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CHAPTER I

INTRODUCTION

This chapter discusses the problem that faced by students in English Study Program. This chapter focus to make the reader easy to understand about the problem of the research. This chapter explains about background of the problem, setting of the problems, limitation of the problems, formulation of the research, purpose of the reseach, and definition of key terms.

A. Background of The Problem

English is one of the international a communication tool. English is used by most people in the word. But, in indonesia English is become foreign language. According to Evi (2015) English become more important in many fields, particularly in transferring science, technology, trades. politics, etc. According to Rahayu (2020) English is considered an individual asset to handle the highly competitive job market. In learning English, there are four skills should be learned and mastering by the students, such as reading, listening, speaking and writing. These four skills must be understood by the students so they can learn these skills more easy.

Writing is a powerful means of thinking. Writing is an activity to express idea, opinion, or feeling in a written form. It involves structure, vocabulary and other aspects such as spelling, capitalization and punctuation. Students almost practice to write, they can express opinion and feeling the something. Almost every aspect of everyday life of students is carried out in writing forms such as doing exercise, homework, reports, and even final exams. To support students' ability in writing,

students must be able to share information, to describe, to explain, to express attitude, to entertain, and to offer a more complex analysis in their writings. Besides, students must understand what component involve in writing such as content, organization, vocabulary, language use, and mechanics and how to use these components in correct form of writing.

A researcher should be able to employ the grammatical form of writing in order to the readers understand what we mean. For them to find ideas are not easy things, one paragraph consists of many sentences and then one of sentences as main idea. There are many students who get difficulties to express their ideas, feeling, and opinion in write descriptive text. In writing descriptive text, students learn things about both themselves and life and can convey their thoughts and feelings toot hers. It can give the opportunity to self-develop and has effects on the change of world. Moreover, writing is not easy thing, but it is one of the difficult language skills. It needs hard study and much practice to develop this skill. From the statement above, According to Harmer (2001:79) Writing is a form of communication to deliver though or to express feeling through written form. It takes time to study and practice as to develop this skill.

One of the primary goals of the English teaching is the students enable to write the ideas effectively. Based on the researcher's observation when the students study English in SMAN 1 Tambusai Utara, the student's main problem is how the students' ability in learning English especially in writing. The students are confused when they are assigned to write and they do not know how and where to start it.

Based on the researcher observation, in SMAN 1 Tambusai Utara, writing will be taught by using some techniques given by teacher. Generally, teacher explains the steps in descriptive text; they are an Identification, Description. Then, teacher ask students to write a simple descriptive text individually based on the time given. After writing simple descriptive text, the teacher would give feedback to the students' writing. In order to increase students' writing ability, teacher also supports it by providing other programs.

Students are also expected be able in writing based on the certain purposes which is familiarly called genre. There are some kinds of genre which can be learned by students, such as descriptive text, narrative text, recount text, and report text. Writing descriptive text is a kind of text which tells or describes about people, thing, animal, and others. Based on the interview to the teacher at SMAN 1 Tambusai Utara, there are some problems why the students were not successful in English subject especially in writing descriptive text.

First, in writing, many students are some confuse to express and develop their idea in writing descriptive text because they were lack of organization of descriptive text. The cause of students' lack of organization in descriptive text, when the teacher asked them generic structure in their Descriptive text the students did not know and confuse. Second, many students do not know how to write or they have no enough time to write. The problem of the students when the lecturer asked them to write Descriptive text, they are feel bored because they are lazy to think and write many sentences.

Third, students are mistake in writing descriptive text, such as poorly content, tenses, vocabulary, grammatically, and use adverb, they are luck of attention. There are many students who do not understand the procedures of writing proper grammar it can be seen from student writing assignments that they collected are still many grammatical errors that cause students less interested in studying writing because in their minds grammar it's complicated. Moreover, students also have poor vocabulary that make student limited to make sentence or paragraph. Last, many students had low motivation in writing process especially in writing descriptive text. They were not motivated in learning English was very difficult and they can not understand the material. The teacher is often confused how to make their students creative in writing not copied other creation. They can make descriptive text by themselves.

Many strategies are use by the teacher to improve the students' writing descriptive text. However, the result of the strategy do not change students' creativeness in writing. The teacher needs appropriate strategies to help his as solution for her problems. There will actually a strategy that could help students in descriptive text.

PLAN and WRITE is mnemonic strategy descriptive text writing. This strategy is designed to teach students strategies for planning, drafting, and revising text, along with the knowledge and skill needed to support these processes (De La Paz and Graham, 2002). This strategy organizes and direct the processes for both planning and writing an descriptive text. Why being able to write effective is a critical skill for academic success. However, before writing can even begin, students must be able to plan their writing. Planning is a critical element in skilled writing. College

students devote about one fourth of their writing time to planning (Kellogg, 1987). Skilled writers not only plan what they will write, but how they will write it. They establish goals for their writing, structure their ideas and considered their audience (De La Paz and Graham, 2002).

