of expressing ideas or thoughts in words that we can use in our spare time. How can we do something we don't like? Writing can

¹ Mu'alim Ibnu Fathoni, et.al., "DEFENDS as An Effective Writing Strategy to Create Students Creativity", *Teacher Training and Education Faculty*, Vol.III, Nomor 1, 2019, p. 69.

also be a lot of fun because we have ideas and means to achieve something.²

Various types of stationery and writing materials for learning English are described. Descriptive text teaches students to know how to describe something or an object around it. When it comes to learning English, teaching also uses a variety of skills or methods that can improve students' different skills.

One suitable technique for improving students' writing skills in the form of explanatory text is the Brain Sketching Technique. Brain sketching is also a teaching method that teachers can make students more active and fun because it can stimulate students' creativity and imagination. Brain sketching is also an educational method that incorporates various ideas through drawing. In the brain sketch technique, students are asked to sketch a proposed solution over a period of time.

In addition, the brain sketching technique can also make it easier for students to explain or describe something. Brain sketching technique is seen

² M. Ali Ghufro, *Teaching English Successfully*, (Ed.1, Cet.1; Yogyakarta: Drono et.al., 2016), p.2.

as important for creativity in designing places, objects, people and others. Sketches provide several ways to save design ideas for later review. The Brain Sketching technique is also a reference for isolated brain stimulation and visual solutions, facilitating a systematic exchange of ideas for use in creative problem solving.

Based on the results of Ratu Yulianti Natsir's research on "The Effectiveness of Brain Sketching Techniques in Writing Descriptive Texts at Aisyiyah Paccinongang Middle School". This study aims to determine the improvement of students' abilities in writing descriptive texts, especially on content and organization using brain sketching techniques. The use of brain sketching technique can improve students' writing ability in descriptive text in terms of content and organization.

Based on the research results of Erwin Akib on "Brain Sketching Techniques for Descriptive Texts in Improving Writing Skills at SMA Unismuh Makassar". This study aims to improve the ability of class XI students of SMA Unismuh Makassar in writing descriptive text using brain sketching technique. For this

purpose, classroom action research is used by researchers to work in planning, implementing, observing, and reflecting on the data collected from the teaching and learning process as well as students' writing.

The results showed that students' results increased in the first and second cycle. In the first cycle, the average student score was 67.22 with the rating "good enough", while the average score for the second cycle was 71.41 with the rating "good".³

Based on the above results, various reasons that should make students write primarily in English text, both inside and outside the classroom. They can do it with a lot of thought and then put it in writing. There is also a phenomenon experienced by some students on the grounds that students can easily write, but many students are still difficult to get an idea that will be established in writing. Based on these difficulties, it may be due to

³ Erwin Akib, "Brain-Sketching Technique for Descriptive Text in Improving Writing Skills at Senior High School of Unismuh Makassar". *Exposure journal* 114. Muhammadiyah University of Makassar. Volume: 1 No. 2 Mei 2012, p. 36.

lack of ideas or lack of English vocabulary making it difficult to write.

This phenomenon can also be found in one of the schools in the Sinjai area, namely MAN 1 Sinjai. Based on initial observation made at MAN 1 Sinjai, the researcher found that in the teaching and learning process there were still some students who were still lacking in learning to write, especially in expressing some of their ideas.

This happened due to several factors, according to Mutmainnah S. Pd. One of the English teachers at MAN 1 Sinjai, the factor that caused these difficulties to occur was the lack of support from the surrounding environment, both from parents, friends and others. Regarding vocabulary, the more vocabulary we forget, therefore we need to study vocabulary every day and practice.⁴

This is also evidenced by several students' writing test results that are still not good in terms of vocabulary or sentence structure. Based on the results of initial observation, the researcher will examine the use of brain sketching techniques and it is hoped that

⁴ *Interview:* Mutmainnah S. Pd., (35), English Teacher at MAN 1 Sinjai, on December 26, 2020.

this brain sketching technique will be very effective in improving writing skills at class XI MIPA 2 of MAN 1 Sinjai. Therefore, the researcher will conduct a study entitled "The Use of Brain Sketching Technique for Descriptive Text to Improve Writing Skill at the Eleventh Grade MIPA 2 of MAN 1 Sinjai".

B. Research Question

To clarify the problem based on the background of the research, the researcher formulates the problem formulations in this study is: "Does the use of brain sketching technique can improve the writing skill for descriptive text at the eleventh grade MIPA 2 of MAN 1 Sinjai?"

C. Objective of the Research

In general, based on the formulation of the problem above, the objectives of this study is "To find out whether the brain sketching technique, can improve the skill to write descriptive text at the eleventh grade MIPA 2 of MAN 1 Sinjai".

D. Significance of the Research

This research has various significance or benefits not only for researchers, but also for students, English teachers and school.

1. For Students

This research offers many advantages for students, especially in terms of writing skills. By using the brain sketching technique, students are expected to be supported in the learning process to write effectively and to be motivated and to arouse students' interest in the learning process. Using this brain sketching technique, students are also expected to learn to write in order to improve the students' creativity expressed from different types of ideas, especially for descriptive text.

2. For English Teachers

This research is very good for teachers in the process of learning to write. This brain sketching technique is one of the learning techniques teachers can use to keep students interested in learning to write. By using the brain sketching technique, it is hoped that it can help teachers write more effectively in the learning process so that students don't get bored with just one learning technique and the teacher hope that the Brain Sketching Technique can make the students have fun.

3. For the Principal

By using the brain sketching technique, the school is expected to be able to provide adequate learning media and to instruct teachers and their staff on providing strategies and techniques for the effective English learning process and can use various other learning techniques.

CHAPTER II

THEORETICAL REVIEW

A. Literature Review

1. Brain Sketching

a. Definition of Brain Sketching Technique

The Brain Sketching Technique is one of the interactive technique invented by Van Gundy in Ratu Yulianti Natsir,⁵ Brain Sketching Technique is one of the learning techniques that can help teachers in providing teaching students to increase various kinds of mastery in aspects of English learning, especially in developing various ideas. Brain Sketching Technique is also carried out by looking at the pictures or sketches, so that it can be described with various ideas based on the image or sketch. “As a methodology, brain sketching is a tool that is very useful for developing other ideas or for connecting other previously generated concepts.”⁶

⁵ Ratu Yulianti Natsir, *The Effectiveness Of Brain Sketching Technique In Writing Descriptive Text*, Journal Education , vol:4, no.1, 2015, p. 27.

⁶ Ratu Yulianti Natsir, *The Effectiveness ...*, p. 27.

According to Warr and O'Neill in Ratu Yulianti Natsir During the brainstorming process, sketches can stimulate creative thinking, especially during the process of forming individuals, by setting new directions for the generation of other ideas with the collaboration of each participant.⁷

In the use of Brain Sketching Technique, the teacher or researcher can also apply in group ways, this can also help students more in adding some ideas related to observed sketches. In the group, the teacher can also see good cooperation in the learning process.

According to Rusell in Ratu Yulianti Natsir This technique is suitable for cooperative learning or collaborative learning, in which the students essentially learn from each other in the learning process as a group.⁸

The teacher will help students learn more effectively with classroom strategy training. In collaborative learning, the teacher teaches, organizes and guides students in collaborative or

⁷ Ratu Yulianti Natsir, *The Effectiveness Of ...*, p.28.

⁸ Ratu Yulianti Natsir, *The Effectiveness Of ...*, p.28.

social skills so that they can work together more effectively. Cooperation is not just a form of learning, but also a topic that needs to be taught and studied together.

This technique allows students to pass on developing sketches rather than writing new ideas in the group. Sketching is also a design technique for quickly sketching out thoughts without considering rules of application and the students just using their hands and using at least a pen and a piece of paper, even without having professional drawing skills. This technique can be applied individually or collectively and the resulting design place and object.

b. The Function of Brain Sketching

The Brain Sketching has several useful functions, as follows:⁹

- 1) Sketches can make it easier for a person or a student to explain something technical.
- 2) Sketches are considered important in creating a bag in terms of design, objects, and people.

⁹ Erwin Akib, "Brain-Sketching ..., p. 38.

- 3) Sketches provide a variety of ways to save design ideas so they can be reviewed at a later time.

c. Application of Brain Sketching Techniques to Improve Writing

Most of us use visual images to generate ideas. The researcher should outline these ideas to help us conceptualize them. The brain sketching technique seeks to harness this skill in group situations by allowing people to compare idea sketches and different types of ideas based on sketches. This method of brain writing arose from a discussion in one of my creativity courses. Brain sketching changes this process by spreading out idea sketches. “The steps for applying the brain sketching technique in improving writing are as follows:”¹⁰

- 1) Each student makes an individual sketch of how the problem can be solved. Speaking is prohibited during this activity.

¹⁰ Ulfa Puspa Ayu, *“Improving Writing Ability In Descriptive Text By Using Brain Sketching Technique Among The Seventh Graders At Smp Muhammadiyah 3 Metro”*, (Metro: Iain Of Metro, 2019), p. 28.

- 2) Group members give their picture to the person on their right.
- 3) These people change the original image or add comments.
- 4) This process of modifying and adding images takes approximately twenty to thirty minutes.
- 5) The group members go through all the drawings and choose a final solution or create a final solution from different parts of the sketch.

d. Externalization

In this case, According to Zurita and friends in Ratu Yulianti, Natsir's sketching is considered a design-related activity in which creative people try to explore a problem and find solutions.¹¹

There are maybe various techniques for externalizing the mind, but only consider paper-based sketches, because sketches are seen as designs.

¹¹ Ratu Yulianti Natsir, *The Effectiveness Of ...*, p.29.

2. Nature of Writing

a. Definition of Writing

Writing is an extremely complex cognitive activity that requires the researcher to demonstrate control over variables at the same time. Writing is a very important factor in a language. Good writing skills are required for all students to meet their educational and professional requirements. Writing is also a process of writing, especially in expressing some expressions or ideas that can be written in a book or sheet of paper. Writing is also very helpful in the writing process and it is very important to learn writing in all circles from elementary school to higher education levels. “The process approach is also a learner-centered approach that takes into account the needs, expectations, goals, learning styles, skills and knowledge of the learner.”¹² In this definition, Oshima and Ann also argue that writing is a follow-up by incorporating thoughts

¹² Durga and Rao, “Developing students’ writing skills in English: A process approach”, *Journal for Research Scholars and Professionals of English Language Teaching*, no.6, 2018, p.2.

and translating ideas into words and reviewing them to satisfy them if they read and express the author's ideas correctly.¹³

Based on the opinion of several experts above regarding the meaning of writing, the researcher can conclude that writing is the process of using letters which are formed into several words or sentences that have meaning and can be read easily.

b. Characteristics of Writing

Characteristics of the written language, according to Brown in Puput Septiani, points to several characteristics of the written language that distinguish it from the spoken language.¹⁴

The characteristics are as follows:¹⁵

1) Permanence

¹³ Rani Autila and Melati Theresia, "Improving Students' Writing Skill of Recount Text Through Diary Writing and Peer Editing Technique", Literacy and Competency in EFL Learning in the 21st Century, Proceedings of the Sixth International Conference on English Language and Teaching (ICOELT-6), No.6, 2018, p.149.

¹⁴ Puput Septiani, "Improving Students' Writing Skill By Using Four Square Writing Technique", (University Of Raden Intan Lampung, 2018), p.14.

¹⁵ Puput Septiani, "Improving Students' ..., p.14.

Spoken language is faster. Written language is permanent (or permanent like paper and computer disks) and therefore the reader has the opportunity to come back again and again.

2) Production Time

Based on production time, most reading contexts allow readers to read at their own pace. You are not forced to follow the transmission rate as in the spoken language.

3) Distance

The written word enables messages to be sent across two dimensions, namely: physical distance and temporal distance. The reader's job is to interpret language written elsewhere and at a different time, using only the written word itself as contextual clues.

4) Orthography

In spoken language, there are phonemes that correspond to the written graphemes. But we also have stress, rhythm, point, intonation, pause, volume, voice quality, attitude, and non-verbal cues, all of which

amplify the message. When writing, we have punctuation marks, pictures or diagrams to help the writing process.

5) Complexity

Writing and language represent different modes of complexity and the most significant difference is the nature of the sentences. Neat Spoken has shorter sentences and can be combined with more coordinated conjunctions, while Scripture has longer and more subordinated sentences.

6) Vocabulary

Written English usually uses more variety of lexical items than spoken English because in writing it allows the writer to spend more time working because of the desire to be precise in writing and just because of formal writing conventions, low frequency words often appear. According to researchers, vocabulary is one of the most important aspects of language and includes all the words in the language used by readers and writers.

7) Formality

In general, writing is better and more formal than speaking orally, especially in giving messages to someone or an official.

c. Types of Writing

According to Hall in Diani Syahputri and Siti Masita, one of the ways to analyze the types of writing is the way it is written.¹⁶ List on this page shows the writing methods that will be encountered in this book. Another way of thinking writing that is done is able to analyze the reader and its purpose. Some writings are reflexive; it's from yourself and for yourself. Poetry and journals are often reflexive. Since this is self sponsored, reflexive writing is more thoughtful and exploring and can also allow for learning while writing. Conversely, there are also several writings very wide; it is for others based on the duties of others. Extensive writing is often school sponsored and includes short stories, research papers, as well as other classroom-based writing.

¹⁶ Diani Syahputri and Siti Masita, “*An Analysis Of The Students’ Error In Writing Descriptive Text*”, *Jurnal EduTech*, Vol. 4, No.1, 2018, p.16.

When writing extensively it also adopts a more authoritative tone.

The ways of writing are as follows:¹⁷

- 1) Narrative
- 2) Description
- 3) Persuasion
- 4) Exposition
- 5) Research
- 6) Response to literary works
- 7) Poetry and plays
- 8) Write for assessment
- 9) Writing at work

The researcher only focus on descriptive writing. Therefore, the researcher discusses all descriptive writings.

d. Writing Process

According to Clark in Khanifatus Saniyah the writing process includes pre-writing, compilation, revision / editing, publication and

¹⁷ Diani Syahputri and Siti Masita, “*An Analysis Of ...*”, p.16.

reflection.¹⁸ Based on the explanation above there are that includes writing process:¹⁹

a) Pre writing

At this stage, the researcher generates some ideas, brainstorm on topics, shares web ideas or conversations and thinks about some ideas. The teacher also explained that students can get ideas for writing from personal experiences, stories, pictures, magazines, newspapers, television and various other sources. This phase also forms the basis for the specific writing.

2) Drafting

Based on the drafting stage in the writing process, students begin to put their ideas on paper. Students need to remember genre or format, audience and goals. For novice writers, images and drawings may just be part of the composition. The teacher should

¹⁸ Khanifatus Saniyah, “ *The Use Of Four Square Writing Method To Improve Students’ Writing Skill In Recount Text*”, (Salatiga: IAIN Salatiga, 2018), p. 21.

¹⁹ Khanifatus Saniyah, “ *The Use Of ...*, p. 21.

encourage students to write on their own as much as possible during the writing process.

3) Revising / Editing

Based on this writing stage, writing consists of two parts, namely revising the organization and structure of the writing, while editing looks at the writing mechanism. Students need to understand both. When revising, students should analyze their writing for the necessary characteristics: sorting the words in laboratory reports, descriptive language in science fiction stories, thematic sentences and other supporting details in convincing essays.

4) Publishing

In publishing can allow students to write for authentic readers and celebrate their hard work. It occurs after the other steps have been completed and students are ready to make a final copy that can be handwritten or typed on a computer. Teachers should consider the abilities of their students.

5) Reflection

Reflection is a key element in the writing process. Reflection also encourages writers to think about their writing, see writing from different points of view, and see progress in writing endeavors. The reflection also allows the writer to look back at the brainstorming and beginning of the writing project to see if the original goals were met or not.

e. Evaluating Writing

To be able to evaluate in terms of writing, a measuring tool is needed to determine students' skill. The ability to write can be seen in terms of effectiveness and activity. According to Brown in Titis Dewi Cakrawati, the categories of assessment in writing are:²⁰

1) Content

Based on the content of the writing which can include a thesis statement, related ideas, idea development and also idea

²⁰ Titis Dewi Cakrawati, *"The Effect of Using Communicative Cartoon Movies on the Teaching of Writing Skill"*, (Yogyakarta: Universitas Yogyakarta, 2012), p.18.

development through one's personal experience, illustrations, facts and opinions.

2) Organization

This includes the effectiveness of the introduction, a logical sequence of ideas, conclusions and appropriate length.

3) Discourse

Discourse includes topic sentences, paragraph unity, transitions, discourse markers, cohesion, rhetorical conventions, references, fluency, economics and variety.

4) Syntax

5) Vocabulary

6) Mechanics

This includes spelling, punctuation and citation references, neatness and appearance.

Based on the above theory, researchers can use to assess the writing on students' descriptive text. Here are also some assessments in writing.

Table 2.1: Writing Assessment Criteria²¹

Aspect	Scoring
Content	30
Organization	20
Vocabulary	20
Syntax	25
Mechanics	5
TOTAL	100

Based on the criteria above, they are broken down into substrates of scoring writing, which are also small in number and appropriate. Therefore, the researcher can use rubric or composition to asses students' writing.

²¹ Titis Dewi Cakrawati, "*The Effect of...*", p.19.

Table 2.2: Composition for Writing Scores (Jacobs et al. In Titis Dewi Cakrawati)²²

SCORE	LEVEL	CRITERIA
CONTENT	30-27	EXCELLENT to EXCELLENT: knowledgeable, substantive, through idea development, relevant to the assigned topic
	26-22	GOOD TO AVERAGE: some knowledge of the subject, adequate range, limited idea development, mostly relevant to the topic, but lacking in detail
	21-17	MEDIUM TO POOR: limited knowledge of the subject, little substance, inadequate idea development
	16-13	VERY BAD: shows no

²² Titis Dewi Cakrawati, *“The Effect of...,”* p.20.

		knowledge of the subject, non-substantive, irrelevant or insufficient to evaluate
ORGANIZATION	20-18	EXCELLENT VERY GOOD: fluent expression, clear idea stated/supported, concise, well-organized, logical order, compact
	17-14	GOOD TO AVERAGE: a bit choppy, disorganized but main idea stands out, support is limited, logical but incomplete sorting
	13-10	MEDIUM TO BAD : not fluent, confused or interrupted ideas, lacking, logical sequencing and development

	9-7	VERY BAD: no communication, no organization, not enough to evaluate
VOCABULARY	20-18	EXCELLENT VERY GOOD: fluent expression, clear idea stated/supported, concise, well-organized, logical order, compact
	17-14	GOOD TO AVERAGE: a bit choppy, disorganized but main idea stands out, support is limited, logical but incomplete sorting
	13-10	MEDIUM TO BAD : not fluent, confused or interrupted ideas, lacking, logical sequencing and development
	9-7	VERY BAD: no communication, no

		organization and not enough to evaluate
LANGUAGE USE	25-22	VERY GOOD VERY GOOD: effective complex construction, few convention errors, tenses, numbers, word order/functions, articles, pronouns, prepositions
	21-18	GOOD TO AVERAGE: effective but simple construction, minor problems in complex construction, some agreement errors, tenses, numbers, word order/functions, articles, pronouns, prepositions but meaning is rarely obscured
	17-11	MEDIUM TO BAD: major problems in simple/complex construction, frequent

		errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, runons, omissions, confused or fuzzy meanings.
	10-5	VERY BAD: almost no mastery of sentence construction rules, dominated by errors, uncommunicative, or insufficient to evaluate
MECHANICS	5	EXCELLENT VERY GOOD: demonstrates mastery of master conventions, some misspellings, punctuation, capitalization, make paragraphs
	4	GOOD TO

		AVERAGE: spelling errors, punctuation, capitalization, paragraphs but meaning obscured
	3	ENOUGH TO BAD: frequent spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or blurred
	2	VERY BAD: doesn't master conventions, dominated by errors spelling, punctuation, capitalization, paragraph, handwriting illegible, or insufficient to evaluate

Based on the assessment rubric above, that the range of each levels are not in the same range.

f. Writing Skills

Based on the writing activities, each person differs in their writing skills. Writing is

also an activity carried out in the form of communication using language as a medium. In this case, too, the form is a font, consisting of a series of evaluable and meaningful letters with all their completeness, such as spelling, punctuation and other writing elements. In writing, various kinds of skills can be developed such as book writers, creators or poetry writers and others.

From the results of the skill above we can see that writing is also a process of conveying ideas, messages, attitudes, and various opinions to the reader using symbols or language symbols that can be seen and accepted by the author and the reader. Writing skills are also skills that can express ideas, opinions and feelings to other parties through written language. "Writing skills are often operationalized by the quality of the text or the writing process".²³

Based on the description above, the researcher can be concluded that writing skills are

²³ Deborah Brandt, *The Rise Of Writing: Redefining Mass Literacy*, (America: Cambridge University Press, 2015), p. 23.

writing ability, by composing words using good and correct grammar rules.

3. Descriptive Text

a. Definition of Descriptive Text

According to Anker, Susan said that a description is writing that makes a clear impression based on a topic.²⁴ Description also describe or define something like describing people by looking at the general picture to the special person.

According to Litell in Ratu Yulianti Natsir, a descriptive text is a text that describes people, places and objects. Description appears almost in writing because writers strive to create a verbal image of ideas that convey. Descriptive text is a word image of an object, scene, or person. Its sensory details usually create a special mood.

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Based on several opinions, the researcher can conclude that Descriptive Text is

²⁴ Susan Anker, *Real Writing: Paragraphs and Essays for College, Work, and everyday life*, (New York: Bedford/St. Martin"s, 2010), p.155.