In the application of PLAN and WRITE strategy is particularly effective for planning and writing descriptive text. Steps for the PLAN are as follows : First, pay attention to the prompt (this is to help students to fully consider to prompt – state and underline what they are being asked to write about). Second, list the main ideas. Third, add supporting ideas. Last, number the major points (or ideas). The second mnemonic, WRITE, helps students to continue the planning process while composing their descriptive text. First, work from your plan to develop your thesis statement. Second, remember your goals (goals include maintaining control of the topic, providing clear organization, etc- these goals should be provided to the student and student should select which goal they are working on). Third, Include transition words (a list of transition words can be provided to student). Fourth, try to use different kinds of sentences. The last, Exiting, interesting, million-dollar words. It is important to remind students that these strategies are guides to help them improve upon their writing. Students must be careful when trying to use exiting, interesting, million-dollar words “to be certain that meaning is not lost.

The strategy above has been developed to present writing materials in the class. The students can make descriptive text more easily and many ideas. Based on the background above, the researcher is interest in carry out a research entitled: “

THE EFFECT OF USING VIDEO PLAN AND WRITE STRATEGY

TOWARDS STUDENTS' WRITING SKILL AT TENTH GRADE OF SMAN 1 TAMBUSAI UTARA”.

B. Setting of The Problem

Base on the background above, the problem it can be identified as follow :

- a. The student's learning motivation in writing was low due to the image of complicated skill learn.
- b. Students seemed difficult to write Essay.
- c. There had mistake in writing English, such as poorly content, tenses, vocabury, and grammaticaly.
- d. They were are lack of attention.
- e. Many of students don't know to write or they where enough time to write. Because they lazy to thing and write much sentences.

C. Limitation of The Problem

Based on the setting of the problem above the researcher limit the problem. The researcher focuses on the students' writing skill is low on descriptive text at tenth grade of SMAN 1 Tambusai Utara.

D. Formulation of The Problem

The formulation of the Research: Is there any significant effect of using PLAN and WRITE strategy towards students' writing skill of descriptive text at tenth grade of SMAN 1 Tambusai Utara?

E. Purpose of The Research

The purpose of the Research is To find out whether there is or no significant effect of using PLAN and WRITE strategy towards students' writing skill of descriptive text at tenth grade of SMAN 1 Tambusai Utara.

F. Significance of The Research

The significance of this research is aimed to students, teacher and readers. Those are can stated as followed :

1. For Students.

Students are motivated in writing and they improve to the writing effectively by using PLAN and WRITE strategy .

2. For Teachers.

To give information to teacher in order to know the students probleming writing skill class by using PLAN and WRITE strategy .

3. Readers.

This research could be useful for the readers to get information about how to teach writing by using PLAN and WRITE strategy.

G. Defenition of Key Term

The terms in this investigation is used to avoid the misunderstanding among the readers. To make it quite clear in comprehension the study therefore there are some key terms such as PLAN and WRITE, Descriptive Text, and Writing skill.

1. PLAN and WRITE

PLAN and WRITE is mnemonic strategy writing. This strategy is designed to teach students strategies for planning, drafting, and revising text, along with the knowledge and skill needed to support these processes. (De La Paz and Graham, 2002).

2. Descriptive Text

According to Noprianto (2017), Descriptive text is one of genres which is demanded to master by high school students in Indonesia. The context of kind of text is the description of particular thing, animal, person, and others. In this research, descriptive text is kind of the text that describe about something or object.

3. Writing Skill

Writing is a way to procedure language and express ideas, feelings, and opinion. Harmer (2004:31) in this research writing is an activity that help students to transfer their idea into good writing.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher discusses about review of related theories, review of related finding, conceptual framework, and hypothesis. Review of related theories consist of the nature of writing, the purpose of writing, aspect of writing. The nature the nature of PLAN and WRITE strategy, procedure of PLAN and WRITE strategy and effect of PLAN and WRITE strategy.

A. Reveiw of Related Theories

1. The Nature of Writing

1.1 Defenition of Writing

Writing is one of the language skills, it is not easy work. But, it needs much study and practice to develop this skill. In writing, a writer must have the ability of who to employ the grammatical to inform of writing, and also how to organize or express idea or thought clearly. According to Tarigan (1985:5) writing is productive skills, for writing an indirect communication and the nature of the character is very different from that expressed by speaking directly, therefore writing is included an ability. Harmer (2001:79) says that writing is a form of communication to deliver through or to express feeling through written form. It means that writing is productive skills that express feeling through written communication.

According to Antoni, (2016) Writing is one of the important skills in language learning including English as a foreign language. Good writing skills take big part to determine in the success, whether it writing a report, proposal or assignment in

school. Writing is one of the language skills, it is not easy work. But, it needs much study and practice to develop this skill. In writing, a writer must have the ability of who to employ the grammatical to inform of writing, and also how to organize or express idea or thought clearly.