²⁵ Ratu Yulianti Natsir, *The Effectiveness ...*,p. 29.

one type of text in English that describes clearly the traits that exist on an object such as humans, animals, plants and other objects. The purpose of this text is to provide some information clearly about the object described to the reader.

b. Generic Structure of Descriptive Text

According to Jenny Hammond in Ulfa Puspa Ayu, the generic structure of descriptive text consists of identification and description.²⁶

- 1) Identification: Identifying the various phenomena to be described.
- 2) Description: Describes parts, qualities, characteristics, etc. Examples of Descriptive Text

Table 2.3 Examples of My Pet Descriptive Paragraphs²⁷

Identification	Description
I have a pet. It's a dog, and I call it a Brownie. Brownie is of Chinese race.	The shape is small, soft, and very cute. It has thick brown

²⁶ Ulfa Puspa Ayu, "Improving Writing Ability...,p. 22.

²⁷ Vani Listianti, "Improving Students' Writing Skill In Descriptive Text Through Think-PairShare Strategy", (Salatiga: IAIN Salatiga, 2017), p. 30.

	fur. When I hug my pet, the fur feels soft. Brownie does not like bones. Every day he ate soft food, steamed rice, fish or bread and every morning sometimes I give milk and bread. When I was in mattress school, Brownie played with my cat. They recover quickly, and never get into a fight probably because the Brownie does not bark much. It's a treat.
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B. Previous Research

Relevant previous research in accordance with the research to be carried out:

1. Based on the results of Erwin Akib's research on "Brain Sketch Techniques for Descriptive Texts in Improving Writing Skills at SMA Unismuh Makassar". This study aims to improve the ability of class XI students of SMA Unismuh Makassar in writing descriptive text using Brain-Sketching Technique. For this purpose, Classroom Action Research is used, in which the researcher works on the planning, implementation, observation and reflection of the data collected from the teaching and learning process and the student's writings. This research method is Classroom Action Research, which consists of two cycles. A cycle consists of four sessions for a total of eight sessions for two cycles. The results of this study show that the researcher gave the students diagnostic tests prior to performing them and the average diagnostic test score was 63.90 with a rating of "good enough". Then the researcher ran Cycle I and Cycle II, and

the results showed that the students' scores increased in Cycle I and Cycle II.

2. Based on the results of Ratu Yulianti Natsir's (2015) research on "The Effectiveness of Brain Sketch Techniques in Writing Descriptive Text at SMP Aisyiyah Paccinongang". The aim of this study was to determine the increase in the ability of students to write descriptive texts, in particular with regard to content and organization, with the help of brain sketching techniques. The formulation of the problem in this research is how the use of the brain sketching technique can improve students' ability to write descriptive texts. The researcher used an experimental design and also used two classes, the experimental class and the control class. The data collection also uses a written test. Brain sketching techniques can also improve students' writing skills in descriptive texts, both in terms of content and organization. The mean value of the content in the experimental class in the post-test was 81 and in the control class was 78.75. And the average value of organizing in the experimental class on the post test is 73.65 and in the control class is 70, which means

that the application of the Brain Sketching Technique is successful form. this is indicated by the average score of students' writing skills in descriptive form.

3. Based on the results of Ulfa Puspa Ayu's research on "Improving the Ability to Write Descriptive Text Using Brain Sketching Techniques for Class Seven Students at SMP Muhammadiyah 3 Metro". This study aims to determine that the use of Brain Sketching techniques can improve students' writing skills in descriptive texts in the learning process. Subjects of this study was twenty students in SMP Muhammadiyah 3 Metro with action research were conducted in two cycles. Each cycle consists of planning, implementing actions, observing and reflecting. The material used in this study is a description. In this study, students were given a pre test before treatment and a post test after giving directions or materials . Based on the learning activities when the teacher used brain sketching technique were improved from 20% become 85%..²⁸

²⁸ Ulfa Puspa Ayu, "Improving Writing Ability ..., p.84.

Based on the results of the research that has been done, it can be concluded that the use of brain sketching technique can improve the ability to write descriptive text for seventh grade students of SMP Muhammadiyah 3 Metro.

C. Action Hypothesis

H0: The use of brain sketching technique for descriptive texts cannot improve the writing skills at the eleventh grade MIPA 2 of MAN 1 Sinjai.

Ha: The use of brain sketching technique for descriptive texts can improve the writing skills at the eleventh grade MIPA 2 of MAN 1 Sinjai.

CHAPTER III

RESEARCH METHODOLOGY

A. Model of the Research

This research is a Classroom Action Research (PTK). This classroom action research is research that can be carried out by researcher in the classroom by using a certain action to improve the quality of the teaching and learning process in order to obtain better and more effective results than the previous learning process.

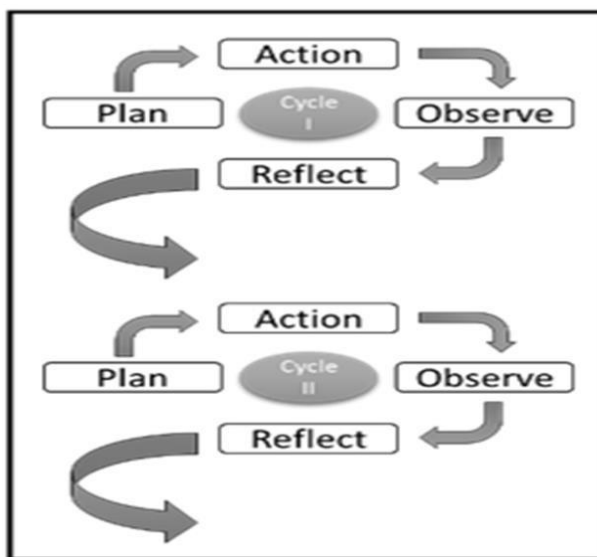
According to Wijaya Kusumah and Dedi Witagama in Shaka Kinanti, Classroom Action Research is research that is principally carried out by teachers in their own class, planning, implementing and reflecting on collaborative and participatory actions to improve their performance as teachers that improve the learning outcomes of the Improve students and be more active in the learning process.²⁹

From the expert opinion of the researchers can draw the conclusion that the Classroom Action Research is a research undertaken

²⁹ Shaka Kinanti, thesis: *“Upaya Meningkatkan Hasil...,* p. 46.

collaboratively by teachers and researchers in the classroom by using the reflection stage with the aim of improving the quality of the learning process. This research will be conducted in two cycles, each of which consisted of four stages, namely: planning, implementing actions, observing and reflecting.

Cyclical classroom action research is presented as follow:³⁰



Picture 3.1: Cyclical Classroom Action Research by Kemmis and McTaggart

³⁰ Anne Burns, *Doing Action Research in English Language Teaching*, (New York: Routledge, 2010), p. 2.

Based on the design above, the following is an explanation of the procedures the researcher uses in classroom action research.

1. Cycle I

a. Planning

Below are the steps the researcher took in planning:

- 1) Prepare plans in the learning process.
- 2) Prepare material from various sources and learning media.
- 3) Prepare observation instruments.

b. Acting

The general steps that the researcher takes are as follows:

- 1) Pre Teaching Activities
 - a) Greet students by remembering to say the greetings first and invite them to pray.
 - b) The lecturer or researcher controls the presence of the students.
 - c) Prepare materials based on what is being taught.

2) During the Teaching Process

- a) Teachers or researchers can use lesson plans based on the prepared work.
- b) The teacher or researcher individually instructs each member of the student group to draw a sketch on another descriptive text topic, in which case the student is prohibited from speaking during the learning process.
- c) The teacher or researcher asks group members to give the person on their right their picture of a specific descriptive text topic.
- d) The teacher or researcher instructs individual students to change the original image or add comments.
- e) Teachers or researchers ask group members to go through all drawings and choose a final

solution or create a final solution from different parts of the sketch.

- f) Teacher or researcher Instructs each group to compile a full descriptive text based on the topic drawn.

3) Post Teaching Activities

- a) The teacher or researcher asks students to ask questions about mastering unclear material.
- b) The teacher or researcher can answer questions from students about the material being taught.
- c) The teacher and researcher give feedback and conclusions from the end of learning.

c. Observe

The third step is observing, in terms of observing the researcher must be able to analyze in the learning process, such as student activities in classroom, understanding of the material will provide, students work results and

important things in teaching and learning process that will be considered by observe.

d. Reflecting

Reflecting is the final step in this process. In the final phase of Cycle I, the researcher analyzes the results after the first test and during the learning process. The evaluation data will be used by the researcher to make improvements in cycle II. The researcher will decide on the next cycle if the results of cycle I do not meet the success indicators. The researcher focuses on problem solving and weaknesses in the previous cycle or in cycle I.

2. Cycle II

a. Planning

Here are the steps that the researcher will e carried out in planning:

- 1) The researcher creates a lesson plan based on the reflection of cycle I.
- 2) The researcher prepares materials, sources and learning styles.

- 3) The researcher prepares an observation instrument.
- 4) The researcher determines the test evaluation tool (pre-test and post-test).

b. Acting

The general steps that the researcher takes are as follows:

- 1) Pre Teaching Activities
 - a) The teacher or researcher greets students with greetings and asks them to pray.
 - b) The teacher or researcher Checking attendance list.
 - c) The teacher or researcher can choose the appropriate material that will be taught.
- 2) During the Teaching Process
 - a) The researcher implemented the lesson plans according to the material produced.
 - b) The researcher instructed each member of the student group individually to

draw a sketch on a different descriptive text topic. The nature of this case that students are not allowed to speak during this activity.

c) The researcher asks group members to give the person on their right their picture of a specific descriptive text topic.

d) The researcher instructed each student to change the original image or add comments.

e) The researcher asks the group members to go through all the drawings and select a final solution or create a final solution from different parts of the sketch.

f) The researcher can instruct each group to create a full descriptive text based on the topics drawn.

3) Post Teaching Activities

a) The researcher asks students to ask questions about mastering material that is not clear.

- b) Researchers answer students' questions.
- c) Researchers provide feedback and draw conclusions based on the material taught.

b. Observe

At this stage the researcher can observe the teaching and learning process using observation instruments. The steps that the writer took to observe were: student activity, vocabulary, grammar, descriptive text content of student learning process.

c. Reflecting

The researcher corrects and analyzes the results of these actions. The researcher knows the weaknesses and strengths of acting with reflection. Based on this action, the researcher also carried out post-test 2. The researcher compares the distribution of the results before the test and after the test (pre-test and post-test). The researcher can review and reflect on the attitudes of the students, whether

positive or negative. This research was carried out over several cycles.

B. Place and Time of the Research

This research will conduct at MAN 1 Sinjai, which is located at Jl. Baronang, RT.01 / RW.01 North Sinjai District, Sinjai Regency. ZIP code 92614, at the eleventh grade MIPA 2 of MAN 1 Sinjai. The researcher will conduct this research in June until July 2021.

C. Variable Operational Definition

Operational variable is a definition based on the nature or terms are defined that can be observed.³¹ Operational variable describes the variables to be studied by the researcher. The explanations for the variables to be studied are as follows:

1. Independent Variable

"The independent variable is a variable that affects or causes the change or the emergence of the dependent variable (bound)".³² The independent variable in this study is the use of the

³¹ Sumadi Suryabrata, *Metodologi Penelitian*, (Jakarta: PT Raja Grafindo Persada, 2008), p.29.

³² Sugiyono, *Metode Penelitian Pendidikan Pendekatan kuantitatif, kualitatif, dan R&D*, (Bandung: Alfabeta, 2017), p. 61.

Brain Sketching Technique. When using the Brain Sketching Technique, students are expected to be able to easily understand ideas or ideas that are written down in a given form (descriptive text).

2. Dependent Variable (Activities and Learning Outcomes)

The dependent variable is “the variable that is influenced or becomes a result because of the independent variable.”³³ The dependent variable of this study is to improve writing skills. Where in improving writing skills students can write text from a discussion or in a group, especially from some ideas that arise from themselves. Students are expected to be able to write according to what is thought.

D. Population and Sample of the Research

1. Population

Population is an area of generalization or the total number consisting of objects or subjects that have the quantity and channels determined by the researcher to study and then draw. What is meant by

³³ sugiyono, *Metode Penelitian....*,p. 61.

population here is not only fixated on living things, but also all research objects that can be researched. “The population does not only have the number of objects under study, but includes all the facts and properties of these objects.”³⁴

In this case the researcher can determine the population according to the place or object to be studied and the total of students at the eleventh grade MIPA 1,2 and 3 of MAN 1 Sinjai.

2. Sample

Samples are part of the number and numbers owned by the population, or even a small part of the population students that can be taken by researchers according to certain procedures so that they can represent the population. Based on the sampling technique, the researcher used purposive sampling which is one of the sampling techniques that is quite often used by several researchers. This sampling technique uses the criteria that have been selected by the researcher in selecting

³⁴ Sandu Siyoto and M. Ali Sodik, *Dasar Metodologi Penelitian*, (cet. 1; Yogyakarta: Literasi Media Publishing, 2015), p. 63.

the sample. Based on this purposive sampling, researchers can choose and determine the desired sample and the sample selected by the researcher is at the eleventh grade MIPA 2 of MAN 1 Sinjai, which consists of 29 students with 8 male and 21 female.

E. Type of Action

According to Kunandar, classroom action research can be defined as action research carried out by the teacher in the learning process, who is at the same time as researcher in the class or together with others (collaboration) in order to carry out, implement and reflect on the action, which aims at participation to improve and improve the quality of the learning process in the classroom through an action (agreement) determined in the cycle.³⁵

This type of research is Classroom Action Research. Classroom action research is characterized by an action aimed at improving the teaching and learning

³⁵Shaka Kinanti, skripsi: "*Upaya Meningkatkan Hasil Belajar Kompetensi Dasar Menyusun Laporan Keuangan Dengan Menggunakan Model Pembelajaran Kooperatif Tipe Numbered Heads Together (Nht)*". Yogyakarta: Universitas Negeri Yogyakarta, 2017, p. 45.

process in the classroom. Classroom action research is also defined as a form of reflective research in which various specific actions are carried out. These measures are taken to improve and improve classroom learning practices more professionally.³⁶

Based on the above opinion the researcher can conclude that is classroom action research is a form of resear that occurs in the classroom, such as certain actions that are taken and aim to improve the teaching and learning process in order to improve learning outcomes better than before. This classroom action esearch can also be used from all aspects of education such as from some learning.

F. Technique of Data Collection

The researcher will use many techniques to collect data in this study. Namely observation, tests and documentation. Each of the techniques is described below, as follows:

1. Test

³⁶ Pujihartini, “*Penelitian Tindakan Kelas dalam Pembelajaran Tematik Integratif*” SMP, Bandung: Wahana Iptek, 2013. p. 8.

The researcher will use pre-test and post-test forms to see their skills before and after being given treatment or giving material.

a) Pre-test

A pre-test is performed before applying the brain sketch technique to a preparatory study. The pretest in this study in the form of an essay asked the students to write a short descriptive text in English.

b) Post-test

The post-test will be given at the last meeting after the application of the technique or the provision of material , to find out whether the technique made a good contribution to the students' imperative sentence skills at the eleventh grade MIPA 2 of MAN 1 Sinjai. This increase is known if the post-test score is higher than the pre-test and the score reaches the minimum passing score.

2. Observation

The researcher will use this technique to obtain data about student activities such as student writing activities and student participation in the

learning process. Learning activities are observed and recorded by the researcher.

3. Documentation

In this case, documentation will be required to obtain information from written sources or documents such as the results of the research or real evidence of a study. Some pictures of student activities in the research process and student test results are the results of a documentation of a research.

G. Research Instruments

Based on the research instruments, the research also uses many data gathering tool. There are 4 methods of collecting data in this study.³⁷

1. Writing Test

To be able to find out the writing skill at the eleventh grade MIPA 2 of MAN 1 Sinjai, the researcher will apply a writing test. This test measures students' skill on the topic of writing subjects. The test consisted of a pre-test and post-test. This research is an

³⁷ Ulfa Puspa Ayu, "Improving Writing Ability...,p. 43.

essay that will ask students to write a descriptive text compositions in English.

Table 3.1: Writing Assessment Criteria ³⁸

Aspect	Scoring
Content	30
Organization	20
Vocabulary	20
Syntax	25
Mechanics	5
TOTAL	100

2. Observation

This observation can be used to observe any aspect that can improve and aid students' writing skills in the learning process, such as the facilities at the school. The observation sheet is also used to observe conditions which occur during the teaching and learning process and which are filled in by the English teacher as an observer in order to give evaluations to

³⁸ Titis Dewi Cakrawati, “*The Effect of...*”, p.19.

the researchers and all student activities during the teaching and learning process.

Table 3.2

Student activity observation sheet in learning descriptive text using brain sketching technique

No.	Observed aspects	Rating (0-4)
1.	The full attention of students in observing sketch or picture of an object.	
2.	Be careful in listening and responding to material which are given.	
3.	Skilled in determining the main idea	
4.	Student creativity in studying descriptive text based on the	

	picture or sketch.	
5.	Appropriate in determining the structure of the text.	

Explanation :

0= Fail

1= Less

2= Enough

3= Good

4= Very Good

3. Documentation

Documentation is referring to the archive data help the researcher collect the required data. The researcher use documentation related to the object of research such as lists of student names and the others.

H. Data analysis

Based on the data analysis there are 5 techniques of data analysis will use in this research namely the normality test, homogeneity test and paired t-test.

1. Normality

The normality test is a basic requirement for analyzing parametric data such as the average comparison test, correlation, analysis of variance and so on because the data must be normally distributed. The normality test is used to determine whether the data is normally distributed or vice versa.³⁹

The normality test is also a procedure used to find out whether the data comes from a normally distributed population or is in a normal distribution.⁴⁰

The normality of the data can be seen using the Normal Kolmogorov-Smirnov test.⁴¹ Test of normality with the Kolmogorov- Smirnov:

- a) If the data is more than 0,05 then the data is declared normally distributed.
- b) If the data is less than 0,05 then the data is declared not normally distributed.

2. Homogeneity Test

³⁹ Christine Dyah Prawesthi, “Peningkatan Kemampuan Menulis Kreatif Dengan Metode Pembelajaran STAD (Student Team Achievement Division)”, (Yogyakarta : Universitas Sanata Dharma, 2015), p. 70.

⁴⁰ Nuryadi, et.al., *Dasar-dasar Statistik Penelitian*, (cet.1; Yogyakarta: Sibuku Media, 2017), p. 79.

⁴¹ Duwi Priyatno, *Panduan Praktis Olah Data Menggunakan SPSS*,(Yogyakarta: Andi Offset, 2017), p.95.

The homogeneity test is a statistical test that is designed to show that two or more sets of sample data come from the population and have the same variance. In regression analysis, the required analysis requirement is that the regression error for each grouping has the same variance based on the dependent variable.

Homogeneity tests are also intended to create confidence that a data set that is manipulated in a series of analyzes comes from populations that do not differ greatly in diversity. For example, if we want to investigate a problem, such as measuring students' understanding of a component in a particular subject in a school that is supposed to be homogeneous, this could mean that the groups of data we collected in the study also share the same characteristics for example, they come from the same grade level.

Based on Homogeneity test calculations can be done in many ways and is also often used by the other researchers, one of which is by using the Levene test. The Levene test is also carried out using SPSS software.

3. Paired Sample t-test

Paired t-test was conducted to determine whether or not there was a difference between the two sets of data, the data used were not independent (paired) and normally distributed. This study also makes a comparison between pre-training performance data and post-training performance data⁴².

Hypothesis testing:

H0 : there is no significant difference between the average ability before training and the ability after training.

H1 : there is a significant difference between the average ability before training and the ability after training.

test criteria: Reject H0 if $p\text{-value} < \alpha$

Accept H0 if $p\text{-value} > \alpha$

⁴² Sri Suratmi, et.al., “*Statistika Untuk Pengolahan Data Hasil Penelitian Tindakan Kelas (PTK)*”, Difusi, Vol.1, No.1, 2018, p. 57.

CHAPTER IV

RESULT OF THE RESEARCH

A. General Description of the Research Location

This classroom action research was conducted in class XI MIPA 2 MAN 1 Sinjai, North Sinjai District, Sinjai Regency. This classroom action research was conducted in two cycles to determine how to improve students' writing skills using the brain sketching technique.

Brain sketching technique is one of the learning techniques that can be used by researchers and educators to get students to pause and add some ideas based on the sketches observed and written based on the sketch. The brain sketching technique is also a technique that can help students think more broadly about an object being observed, such as describing an object that can be written from several ideas that are in students' minds.

School profile of MAN 1 Sinjai Utara

1. School Name : MAN 1 Sinjai
2. School Status :
State

3. Study time :
Morning
4. NSM : 131173070007
5. NPSN : 60728639
6. TIN : 002547719806000
7. Budget Working Unit Code : 605088
8. Jalan/Kampung/ & RT/RW : Jl. Baronang,
RT. 01/RW. 01
9. Village : Lappa
10. District : North
Sinjai
11. Regency/City :
Sinjai
12. Province : South Sulawesi
13. Postal Code :
92614
14. Coordinate Point : a. Latitude: 5.117331
b. Longitude:
120.266514
15. Regional Geographic Category : Coastal
16. Special Region Category :-

VISION

The Realization of Madrasa Graduates Who Are Excellent In Achievement, Skilled, Has Good Morals And Cares And Friendly To The Environment.