Some of people say that writing is difficult. It is important for us why they think the skill is hard to do. In fact, writing is often unpredictable process. According to Pretty (1980:26; in Fuad), writing as the mental and physical act of forming letters and words, writing needs a process of expressing thought and feeling, thinking of shaping experience. It is simply putting word into sentences and sentences into an Essay, because the students should keep their purposes and think about the fact that they have to select words which are relevant to their writing topic.

Another linguist, Hyland explains that writing is a way to share personal meanings. It means that writing is the way to express feelings and thought to other people that have a meanings. Writing can help people to communication. Therefore, when constructing their views (ideas), the people have to make it understandable and acceptable. Based on the explanation above, it can be concluded that writing is a process of showing or expressing or transfer the idea, thinking, feeling or information the mind of the writer in the form.

1.2 Elements of Writing

According to Oshima and Hogue (2006: 18-21) there are two elements of a good paragraph in writing:

- a. Unity

An important element of a good paragraph is unity. Unity means that a paragraph discusses one and only one main idea from beginning to end. The second part of unity is that every supporting sentence must directly explain or prove the main idea

b. Coherence

Another element of a good paragraph is coherence. For coherence in writing, the sentence must hold together, that is the movement from one sentence to the next must be logical and smooth. There must be no sudden jumps. Each sentence should flow smoothly into the next one.

1.3 The process of writing

Process of writing is one of productive skill needs Harmer stated that writing process, process involves a series of stepped to follow in producing a finish piece of writing. Harmer (2005: 4) suggests the process of writing into four main elements. They are planning, drafting, editing (reflecting and revising), and final version.

1. Planning

Planning is the arrangement conducted to do something. Before starting to write or type, they try and decide what it is they going to say. When planning, writers have to think about three main issues. The first place they have to consider the purpose of their writing since this will influences not only the type of text they wish to produce, but also the language they use, and the information they choose to

include. Secondly, experienced writers think of the audience they are writing for, since this will influence not only the shape of the writing, but also the choice of language. Thirdly, writers have to consider the content structure of the piece, how best to sequence the facts, ideas, or arguments which they have decided to include.

2. Drafting

Drafting is the process of putting all ideas and thoughts in a piece of paper which will be in the very rough form. Refer to the first version of a piece of writing as a draft. This first go at a text is often done on the assumption that it will be amended later. As the writing process proceeds into editing, a number of drafts may be produced on the way to the final version.

3. Editing (reflecting and revising)

After writers have produced a draft, usually read through what they have written to see where it works and where it doesn't. Reflecting and revising are often helped by other readers (or editors) who comment and make suggestions. Another reader's reaction to a piece of writing will help the author to make appropriate revisions.

4. Final versions

Once writers have edited their draft, making the changes they reader being necessary, they produced their final version. This may look considerably different from both the original plan and the first draft, because things have changed in the

editing process. But the writer is now ready to send the written text to its intended audiences.

2. The Nature of Descriptive Text

2.1 Definition of Descriptive Text

Descriptive text is one of text beside another kind of text such as narrative, recount, and procedure text, that talking about the description like human, animal, and plant there are some experts whom explain about the definition of descriptive text. According to Noprianto (2017), Descriptive text is one of genres which is demanded to master by high school students in Indonesia. The context of kind of text is the description of particular thing, animal, person, and others. In this research, descriptive text is kind of the text that describe about something or object.

Descriptive text is to describe a particular person, place or thing. The purpose of descriptive text is to describe something or someone specifically. According Isrina Fitri, Eripuddin, and Pipit Rahayu (2017), Descriptive text is a text to retell about person, thing, and place. Describe a particular thing/object, place, or person.

Besides, Kane (2000 : 351), states that description is about sensory experience—how something looks, sounds, tastes. Mostly it is about visual experience, but description also deals with other kinds of perception. In conclusion, descriptive text is use to describe everything, which is seen by writer in detail.

2.2 The Generic Structure of Descriptive Text

In this research, there is opinion about generic structure of descriptive text. According Mursyid (1992:4), the generic structure of descriptive text consists of Identification and Description.

- a. Identification : identifies phenomenon to be described.
- b. Description : Describes parts, qualities, characteristics, etc.

In this research, the generic structure of descriptive text there are two:

- a) Identification : Identification can be found in the first sentence that includes the general information about something that will be described.
- b) Description : Description can be found in the second until the last sentence usually using adjectives.