MISSION

1. Organizing Quality Education in Achieving Academic and Non-academic Achievements
2. Realizing learning and habituation in studying the Qur'an and carrying out Islamic teachings
3. Realizing the formation of Islamic characters who are able to actualize themselves in society
4. Improving the knowledge and professionalism of educators and education personnel in accordance with the development of the world of education
5. Organizing effective, efficient, transparent and accountable madrasah governance.
6. Realizing the condition or environment of Madrasas into a comfortable and conducive learning place through efforts to preserve the environment
7. Control the occurrence of pollution and environmental damage
8. Realizing caring and friendly behavior towards the environment through positive habits

Table 4.1**The names of students in class XI MIPA 2**

No.	Student's name	Gender
1.	A. Grace. S	Female
2.	A. Moh. Ivan Akbar	Male
3.	A. Moh. Sultan Saiful	Male
4.	Agnes Sri Muftilah	Female
5.	Alya Asri	Female
6.	Andi Afridha Nur	Female
7.	A. El Shechilah. A A	Female
8.	Andi Faiz Sa'ad	Male
9.	Aulia Ramadani	Female
10.	Beautiful Nurul Qalbi L	Female
11.	Dwi Reski Febrianti	Female
12.	Fara Alfiyyah	Female
13.	Fitrawati	Female
14.	Hawaryim	Female
15.	Ibrahim K	Male
16.	M. Walid Hidayat	Male
17.	Meutia Maharani	Female
18.	Miftahul Ridwan	Male
19.	Miftakhul Zahra	Female
20.	Moh. Fauzan Idris	Male
21.	Moh. Hanif Furqan	Male

22.	Muhayyarah	Female
23.	Nur Ambiya Ihsan	Female
24.	Nur Fadia	Female
25.	Rahmaniah R.	Female
26.	Refalina Ramadani	Female
27.	Sri Ramadani	Female
28.	Syamsinar	Female
29.	Zahra Magfirah	Female

From some of the explanations above, this chapter will also present research data on improving students' writing skills using the brain sketching technique in class XI MIPA 2 MAN 1 Sinjai, totaling 29 students consisting of 8 male and 21 female. From this study only consisted of 24 students who have participated in the learning process or research process, this is because the situation is still limited or in the pandemic era of Covid 19. The results of this study can be described in the form of stages consisting of learning cycles carried out in the form of teaching and learning processes in the classroom.

B. Result and Discussion of the Research

1. Research result

a. Description of Statistics

Descriptive statistics is a statistical analysis that provides a general description of the characteristics of each research variable seen from the average, maximum and minimum values. Based on this study, a discussion of descriptive statistical analysis for normalized data was conducted.⁴³ Before taking some actions regarding the learning method to be implemented, then first by looking at the results or pre-action values then post-action values.

⁴³ Cornelia Erviana Prima Widyastari, “Pengaruh Kinerja Keuangan dan Nilai Perusahaan Terhadap Kinerja Harga Saham (Return Saham) dengan Kinerja Corporate Social Responsibility Sebagai Variabel Pemoderasi”, (Semarang, 2017), p.80.

1) Pre Action

Table 4.2
The Result of Pre Action Research

No	Name	Criteria					Scoring
		Content	Organization	Vocabulary	Syntax	Mechanics	
1.	AAS	16	10	11	10	3	50
2.	AMI A	15	11	11	11	3	51
3.	AMS S	17	10	8	12	4	51
4.	ASM	15	9	7	10	3	44
5.	AA	18	10	19	12	4	63
6.	AAN	16	10	8	13	3	50
7.	AES A	20	10	10	14	4	58
8.	AFS	18	10	8	11	3	50
9.	AR	20	12	11	12	3	58
10.	CNQ L	19	10	11	10	3	53
11.	DRF	16	10	10	11	3	50
12.	FA	15	9	9	12	3	48
13.	F	13	9	7	12	3	44
14.	H	14	9	10	11	3	47
15.	IK	14	10	8	10	3	45

16.	MW H	15	10	8	10	3	46
17.	MM	13	10	6	13	3	45
18.	MR	15	12	9	13	3	52
19.	MZ	15	10	9	12	3	49
20.	MFI	15	11	11	11	3	51
21.	MHF	20	13	12	13	3	61
22.	M	12	10	10	11	3	46
23.	NAI	14	12	8	12	3	49
24.	NF	15	10	8	13	3	49

Total Value	1210
Average value	50,4

Source: results/values from pre-action, on 26 July 2021.

Based on the data above, it can be seen from some of the student scores, the total pre action research scores and the average score of class XI MIPA 2 of MAN 1 Sinjai are still low in learning to write English, with a total score of 1210 and an average score is obtained an average of 50,4.

2) Pre-Test

Table 4.3
The Result of Pre-test Research

No	Name	Criteria					Scoring
		Content	Organization	Vocabulary	Syntax	Mechanics	
1.	AAS	18	11	12	12	4	58
2.	AMIA	17	12	12	13	3	58
3.	AMSS	19	10	8	14	4	55
4.	ASM	16	9	7	13	3	48
5.	AA	20	11	10	15	4	60
6.	AAN	17	12	8	14	3	55
7.	AESA	21	12	11	16	4	65
8.	AFS	17	11	8	13	3	52
9.	AR	20	12	12	15	4	64
10.	CNQ L	18	10	12	13	3	56
11.	DRF	18	11	10	12	3	55
12.	FA	16	9	8	13	3	50
13.	F	15	9	7	12	3	46
14.	H	15	9	10	12	3	50
15.	IK	14	10	9	10	3	46
16.	MWH	16	11	8	11	3	50
17.	MM	14	10	7	13	3	48

18.	MR	16	13	10	14	3	56
19.	MZ	15	10	10	13	3	52
20.	MFI	17	12	12	15	3	60
21.	MHF	20	14	13	15	4	66
22.	M	14	10	10	12	3	50
23.	NAI	15	13	8	13	3	52
24.	NF	17	12	9	15	4	58

Total Value	1310
Average value	54.5

Source: results/values from pre-action, on 26 July 2021.

Based on the data above, it can be seen from some of the student scores, the total pre-test scores and the average score of class XI MIPA 2 of MAN 1 Sinjai are still low in learning to write English with descriptive text, with a total score of 1310 and an average score is obtained an average of 54.5.

3) Post Test (Cycle 1)

Table 4.4
The Result of Post-Test (Cycle 1)

No	Name	Criteria					Scoring
		Content	Organization	Vocabulary	Syntax	Mechanics	
1	AAS	20	15	15	20	4	74
2	AMIA	19	14	15	18	3	70
3	AMSS	20	12	13	16	4	65
4	AA	19	12	12	15	4	62
5	AAN	20	14	10	16	4	64
6	AESA	21	14	12	18	4	70
7	AFS	20	13	13	15	3	66
8	AR	22	14	14	17	4	70
9	CNQL	21	11	14	15	4	65
10	FA	20	11	12	16	3	62
11	F	17	13	11	15	3	60
12	H	16	13	13	15	3	60
13	IK	19	15	14	13	3	65
14	MWH	22	16	12	15	4	70
15	MM	20	15	13	16	3	68
16	MR	19	15	12	15	4	65
17	MZ	18	12	11	14	3	58
18	MFI	19	13	13	16	4	65
19	MHF	21	15	14	17	4	72
20	NF	20	14	12	17	4	68
21	RR	22	15	14	17	3	72
22	RR	20	15	11	16	4	66
23	SR	20	16	15	18	4	74
24	S	18	14	13	17	3	65

Total Value	1596
Average value	66,5

Source: results/values from pre-action, on 26 July 2021.

Based on the data above, it can be seen from some of the student scores, the total pre-test scores and the average score of class XI MIPA 2 of MAN 1 Sinjai are still low in learning to write English with descriptive text, with a total score of 1596 and an average score is obtained an average of 66,5.

2) Post Test (Cycle 2)

Table 4.5
The Result of Post Test (Cycle 2)

No	Name	Criteria					Scoring
		Content	Organization	Vocabulary	Syntax	Mechanics	
1	AAS	25	18	18	23	4	88
2	AMIA	25	17	18	20	4	84
3	AMSS	25	15	15	20	4	79
4	A A	24	15	15	20	4	78
5	AAN	25	16	15	20	4	80
6	AESA	25	16	15	22	4	82
7	AFS	25	15	15	20	4	79
8	AR	25	16	16	21	4	82
9	CNQL	25	15	16	20	4	80
10	FA	25	15	15	20	4	79
11	F	24	15	15	20	4	78
12	H	23	15	15	20	4	77
13	IK	25	18	16	20	4	83
14	MWH	25	18	15	20	4	82
15	MM	25	18	15	20	4	82
16	MR	24	18	15	20	4	81
17	MZ	24	15	15	20	4	78
18	MFI	24	15	15	20	4	78
19	MHF	25	19	16	21	4	85
20	NF	25	15	15	21	4	80
21	RR	25	18	16	21	4	84
22	RR	25	18	15	20	4	82
23	SR	25	19	18	22	4	88
24	S	24	16	15	20	4	79

Total Value	1948
Average value	81,1

Source: results/values from post test 1 , on 26-30 July 2021.

From the table above, it can be seen that student learning outcomes from pre-test to post-test increased with a total score of 1948 and reached an average value of 81,1.

b. Variable Description

1) Brain Sketching for Descriptive Text

Most of us use visual images to generate ideas. The researcher should sketch these ideas to help us conceptualize. Brain sketching technique try to take advantage of this ability in group situations by allowing people to compare sketches of ideas and various kinds of ideas based on sketches. Based on some of these ideas, it can be written in the form of descriptive text. From this Brain Sketching technique, it can give the effect of improving the writing skills of students of class XI MIPA 2 of MAN Sinjai.

2) Writing Skills

Based on writing activities, Writing is also a process of conveying ideas, messages, attitudes and various opinions to the reader using symbols or language symbols that can be seen and accepted by the author and the reader. Writing skills are also skills that can express ideas, opinions and feelings to other parties through written language. Based on the use of

the brain sketching technique when writing descriptive text, it can be seen that the capabilities of the descriptive text have an impact on the brain sketching technique.

c. Normality test

According to Imam Ghazali in Ari Apriyono Normality test is a test of data to see whether the residual value is normally distributed or not.⁴⁴ In this study, to determine the normality of the data distribution using the Kolmogorov-Smirnov Test through the SPSS 25 for windows program. If the Asymp value. Sig, a variable is greater than the level of significant 5% (> 0.05), then the variable is normally distributed, whereas if the value of Asymp. Sig, a variable is smaller than the level of significant 5% (< 0.05), then the variable is not normally distributed.

⁴⁴ Ari Apriyono and Abdullah Taman, “Analisis Overreaction pada Saham Perusahaan Manufaktur di (BEI)”, Bursa Efek Indonesia, vol.II, no. II, 2013, P.82.

Table 4.6
The Result of Normality Test
One Sample Kolmogorov Smirnov (Cycle 1)

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		24
Normal Parameters ^{a,b}	Mean	,0000000
	Std. Deviation	5,62632236
Most Extreme Differences	Absolute	,154
	Positive	,154
	Negative	-,085
Test Statistic		,154
Asymp. Sig. (2-tailed)		,145 ^c
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		

Source : SPSS 25 . Output Result Data

Based on the results of the normality test from the two tables above, can be known that the significance value is $0.145 > 0.05$, therefore the researcher can be concluded that the residual value is normally distributed.

Table 4.7
The Result of Normality Test
One Sample Kolmogorov Smirnov (Cycle 2)

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		24
Normal Parameters ^{a,b}	Mean	,0000000
	Std. Deviation	5,76258440
Most Extreme Differences	Absolute	,132
	Positive	,132
	Negative	-,074
Test Statistic		,132
Asymp. Sig. (2-tailed)		,200 ^{c,d}
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		
d. This is a lower bound of the true significance.		