2.3 Language Features of Descriptive Text

Descriptive text often uses "be" and "have". Tense which is often used is simple present tense. However, sometimes is used past tense if the thing to be described does not exist anymore. According to Hammond (1992), significant grammatical features are :

- a. Focus on specific participants : My English teacher, Andini's cat, My favorite place.
- b. Use simple present tense

- c. Use simple past tense if extinct : verb of being and having “ relational process” (my mum is really cool, she has long black hair)
- d. Use of descriptive adjectives (strong legs, white fangs)
- e. Use of detailed Noun Phrase to give information about a subject (a very beautiful scenery, a sweet young lady, very thick fur)
- f. Use of action verb “ material processes” (it eats grass, it runs fast)
- g. Use of adverbials to give addition information about behavior (fast, at tree house)
- h. Use of figurative language (jhon is as white as chalk)

3. PLAN and WRITE Strategy

3.1 The Defenition of PLAN and WRITE Strategy

PLAN and WRITE is mnemonic strategy Essay writing. This strategy is designed to teach students strategies for planning, drafting, and revising text, along with the knowledge and skill needed to support these processes. (De La Paz and Graham, 2002). This strategy organizes and direct the processes for both planning and writing an Essay. Why being able to write effective is a critical skill for academic success. However, before writing can even begin, students must be able to plan their writing. Planning is a critical element in skilled writing. College students devote about one fourth of their writing time to planning (Kellogg, 1987). Skilled writers not only plan what they will write, but how they will write it. They establish goals for their writing, structure their ideas and considered their audience (De La Paz and

Graham, 2002). The PLAN and WRITE strategies are one of the metacognitive strategies in which strategies are implemented to make independent learning. In fact the PLAN and WRITE strategies are a mnemonic step of the strategy itself. Mnemonics are used to help students remember the steps of the strategy.

3.2 The Use of PLAN and WRITE Strategy in Teaching Writing

According De La Paz and Graham (2002), In the application of PLAN and WRITE strategy is particularly effective for planning and writing Descriptive text. Steps for the PLAN are as follows : First, pay attention to the prompt (this is to help students to fully consider to prompt – state and underline what they are being asked to write about). Second, list the main ideas. Third, add supporting ideas. Last, number the major points (or ideas). The second mnemonic, WRITE, helps students to continue the planning process while composing their Descriptive text. First, work from your plan to develop your thesis statement. Second, remember your goals (goals include maintaining control of the topic, providing clear organization, etc- these goals should be provided to the student and student should select which goal they are working on). Third, Include transition words (a list of transition words can be provided to student). Fourth, try to use different kinds of sentences. The last, Exiting, interesting, million-dollar words. It is important to remind students that these strategies are guides to help them improve upon their writing. Students must be

careful when trying to use exciting, interesting, million-dollar words “to be certain that meaning is not lost.

According De La Paz and Graham (2002), The stages of the PLAN and WRITE strategies can be explained as follows:

1. PLAN: Planning

a. Pay attention to the prompt (Pay attention to the tasks / errands given)

This first strategy is focused on helping students fully think about the topic by identifying the following: What was asked to be written How should students develop their paragraphs The following is an illustration that can be used: "Think of one of the most beautiful scenes you have ever seen. Write a paragraph that tells the scene you chose "

b. L: List the Main Ideas (Arrange the main ideas)

In this step students will be asked to decide on a topic and they produce ideas from that one main idea, if students only make one paragraph at a time. Students are expected to be able to make as many ideas as the main ideas that have been provided.

c. A: Add Supporting Details (Add supporting ideas)

When students are expected to write a long paragraph, ask students to add at least six supporting ideas that support the main idea. Students are encouraged to repeat the second step if they are unable to produce appropriate supporting ideas.

d. N: Number your ideas (nominate ideas)

In this step, ask students to rank supporting ideas, in order of their use in the writing they are going to write, and sort the ideas correctly.

Mnemonic PLAN is used during the planning process in making a summary before they proceed to the actual writing. Then students follow the second mnemonic steps, WRITE, to help them continue the planning process while focusing their attention on how to write well. The stages of WRITE can be explained as follows:

2. WRITE: Writing

- a. **W:** Work from your plan to develop your thesis statement.

This will remind students to incorporate ideas from their designs into their writing or the main sentence at the time of writing. At this time, the teacher says: "Tell the reader what you will say". After the main sentence has been written, ask students to draw up concepts based on the plan when working on the second step.

- b. **R:** Remember your goal

Students must remember the purpose of writing itself. Teachers and students can discuss about where or in which paragraph the goal will be stated. In this step, students begin to arrange the writing according to the plan.

- c. **I:** Include transition words (include connecting words)

At this stage, students can look for connecting words that are interesting and appropriate to use. Here the teacher can help students by providing some connecting words that can be used by students.

- d. **T:** Try to use different kinds of sentences (Try using different types of sentences)

At this stage, students are expected to be able to use several types of sentences. Either it uses some tenses that are appropriate or sentences that fit its purpose such as descriptive sentences, persuasive, etc.

e. **E: Exciting**

Writing made by students should be able to attract the attention of readers. Therefore, at this stage students must re-read their writing and see whether their writing is interesting or not so that students can revise their writing if there is something that is not appropriate.