Source : SPSS 25 . Output Result Data

Based on the results of the normality test from the two tables above, can be known that the significance value is $0.200 > 0.05$, therefore the researcher can be concluded that the residual value is normally distributed.

d. Homogeneity Test

Homogeneity test is a test carried out to find out two or more groups of sample data from populations that have the same or homogeneous variance, this test is a requirement before carrying out other tests such as t-test, anova, and others.

Based on Homogeneity test calculations can be done in many ways and is also often used by the other researchers, one of which is by using the Levene test. The Levene test is also carried out using SPSS software, namely if the Levene Statistic significance value is > 0.05 then the data variation is homogeneous, otherwise if the Levene Statistic significance value is < 0.05 , the data variation is said to be inhomogeneous.⁴⁵

⁴⁵ Nuryadi, et.al., "*Dasar-dasar ...*", p.93.

Table 4.8
The Result of Homogeneity Test

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
x1	Based on Mean	,423	7	13	,871
	Based on Median	,385	7	13	,895
	Based on Median and with adjusted df	,385	7	7,618	,886
	Based on trimmed mean	,421	7	13	,873
x2	Based on Mean	1,678	7	13	,199
	Based on Median	,994	7	13	,477
	Based on Median and with adjusted df	,994	7	7,687	,499
	Based on trimmed mean	1,590	7	13	,223

Source : SPSS 25 . Output Result Data

Based on the homogeneity test results from the table above, it is known that the significance value based on mean is $0.871 > 0.05$ and $X_2 \ 0,199 > 0,05$, so it can be concluded that the data is homogeneous.

e. Action Hypothesis Test

Based on the action hypothesis test, the researcher has started from several test results starting from pre action research at the eleventh grade MIPA 2 of MAN 1 Sinjai, after analyzing and seeing the results of the data and students' writing skills, the researcher continued with the pre-test to post test in cycle 1 and post test in cycle II. Some of data has been proven by the researcher with the evidence of the data above.

Action hypothesis test is also related Paired sample t-test, paired sample t-test is a test used to compare the difference of the two means of two paired samples with the assumption that the data are normally distributed. Based on the paired sample t-test, it can be seen from the significance value (2-tailed) < 0.025 which indicates a significant difference between the initial variable and the final variable. This shows that there is a significant effect on the difference in treatment given to each variable, on the contrary if the significance value (2-tailed) > 0.025 indicates that there is no significant

difference between the initial variable and the final variable. This also shows that there is no significant effect on the difference in the treatment given to each variable.

4) If the value of $t_{\text{count}} > t_{\text{table}}$, then H_0 is rejected and H_a is accepted.

5) If the value of $t_{\text{count}} < t_{\text{table}}$, then H_0 is accepted and H_a is rejected.

$t_{\text{table}} (2,064)$.

Table 4.9
The Result of Paired Sample t-test (Cycle 1)

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	post test - pre test	11,91667	6,44655	1,31590	9,19453	14,63880	9,056	23	,000

Source : SPSS 25 . Output Result Data

In hypothesis testing, the researcher analyzed the improvement students' writing skill by used the brain sketching technique. Based on table above, it can be seen $9,056 > 2,064$ then H_0 is rejected and H_a is accepted.

Based on the results of hypothesis testing measures , it is known that the t test seen from the t-test is known that the significance of $0.000 < 0.025$, then H_0 is rejected and H_a accepted.

Table 4.10
The Result of Paired Sample t-test (Cycle II)

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	post test - pre test	26,58333	6,48689	1,32413	23,84416	29,32251	20,076	23	,000

Source : SPSS 25 . Output Result Data

Source : SPSS 25 . Output Result Data

In hypothesis testing, the researcher analyzed the improvement students' writing skill by used the brain sketching technique. Based on table above, it can be seen $20,076 > 2,064$ then H_0 is rejected and H_a is accepted.

Based on the results of hypothesis testing measures , it is known that the t test seen from the t-test is known that the significance of $0.000 < 0.025$, then H_0 is rejected and H_a accepted.

2. Discussion

Based on this stage, before taking the class action, the researcher will first see the students' abilities through a (pre-test) on Monday, July 26th 2021, with a total of 24 students from 16 female and 8 male. Students are asked to write a descriptive text based on the object.

Table 4.11

The Result of Pre-Action, Pre-test, Post-test (Cycle I and II)

No.	Name	Pre action	Pre-test	Post-test (Cycle 1)	Post test (Cycle 2)
1	AAS	50	58	74	88
2	AMIA	51	58	70	84
3	AMSS	51	55	65	79
4	AA	44	48	62	78
5	AAN	63	60	64	80
6	AESA	50	55	70	82
7	AFS	58	65	66	79
8	AR	50	52	70	82
9	CNQL	58	64	65	80
10	FA	53	56	62	79
11	F	50	55	60	78
12	H	48	50	60	77
13	IK	44	46	65	83
14	MWH	47	50	70	82
15	MM	45	46	68	82
16	MR	46	50	65	81
17	MZ	45	48	58	78
18	MFI	52	56	65	78
19	MHF	49	52	72	85
20	NF	51	60	68	80
21	RR	61	66	72	84
22	RR	46	50	66	82
23	SR	49	52	74	88
24	S	49	58	65	79
Total Value		1210	1310	1596	1948
Average Value		50,4	54,5	66,5	81,1

Source : The result of pre-test and post-test on July 26th -30th, 2021

Based on the table above, it can be concluded that the number of values from the pre action, pre-test to post-test increase from 50,4 to 81,1.

a. Cycle 1

After being analyzed and identified the data based on the pre-test, the researcher already knew the difficulties and problems of students in learning to write descriptive text. Therefore, the researcher can apply one of the learning techniques to be able to overcome students' problems in writing. The technique is a brain sketching technique in learning to write descriptive text. Implementation of the first cycle carried out on 26th-30th July 2021 at the eleventh grade MIPA 2 of MAN 1 Sinjai. This cycle consists of planning, acting, observing and reflecting.

1) Planning

Planning was done after the researcher completed the pre-test. Then the researcher created a lesson plan using descriptive text as the material and brain sketches as the technique for teaching and learning English. The material includes the

definition, the generic structure, the language characteristics and the example of a descriptive text. In addition, the researcher created an observation sheet consisting of a list of the names of the students and a list of the activities of the students observed during the teaching-learning process.

2) Acting

Acting is the second step in this research. at this stage, the researcher carried out the research started from the pre-test to the post-test (cycle 1 – cycle 2) for 4 days, as a collaborator and the researcher acted as the English teacher who though writing descriptive text by using brain sketching technique. At the beginning of teaching learning process, the researcher greeted students. After that, he was asking student's condition and checking the attendance list. Then, the researcher explained about descriptive text that identified about a person, place or other object. The researcher also explained about the generic structure.

After the researcher gave explanation about descriptive text. The researcher asked students to make a group up. Every group consists of 4 or 5 students. Then, the researcher instructing each group member of student individually to write descriptive text based on the object they like. The students can write descriptive text based on the object that have been selected from their respective groups.

The students used dictionary in writing descriptive text, all group members must take turns writing and discussing and collaborating between groups based on the object described .

3) Observing

Based on the observation stage, the researcher was also a teacher and the English teacher was as a collaborator who helped the researcher to observe the students' activities during the teaching learning process. The observation wrote on the observation sheet. The result of the observation can be seen on the table below:

Table 4.12
Student Activity Observation Sheet in Learning Descriptive
Text Using Brain Sketching Technique Cycle 1

No.	Observed aspects	Rating (0-4)
1.	The full attention of students in observing sketch or picture of an object.	3
2.	Be careful in listening and responding to material which are given.	3
3.	Skilled in determining the main idea	4
4.	Student creativity in studying descriptive text based on the picture or sketch.	4
5.	Appropriate in determining the structure of the text.	3

Source: The result of students' learning descriptive text using brain sketching technique on July 26th-30th, 2021.

Based on the table above, students
 can pay attention to seeing objects or pictures

or in good categories. Likewise with students who listen and can respond well. At point 3 students are very skilled in giving or writing down some ideas based on the object or image observed. With various levels of student creativity who are also very good at studying descriptive texts based on the picture or sketch (4), students are also good and also easy to understand and work on descriptive texts appropriately based on the structure of the text.

4) Reflecting

Based on the result of cycle I, it can be seen from the results of the increase in students between pre-test and post-test. The students were interested enough in the learning process, but the research should be continued to the next cycle because it is seen from the number of students' scores and the average value is still low or unsatisfactory, it will be tested or the next cycle (cycle II).

b. Cycle II

After finding the result from the cycle 1, the result showed that the research should be continued in the next cycle that was cycle II. This cycle will be held on July 29th, 2021.

1) Planning

At this stage, the researcher also as a teacher in this learning process, added a lot to the previously created and revised lesson plan. In addition, the teacher gave students more motivation to study harder, gave more detailed explanations and asked questions after the explanation of the material to control student activity.

2) Acting

Acting is the second step in this research. at this stage is also the same as cycle I, the researcher carried out research starting from pre-test to post-test (cycle 1 – cycle 2) for 4 days, as a collaborator and the researcher acted as the English teacher who though writing descriptive text by using brain sketching technique. At the beginning of

teaching learning process, the researcher greeted students. After that, he was asking student's condition and checking the attendance list. Then, the researcher explained about descriptive text that id identified about a person, place or other object. The researcher also explained about generic structure.

After the researcher gave explanation about descriptive text. The researcher asked students to make a group up. Every group consists of 4 or 5 students. Then, the researcher instructing each group member of student individually to draw a sketch of animal topic in descriptive text.

Asking the group members to pass their drawings of certain descriptive text topic to the person on their right. Instructing the individual of students to modify the original drawings or add comments. Asking the group members to examine all the drawings and selecting a final solution or construct a final solution from parts of different sketches.

Instructing each group to compose a complete descriptive text based on the topic that has been drawn. The students used dictionary in this technique. In writing descriptive texts, all group members must take turns writing and discussing and collaborating between groups based on the object described.

3) Observing

Based on the observation stage, the researcher was also a teacher and the English teacher was as a collaborator who helped the researcher to observe the students' activities during the teaching learning process. The observation wrote on the observation sheet. The result of the observation can be seen on the table below:

Table 4.13
Student Activity Observation Sheet in Learning
Descriptive Text Using Brain Sketching Technique
Cycle 2

No.	Observed aspects	Rating (0-4)
1.	The full attention of students in observing sketch or picture of an object.	3
2.	Be careful in listening and responding to material which are given.	3
3.	Skilled in determining the main idea	4
4.	Student creativity in studying descriptive text based on the picture or sketch.	4
5.	Appropriate in determining the structure of the text.	4

Source: The result of students' learning descriptive text using brain sketching technique on July 26th-30th, 2021.

Based on the table above, students can pay attention to seeing objects or pictures or in good categories. Likewise with students

who listen and can respond well. At point 3 students are very skilled in giving or writing down some ideas based on the observed object or image. With various levels of student creativity who are also very good at studying descriptive texts based on pictures or sketches (4), students are also easier to understand and work on descriptive texts appropriately based on the structure of the text or fall into category 4 (Very Good).