3.3 The Effect of PLAN and WRITE Strategy

According De La Paz and Graham (2002), The PLAN and WRITE strategy is one of the metacognitive strategies in which a strategy is implemented to form independent learning. In fact the PLAN and WRITE strategies are a mnemonic step of the strategy itself. Mnemonics are used to help students remember the steps of the strategy. PLAN and WRITE strategy is particularly effective for planning and writing Essay. There are several benefits of PLAN and WRITE strategy in teaching. Teacher is not the sole provider of knowledge because most of the work is done by the students themselves which makes it an efficient way to learn. The use of this strategy also makes teachers find it easy to learn, enjoy working with it, it can be used in conjunction with other teaching strategies and it can be effective even if it is used for just an hour per day.

3.4 Teaching Writing Descriptive Text Using PLAN and WRITE Strategy

PLAN and WRITE Strategy into consideration the procedure recommended by expert in the above, PLAN and WRITE Strategy procedure use by the author to teach Writing Descriptive Text in this study are as follows :

Table 2.1 Using PLAN and WRITE Strategy

1	The teacher explain about descriptive text and give the example about descriptive text. The teacher and students find the generic structure from the text.
2	The teacher introduces about PLAN and WRITE Strategy and explain clearly to the students to do at each stage PLAN and WRITE Strategy. The teacher give a question about the topic. And then, the students think the answers from the teacher question individually.
3	The students are expected to be able to use several types of sentences. And then, the students write their answers in paper.
4	The students must re-read their writing and see whether their writing is interesting or not so that students can revise their writing if there is something that is not appropriate.

From the explain above, it can be concluded that if teaching writing descriptive text use PLAN and WRITE Strategy. First, we explain about descriptive text and find generic structure. Then, given the question about the topic, the students

think the answers individually and the students discuss and change information with their pair about the answers and write the answers consist of identification and description. Identification that include the general information about the topic. Description that gives detail information about the topic. And the last, the students share the result of discussion.

B. Review of related Finding

There are some studies that related to this researcher. First, the research conducted by Gillian A. Reynolds (2009) entitled “*A Comparison Of Text Structure And Self-Regulated Writing Strategies For Composing From Sources By Middle School Students*”. Text structure instruction (TSI), which focused on text characteristics using graphic organizers, was compared with PLAN & WRITE for Summarization (PWS), a self-regulated strategy development intervention adapted from DeLaPaz (1999), which taught note-taking, composing, editing and revision, and self-monitoring. Compared to a traditional instruction control, each technique had unique impact, PWS on writing quality and content knowledge, and PWS on inclusion of main ideas in the written summary. Further, because both of the tested techniques produced better performance than found in a traditional instruction control group, it would be useful to measure the effectiveness of an integration of TSI and PWS for instruction in composing from expository sources.

The Second research by Mustika (2018) entitled “*the effect of using realita object toward students’ achievement in writing descriptive text at the tenth of SMK N 1 Tambusai Utara*”. The main aim of this research was to examine the effect of using

realia object toward students' each achievement in writing in descriptive text at tenth grade of SMK N 1 Tambusai Utara. The design of this research was quasi experimental research design. Cluster sampling was used. The participant was 33 students for both of experimental and control classes. SPSS was used to analyze the data. The result of analyzed the data by using independent sample t-test, the data showed that there was significant effect in post-test score between experimental and control classes. The mean score in experimental class was 51.3031 with the standard deviation was 6.46. meanwhile in control class the mean of post-test score was 39.617, and standard deviation was 6.67319. with both of two classes was 30, and t-value was 5.184 with p-value 0.000 compare with t-table 5% (0.05) = 1697 and 1% (0.01) = 2457. The data shows that t-value $5.184 > t\text{-table } 5\% = 1697$ and $1\% = 2457$. Thus the alternative hypothesis (H_a) was accepted, and nul hypothesis (H_o) was rejected. Thus, it concluded that there was significant effect of using realia objects toward students achievement in writing descriptive text at the tenth grade of SMK N 1 Tambuai Utara.

The third research by Maswati (2015) entitled, *The Effect Of Facebook In Writing Descriptive Text At Tenth Graders Of SMAN 2 Pahandut Palangka Raya*. The research aimed to measure the significant effect of Facebook to increase students' writing descriptive text score at tenth graders of SMAN 2 Pahandut Palangka Raya. The study included in quantitative research with Quasy Experimental Design. The writer designed the lesson plan, conducted the treatment and observed the students' score by pretest and posttest. The population of study was the tenth graders at SMAN 2 Pahandut Palangka Raya which consisted of ten classes. The writer took

the sample of two classes are X MIPA 1 as control group and X MIPA 2 as experimental group . The sample were determined using cluster sampling technique. After getting the data were from pretest and posttest, the writer analyzed the data using SPSS 21. Program to test the hypothesis stated based on the result of analysis, it was found that the value of T-test = 4.553 with T-table=1.994 at 5% level of significance and T-table=2.648 at 1% level of significance with degrees of freedom=70. It showed that the T-test was higher than the T-table. The result of testing hypothesis determined that the Alternative Hypothesis (Ha) stating that there was significant effect of Facebook in writing descriptive text at tenth graders of SMAN 2 Pahandut Palangka Raya was accepted and the Null Hypothesis (Ho) stating that there was no significant effect of Facebook in writing descriptive text at tenth graders of SMAN 2 Pahandut Palangka Raya was rejected. It meant that there was significant effect of Facebook in writing descriptive text at tenth graders of SMAN 2 Pahandut Palangka Raya. This research recommended in writing descriptive text for the students, teachers, and also for the next researchers.

The fourth research by Kurniati (2015) entitled, *The effect of peer editing technique toward writing skill in narrative text of the first yesar students at SMAN 3 Rambah Hilir*. Based on the researcher in SMAN 3 Rambh Hilir, students learning outcomes in writing narrative text class X SMAN 3 Rambah Hilir was still relatively low, averaging below KKM standards. While the KKM score of the school is 70. The purpose of this research was to know the effect of peer editing technique toward the students writing skill in narrative texts of the first year students at SMAN 3 Rambah Hilir. The method used in this research was experimental research, pre-test and post-

test design. Sampling was used by using total sampling technique. These samples included 41 students of class X. the sample of class control was 20 students and experiment class was 21 students. The result of this research showed that there was significant effect in post-test with using peer editing technique. (T_o) value was 5.679 and (T_t) value was 2.020. it showed that (T_o) was higher than (T_t) in degree of significance 5%. The used of peer editing technique in teaching narrative text gave the significant effect to the students at SMAN 3 Rambah Hilir.

The last reseach by Naelil Izzati (2018) entitled, *The Influence of Students' Imagination toward Their Writing Skill of Descriptive Text*. The objective of this study was to find out the relationship between students' imagination toward their writing skill of descriptive text. The population of this study encompassed all students of MTs NU 01 Tarub especially the eighth grade students in the academic year of 2017/2018. The writer took 15% from all population. The researcher took VIII B in the academic year of 2017/2018 as the sample of research. The data were analysed by using one predicator regression. The finding arrived at conclusion that statistically there was a significant relationship between students' imagination toward their writing skill of descriptive text at value $r = 0,5199511838$ it means significant and hypothesis is accepted, because $r_{xy} = 0,5199511838 > r_{table}(0,329)$ at level of significance 5% and $r_{table} (0,424)$ at level of significance 1%. This data result indicated that students' imagination has moderate correlation toward their writing skill of descriptive text with $F_{count} (regression) = 12,643$ while F_{table} for $df 1 : 34$ (quantifier = 1; denominator = 34) at level of significance 5% = 4,13, it means that

$F_{count} > F_{table}$, so that there was functional relation that was significant between variable of students' imagination and writing skill of descriptive text.

The previous research above used as references, there were similarities and difference between the previous researchers to this research. The similarities were using quantitative method, using pre-test and post-test as technique collecting data, using T-test formula to analyze the data. And the differences of this research with the researcher research they are : participant, grade of students and them skill are writing descriptive text. Based on the previous students above, the researcher interesting to make the PLAN and WRITE Strategy to effect students writing skill at the tenth grade of SMAN 1 Tambusai Utara.

C. Conceptual Framework

In this research, the conceptual framework of the research explains about how the researcher will collect the data from school about the effect of using on PLAN and WRITE Strategy student's Writing skill. The conceptual framework of this research is on the following figure:

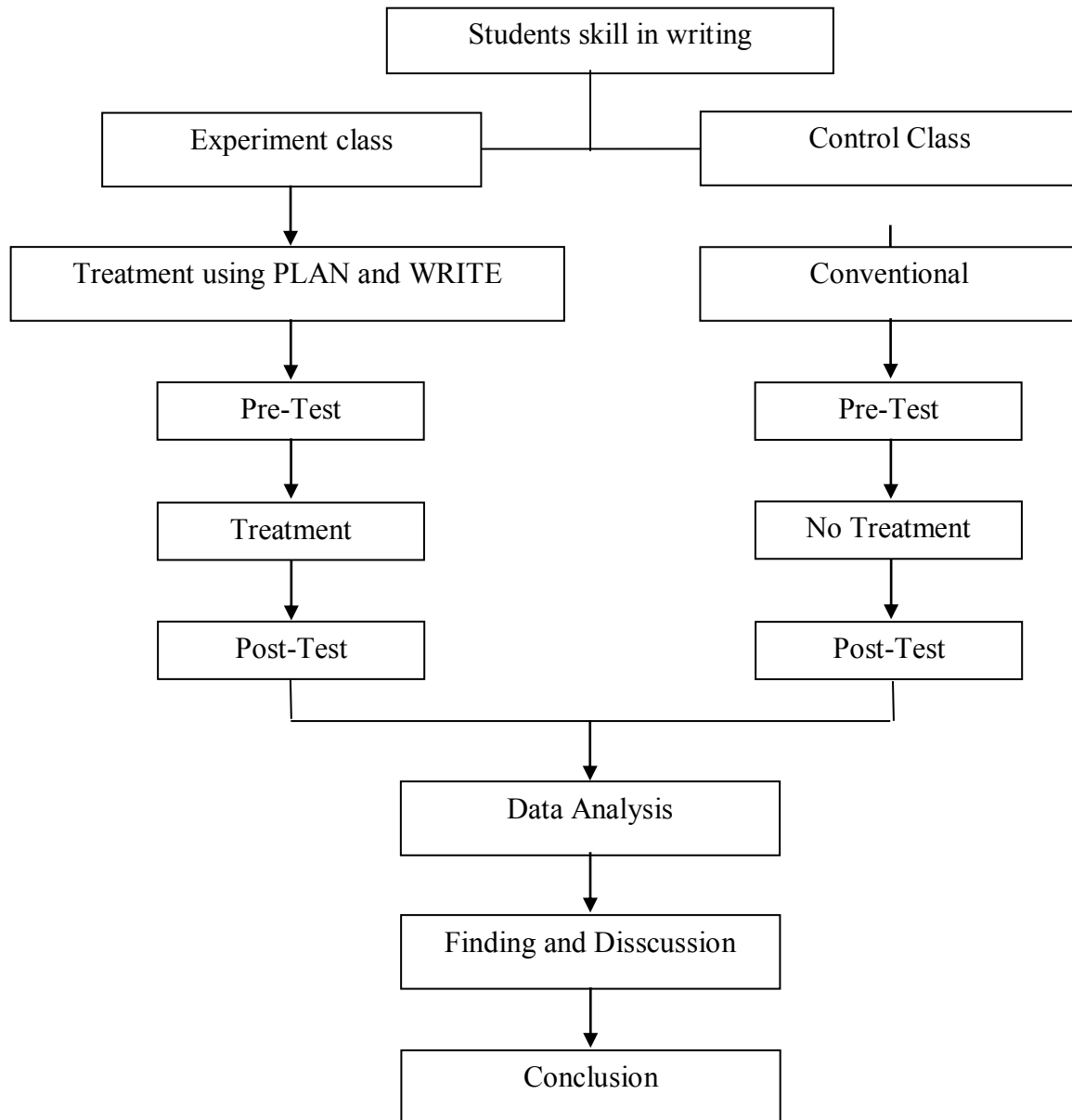


Figure 2.1. Conceptual Framework of The Research

The figure above shows the step that the researcher will do when conducting the research. The researcher starts to find out some problems in students' writing skill by doing interview. To conduct this research, the researcher will use experimental design which consist of experimental class and control class. Experimental class will give treatment by using PLAN and WRITE Strategy, other wise control class will not. Before applying the technique, the researcher will measure student's writing skill by giving pre-test. Then, the researcher will conduct the researcher in 3 meetings. After that, the researcher will measure the students' writing skill by giving post-test to know there is the significant effect or not in experimental class and control class. Then, after the reseracher gets the data, the next step is analyzing the data with formula and description of a writing skill for the raters. Finally, the researcher gets the findings, disscussion, and conclusion.

D. Hypothesis

Hypothesis is a supposition or explanation (theory) that is provisionally accepted in order to interpret certain events or phenomena, and to provide guidance for further research. A hypothesis may be proven correct or wrong, and must be capable of refutation. The hypothesis of this research can be state follows :

1. The research Hypothesis (H_a) = There is significant effect of using PLAN and WRITE strategy towards students' writing skill of descriptive text at tenth grade SMA N 1 Tambusai Utara.

2. The Null Hypothesis (H0) = There is no significant effect of using PLAN and WRITE strategy towards students' writing skill of descriptive text at tenth grade SMA N 1 Tambusai Utara.

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses about the introduction of the research. It consists of research design, setting of the research, population and sample, instrument of the research, procedure of the research, technique of collecting the data, and technique of analyzing the data.

A. Research Design

Experimental and quasi-experimental research designs examine whether there is a causal relationship between independent and dependent variables. Simply defined, the independent variable is the variable of influence and the dependent variable is the variable that is being influenced (Loewen & Plonsky, 2016). In other words, the independent variable is expected to bring about some variation or change in the dependent variable.