4) Reflecting

Based on the result of cycle I I, this can also be seen based on the results of the increase in students from pre-test and post-test in cycle II. Students are good and can achieve a higher score than before, from a value of 50,4 pre action research, 54,5 pre-test, 66,5 in cycle I until 81,1 in cycle II from 24 students at the eleventh grade MIPA 2 of MAN 1 Sinjai. So, that the researcher do not need to do the next cycle or class action.

Based on the data and explanation above, it can be seen and understood that

from the pre-test to Post-test I (cycle I) and post-test II (cycle II) have undergone many changes from the values and observations made in cycle I and cycle II. Cycle II has increased with a better value than before so that the researcher do not need to do the next cycle.

CHAPTER V

CLOSING

A. Conclusion

After conducting research on students at the eleventh grade MIPA 2 of MAN 1 Sinjai, totaling 24 students and the research process was carried out outdoors or outside school, precisely in the Sinjai library, the learning process in research was carried out in the library because it was still in a Covid 19 situation so that out of 24 students These are not done simultaneously to be researched but are carried out in turns.

Based on the results of the study, it can be concluded that the use of Brain Sketching technique for descriptive text can improve writing skills at the eleventh grade MIPA 2 of MAN 1 Sinjai. It can be seen from the results of the pre-test and post-test in cycle 1 to cycle II. From the result of pre-test was lower than the result of post-test (cycle I- cycle II). The average score of pre-test was 54.5 , the average score of post-test 1 in cycle I was 66.5 and the average score of post test in cycle II was 81,1. Therefore, it can be seen from the pre-test, post-test 1 in cycle I to post-test II in cycle II,

the use of Brain Sketching technique for descriptive text can improve students' writing skills. Based on the explanation above, it can be concluded that the action hypothesis H_0 is rejected and H_a is accepted or the use of brain sketching techniques for descriptive texts can improve writing skill at the eleventh grade MIPA 2 of MAN 1 Sinjai. Therefore, the use of the Brain Sketching technique can be used as the alternative choice in learning activity.

B. Suggestion

1. For Institutions

Based on the results of the research carried out, it is hoped, as we all know, that with the use of the brain sketching technique, it can be used continuously to support and facilitate the teaching and learning process of writing, and be useful for them too who use it.

2. For Further Researchers

The following are suggestions for further researchers, namely:

- a. Further researchers are expected to be able to continue the use of this Brain Sketching

technique, so that further research into improving writing skills can be conducted.

- b. Additional researchers are expected to investigate additional sources and references related to the Brain Sketching Technique.

3. For Teachers

The English teacher is designed to give the students more motivation so that the students can enjoy learning English more, as many students feel that English is difficult to learn. Based on the observation, after the teacher gives the students more motivation and positive impulses that English is not a difficult subject, students will be more active.

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LAMPIRAN-LAMPIRAN

LIST OF APPENDIX

INSTRUMENT GRID

No.	Variable	Aspect	Indicator	Instruments
1.	Writing skills	Content	• Related ideas • Development of ideas • Development of ideas through personal experience	Writing test
		Organization	• The effectiveness of introduction • Logical sequence of ideas • Appropriate length	
		Vocabulary	Choosing the right words to express some ideas	
		Syntax or Grammar	• Use of grammatical forms • Sentence structure accuracy	
		Mechanics	Considerations in writing applications (writing and punctuation)	
2.	Brain sketching technique for descriptive text	The first activity	• Greetings and pray • Check students attendance • Linking material with students knowledge • Delivering learning objectives	Observation

		Core activities	• Explanation of the material about descriptive text accompanied by the learning techniques to be used (Brain Sketching Technique) • Students can write an outline of a descriptive text based on the observed object using the Brain Sketching Technique	
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RESEARCH INSTRUMENT

No	Name	Criteria					Scoring
		Content	Organization	Vocabulary	Syntax	Mechanics	
1	AAS						
2	AMIA						
3	AMSS						
4	A A						
5	AAN						
6	AESA						
7	AFS						
8	AR						
9	CNQL						
10	FA						
11	F						
12	H						
13	IK						
14	MWH						
15	MM						
16	MR						
17	MZ						
18	MFI						
19	MHF						
20	NF						
21	RR						
22	RR						
23	SR						
24	S						

Total Value	
Average value	

Observation Sheet In Learning Descriptive Text Using
Brain Sketching Technique Cycle 1

No.	Observed aspects	Rating (0-4)
1.	The full attention of students in observing sketch or picture of an object.	
2.	Be careful in listening and responding to material which are given.	
3.	Skilled in determining the main idea	
4.	Student creativity in studying descriptive text based on the picture or sketch.	
5.	Appropriate in determining the structure of the text.	

Writing Assessment Criteria

Aspect	Scoring
Content	30
Organization	20
Vocabulary	20
Syntax	25
Mechanics	5
TOTAL	100

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : MAN 1 Sinjai

Mata Pelajaran : Bahasa Inggris

Kelas /Semester : XI/Genap

Materi Pokok : Teks Deskriptif (Descriptive Text)

Tahun Pelajaran : 2020/2021

A. Kompetensi inti

3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi (IPK)

Kompetensi Dasar Dari KI 3	Kompetensi Dasar Dari KI 4
1. KD pada KI pengetahuan 3.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif lisan dan tulis terkait orang, benda dan tempat sesuai dengan konteks penggunaannya.	2. KD pada KI keterampilan 4.1 Menulis teks deskriptif sederhana berdasarkan objek yang diamati dan sesuai dengan struktur teks dan unsur kebahasaan secara benar dan sesuai dengan konteks.
Indikator Pencapaian Kompetensi Dari KI 3	Indikator Pencapaian Kompetensi Dari KI 4
3.1.1 Mengidentifikasi	4.1.1 Menulis teks

fungsi sosial, struktur teks dan unsur kebahasaan pada teks deskriptif tentang tempat, orang, benda dan lainnya. (Penerapan) 3.1.2 Menangkap makna dalam teks deskriptif lisan dan tulisan sederhana.	deskriptif sederhana berdasarkan objek yang diamati dan sesuai dengan struktur teks dan unsur kebahasaan secara benar dan sesuai dengan konteks.
---	--

" Nilai Karakter

" Religius

" Mandiri

" Gotong royong

" Kejujuran

" Kerja keras

" Percaya diri

" Kerjasama

C. Tujuan Pembelajaran

➤ Siswa dapat :

1. Siswa dapat menyusun teks deskriptif baik secara lisan atau tertulis berdasarkan objek yang diamati.
2. Siswa dapat memahami makna dalam teks deskriptif lisan dan tulis dengan baik dan benar.
3. Siswa dapat mengidentifikasi struktur teks dari teks deskriptif terkait orang, benda dan lainnya.
4. Siswa dapat mendeskripsikan gambar tentang orang, tempat dan benda lainnya.

D. Materi Pembelajaran

Teks Deskriptif (*Descriptive Text*) adalah salah satu jenis text dalam Bahasa Inggris yang menggambarkan dengan jelas sifat-sifat yang melekat pada sesuatu, baik itu manusia, hewan, tumbuhan mau pun benda mati. Struktur teks deskriptif (*generic structure*) adalah:

1. Identification (identifikasi) adalah pendahuluan , berupa gambaran umum tentang suatu topik.
2. *Description* (deskripsi) adalah berisi ciri-ciri khusus yang dimiliki benda, tempat atau orang yang dideskripsikan.

Ciri-ciri teks deskriptif :

1. Menggunakan simple present tense
2. Menggunakan attribute verb, seperti be (am, is, are)

3. Hanya fokus pada satu objek tersebut.

E. Metode Pembelajaran

Pendekatan : Scientific Learning

Metode : Ceramah, tanya jawab, diskusi interaktif, *presentation*.

Model : Problem Based Learning

1. Mengorientasikan
2. Mengorganisasikan kegiatan pembelajaran
3. Membimbing penyelidikan mandiri dan kelompok
4. Mengembangkan dan menyajikan hasil karya
5. Menganalisis dan evaluasi proses pemecahan masalah

F. Media Pembelajaran

1. Kamus bahasa Inggris (kamus online/manual)
2. Media lain yang relevan
3. Gambar, sketsa atau berdasarkan objek tertentu yang dapat diamati.

G. Sumber Belajar

1. Buku pelajaran yang relevan
2. Internet
3. Sumber lain yang relevan
4. <https://www.studiobelajar.com/descriptivetext/#:~:text=Descriptive%20Text%20adalah%20salah%20satu>

[.objek%20yang%20digambarkan%20kepada%20pe
mbaca.](#)

H. Langkah-langkah Pembelajaran

1. Kegiatan Awal

Guru : Orientasi *(Menunjukkan sikap disiplin sebelum memulai proses pembelajaran, menghayati dan mengamalkan ajaran agama yang dianut (Karakter) serta membiasakan membaca dan memaknai isi dalam doa (Literasi)*

- Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran.
- Peserta didik mengucapkan salam khas sekolah.
- Mengecek kehadiran peserta didik.
- Menyampaikan tujuan pembelajaran

2. Kegiatan Inti

Pembelajaran pertemuan/siklus 1:

- Siswa menuliskan teks deskriptif berdasarkan objek yang dipilih dengan minimal 5 kalimat.
- Mengumpulkan hasil kerja siswa sebelum pemberian materi.

- Memberikan penjelasan materi tentang teks deskriptif disertai dengan struktur dan teknik pembelajaran yang akan digunakan.
- Meminta siswa untuk memberikan pertanyaan yang berkaitan dengan materi yang telah dipaparkan.
- Siswa dapat memberikan beberapa pertanyaan yang belum dimengerti dari penjelasan deskriptif teks.

Pembelajaran pertemuan/siklus ke II:

- Memberikan penjelasan ulang berdasarkan materi tentang teks deskriptif disertai dengan struktur dan teknik pembelajaran (*Brain Sketching Technique*).
- Meminta siswa untuk memberikan pertanyaan yang berkaitan dengan materi yang telah dipaparkan.
- Membagi siswa ke dalam beberapa kelompok
- Memberikan test atau latihan berdasarkan materi teks deskriptive dengan menggunakan metode pembelajaran (*Brain sketching technique*).
- Siswa dapat menuliskan kerangka karangan deskriptif berdasarkan objek yang diamati.

3. Kegiatan Penutup

- Memberikan pertanyaan untuk mengetahui apakah siswa sudah memahami materi tentang teks deskriptif.
- Memberikan kesimpulan mengenai materi yang telah dipaparkan.

Sinjai, 9 Juni 2021

Mengetahui

Kepala UPT MAN 1 SINJAI

Peneliti

H. Syamsuddin, S. Ag., M.Pd. I
NIP. 19710320200501 1 004

Nismawati
170110002

The Result of Pre-test and Post test

No.	Name	Pre-test	Post-test
1	AAS	74	88
2	AMIA	69	84
3	AMSS	65	79
4	A A	62	78
5	AAN	64	80
6	AESA	69	82
7	AFS	64	79
8	AR	71	82
9	CNQL	65	80
10	FA	62	79
11	F	59	78
12	H	60	77
13	IK	64	83
14	MWH	69	82
15	MM	67	82
16	MR	65	81
17	MZ	58	78
18	MFI	65	78
19	MHF	71	85
20	NF	67	80
21	RR	71	84
22	RR	66	82
23	SR	73	88
24	S	65	79

Total Value	1585	1948
Average Value	66	81,1

The Results of the Learning Process

Observation in Cycle 1

No.	Observed aspects	Rating (0-4)
1.	The full attention of students in observing sketch or picture of an object.	3
2.	Be careful in listening and responding to material which are given.	3
3.	Skilled in determining the main idea	4
4.	Student creativity in studying descriptive text based on the picture or sketch.	4
5.	Appropriate in determining the structure of the text.	3

The Results of the Learning Process Observation in
Cycle 2

No.	Observed aspects	Rating (0-4)
1.	The full attention of students in observing sketch or picture of an object.	3
2.	Be careful in listening and responding to material which are given.	3
3.	Skilled in determining the main idea	4
4.	Student creativity in studying descriptive text based on the picture or sketch.	4
5.	Appropriate in determining the structure of the text.	4



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FAKULTAS TARBIYAH DAN ILMU KEGURUAN

KAMPUS : JL. SULTAN HASANUDDIN NO. 20 KAB. SINJAI, TLP. 085298899166, KODE POS 92612

Email: iaim.sinjai@gmail.com

Website: <http://www.iaimsinjai.ac.id>

TERAKREDITASI INSTITUSI BAN-PT SK NOMOR : 41088/SK/BAN-PT/Akred/PT/XII/2020

أشرف الرحمن

Nomor : 273.D1 /IIL3.AU/F/2021

Lamp : Satu Rangkap

Hal : Permohonan Izin Penelitian

Sinjai, 10 Dzul Onidah 1442 H
21 Juni 2021 M

Kepada Yang Terhormat

Kepala MAN 1 Sinjai

Di -

Sinjai

Assalamu'alaikum Warahmatullahi Wabarakatuh.

Dalam rangka penulisan skripsi mahasiswa program Strata Satu (S1) Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) IAIM Sinjai, dengan ini disampaikan bahwa mahasiswa yang tersebut namanya di bawah ini :

Nama : Nismawati

NIM : 170110002

Program Studi : Tadris Bahasa Inggris (TBI)

Semester : VIII (Delapan)

Akan mengadakan penelitian dengan judul' :

"The Use Of Brain Sketching Technique For Descriptive Text To Improve Writing Skill At The Eleventh Grade MIPA 2 Of MAN 1 Sinjai"

Sehubungan dengan hal tersebut di atas dimohon kiranya yang bersangkutan dapat diberikan izin melaksanakan penelitian di *MAN 1 Sinjai*.

Atas perhatian dan kerjasama yang baik diucapkan terima kasih.

Wassalamu'alaikum Warahmatullahi Wabarakatuh.

Dekan,



Dr. S.Pd.L. M.Pd.I
NIM: 1213495

Tembusan disampaikan Kepada Yth :

1. Rektor IAIM Sinjai
2. Kepala Cabang Dinas Wilayah III



**FAKULTAS TARBIYAH DAN ILMU KEGURUAN
INSTITUT AGAMA ISLAM MUHAMMADIYAH SINJAI**

Rampas : Jl. Sultan Hasanuddin No. 20 Kab. Sinjai, Tlp/Fax 048221418, Kode Pos 92612

Email : info.iainsinjai@yahoo.com

Website : <http://www.iainsinjai.ac.id>

TERAKREDITASI INSTITUSI BAN-PT SK NOMOR : 456/SK/BAN-PT/Ak-PKP/PT/XII/2019



**SURAT KEPUTUSAN
NOMOR: 633 /I.3.AU/F/KEP/2020**

**TENTANG
DOSEN PEMBIMBING PENULISAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN T.A 2020/2021**

**DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN
INSTITUT AGAMA ISLAM MUHAMMADIYAH SINJAI**

- Menimbang : 1. Bahwa untuk penulisan Skripsi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Muhammadiyah Sinjai Tahun Akademik 2019/2020, maka dipandang perlu ditetapkan Dosen Pembimbing penulisan Skripsi dalam Surat Keputusan.
2. Bahwa nama-nama yang tercantum dalam Surat Keputusan ini dipandang cakap dan memenuhi syarat untuk melaksanakan tugas yang di amanahkan kepadanya.
- Mengingat : a. Anggaran Dasar dan Anggaran Rumah Tangga Muhammadiyah.
b. Undang-undang No.20 tahun 2003 tentang Sisdiknas.
c. Undang-undang R.I No. 12 Tahun 2012, tentang Pendidikan Tinggi.
d. Keputusan Menteri Agama R.I No. 6722 Tahun 2015, tentang perubahan nama STAI Muhammadiyah Sinjai menjadi Institut Agama Islam Muhammadiyah Sinjai.
e. Surat Keputusan Rektor IAIM Nomor : 216/I.3.AU/D/KEP/2016 tentang Pendirian Fakultas Tarbiyah dan Ilmu Keguruan (FTIK)
f. Pedoman PP. Muhammadiyah No. 02/PED/1.0/B/2012 tentang Perguruan Tinggi Muhammadiyah.
g. Statuta Institut Agama Islam Muhammadiyah Sinjai.
- Memperhatikan : Kalender Akademik Institut Agama Islam Muhammadiyah Sinjai Tahun Akademik 2020/2021.

MEMUTUSKAN

- Menetapkan : Keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Muhammadiyah Sinjai tentang Dosen Pembimbing penulisan skripsi mahasiswa.
- Pertama : Mengangkat dan menetapkan saudara :

Pembimbing I	Pembimbing II
Dr. Ismail, M.Pd	Atmaranie Dewi Purnama, S.Pd., M.Pd.

untuk penulisan skripsi mahasiswa:

Nama : NISMAWATI

NIM : 170 110 002

Prodi : Tadris Bahasa Inggris (TBI)

Judul Skripsi : The use of Brain-Sketching Technique for Descriptive Text to Improve Writing Skill at the Eleventh Grade MIPA 2 of MAN 1 Sinjai..

- Kedua : Hal-hal yang menyangkut pendapatan/nafkah karena tugas dan tanggung jawabnya diberikan sesuai peraturan yang berlaku di Institut Agama Islam Muhammadiyah Sinjai.



FAKULTAS TARBIYAH DAN ILMU KEGURUAN
INSTITUT AGAMA ISLAM MUHAMMADIYAH SINJAI

Kampus : Jl. Sultan Hasanuddin No. 20 Kab. Sinjai, Tlp/Fax 048221418, Kode Pos 92612

Email : info.iainsinjai@yahoo.com

Website : <http://www.iainsinjai.ac.id>

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- Ketiga : Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagai amanat dengan penuh rasa tanggung jawab.
- Keempat : Keputusan ini berlaku sejak tanggal ditetapkan, apabila dikemudian hari terdapat kekeliruan dalam keputusan ini akan diadakan perbaikan sebagaimana mestinya.

Ditetapkan di : Sinjai
Pada Tanggal : 01 Oktober 2020 M
: 13 Shafar 1442 H

Dekan,

Taqdir, S.Pd.I., M.Pd.
NBM. 1213495

Tembusan :

1. BPH IAIM Sinjai di Sinjai
2. Rektor IAIM Sinjai di Sinjai
3. Ketua Prodi PAI, PGMI, PBA, TBI & TM IAIM Sinjai di Sinjai



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN SINJAI
MADRASAH ALIYAH NEGERI (MAN) I SINJAI**

Jalan Baronang Kelurahan Lappa Kecamatan Sinjai Utara Kabupaten Sinjai
Telepon (0482)22647 Kode Pos 92614
www.man1sinjai.sch.id E-mail : man1sinjai@gmail.com

SURAT KETERANGAN PENELITIAN

NOMOR : B-45/Ma.21.19.01/TL.00/07/2021

Yang bertanda tangan di bawah ini :

Nama : H. Syamsuddin, S.Ag., M. Pd.I.
NIP. : 19710320200501 1 004
Pangkat/Gol Ruang : Pembina / IV.a
Jabatan : Kepala MAN 1 Sinjai
Alamat : Jl. Baronang Kel. Lappa Kab. Sinjai

Dengan ini menyatakan bahwa saudara :

Nama : Nismawati
NIM : 170110002
Jurusan : TBI (Tadris Bahasa Inggris)

Bahwa yang bersangkutan benar telah melakukan penelitian di MAN 1 Sinjai pada Tanggal 26 Juli 2021 dengan judul "The Use Of Brain Sketching Technique For Descriptive Text To Improve Writing Skill At The Eleventh Grade MIPA 2 Of MAN 1 Sinjai"

Demikian Surat Keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Sinjai, 31 Juli 2021

Kepala Madrasah,



H. Syamsuddin, S.Ag., M. Pd.I.

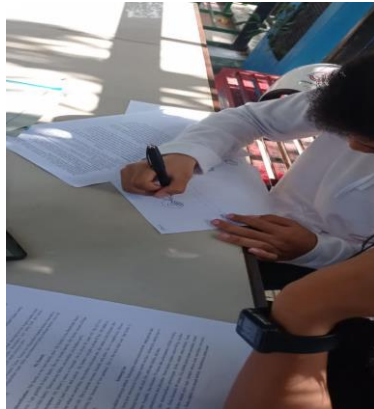
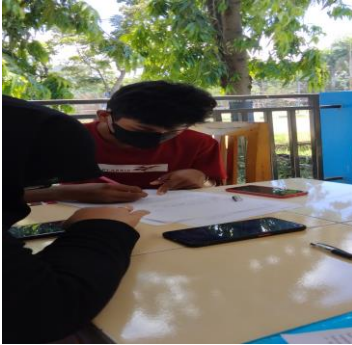
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RESEARCH SCHEDULE

No.	Activity	Date
1.	Submitted a research permit (letter) to the school	Saturday, 17 th of July 2021
2.	Met English teacher	Wednesday, 21 st of July 2021
3.	Met students at the eleventh grade MIPA 2 of MAN 1 Sinjai	26 th – 30 th of July 2021
4.	Pre-test	26 th – 30 th of July 2021
5.	Giving material about Descriptive text and gave the Brain Sketching Technique	26 th – 30 th of July 2021
6.	Post-test	26 th – 30 th of July 2021
7.	Took the letter after doing research at school	Saturday, 31 st of July 2021

DOCUMENTATION





AUTOBIOGRAPHY

Name	: Nismawati
NIM	: 170110002
Place/Date of Birth	: Sinjai, on February 10 th 2000
Address	: Saohiring (Sinjai Tengah)
Organizational Experience	: Scout and English Students Association (ESA), 2017-2018
Education :	
Elementary School	: MI. Nurul Muttaqin Bole
Junior High School	: MTs. Nurul Jihad Saohiring
Senior High School	: SMAN 1 Sinjai
Handphone	: 085256932078
Email	: nismawatinisma2021@gmail.com
Parents name :	
Father	: Tamrin
Mother	: Hasnawati



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