The design of this research is a quasi experimental research type pre-test and post-test design. It consists of two groups. They are experimental and control groups. The experimental group is given a treatment. Both of the groups are given pre-test and post test. Post-test scores are compared to determine the effectiveness of the treatment. This research consists of two variables; the independent variable symbolized by “X” that is PLAN and WRITE and the dependent one as “Y” refers to students’ writing skill. In brief, the research can be designed by following table:

Tabel 3.1

Research Design

Class	Pre-test	Treatment	Post-test
Control	X_1	-	X_2
Experiment	Y_1	T	Y_2

B. Setting of The Research

This research is conducted in SMA N 1 Tambusai Utara which is located at Sultan Zainal Abidin Street (pelajar street), Tambusai Utara sub District of Rokan Hulu Regency. This research is conducted on March 2020.

C. Population and Sample

1. Population

Population is all of the subject research. According to Sugiyono (2018:90) “population is generalization area that consist of object or subvject that have certain qualities and characteristic’. The population of this research is all the Tenth grade students’ at SMA N 1 Tambusai Utara in academic year 2019/2020. The total of the population are four classes, they are X.IPA.1, X.IPA.2, X.IPA.3, X.IPA.4. So, in this research the total of the population are 140 students. Furthermore, the total of population can be seen from the table below:

Tabel 3.2

Population of The Research

No	Class	The Number of The Students		Total population
		Male	Female	
1	X IPA 1	11	23	34
2	X IPA 2	13	22	35
3	X IPA 3	11	24	35
4	X IPA 4	13	23	36
TOTAL		48	92	140

Source: (Document of SMA N 1 Tambusai Utara 2019/2020 academic year)

2. Sample

Sample is more specific than population. According to Sugiyono (2018:81) sample is part of the characteristic number possessed by the population. Sampling is the process of selecting a number of individuals for a study in such a way that individuals represent the larger group which they were selected. In this research, the researcher was used cluster sampling. According to Scrheiber & Asner-Self (2011:89) cluster sampling occurs when the population is already divided into natural, preexisting groups. A cluster could be a state, district, school, classroom, metropolitan statistical area, city zone area, neighborhood block, street, and so on. A researcher may choose a single street and randomly sample the people who live there. The choice to use a cluster process occurs when the full list of individual units, such

as people, does not exist, but the full list of clusters does. The sample of this research consists of two classes, experimental class and control class which will be chosen by using lottery.

Tabel 3.3
Sample of The Research

No	Class	The Number of The Students		Total population
		Male	Female	
1	X IPA 1	3	7	10
2	X IPA 3	2	8	10
TOTAL		5	15	20

D. Instrument of The Research

The instrument is used to measure students' understanding in a particular subject to be observed. According to Screiber & Asner-Self (2011:126) an instrument is anything used to collect data, the researcher could be administering a test or survey. In this research, the researcher wants to measure students' writing skill through video PLAN and WRITE strategy.

1. Test

The test are to know the effect of using PLAN and WRITE Strategy on students' writing skill on descriptive text at grade tenth of SMAN 1 Tambusai Utara. In this research, the researcher use test. The instrument is writing test. It is used to measure student's writing skill. Then, it is to find out the students' writing skill after

applying the strategy. The test consist of pre-test and post-test. The pre-test not use strategy. In this research, for pre-test is give same topic to students and the topic is education.

The students make descriptive text that consist of 2 paragraphs, first paragraph was identification and the second paragraph was description. The post-test use to find out the students writing skill after the treatment are give teaching with PLAN and WRITE Strategy. In this research, for post-test and treatment are give same topic to students and the topic is kahati Rokan Hulu, madani great mosque Islamic center Rokan Hulu, Florist Pasir Penggarai Rokan Hulu. the students make descriptive text that consist of 2 paragraphs, first paragraph was identification and the second paragraph was description. Seen appendix 1.

Tabel 3.4

Indicators of writing test

No	Categories	Score	Description
1.	CONTENT	30-27	EXCELLENT TO VERY GOOD: Knowledge-substance-thorough development of thesis-relevant to assigned topic. The topic complete and clear and details are relating to the topic
		26-22	GOOD TO AVERAGE: Some knowledge of subject-adequate range-limited development of thesis-mostly relevant to topic, but lacks detail. The topic is complete and clear but details are almost relating to the topic.
		21-17	FAIR TO POOR:

			Limited knowledge of subject little substance-inadequate development of topic. The topic is complete and clear but details are not relating to the topic.
		16-13	VERY POOR: Does not show knowledge of subject-non – substantive-not pertinent-OR not enough to evaluate. The topic is not clear the details are not relating to the topic.
2.	ORGANIZATION	20-18	EXCELENT TO VERY GOOD: Fluent expressionideas clearly stated/ supported- succinct-well–organized-logical sequencing-cohesive. Orientation is complete and the complication are arranged with proper connectives
17-14		GOOD TO AVERAGE: Somewhat copy-loosely organized but main ideas stand – out-limited supported-logical but incomplete sequencing. Orientation is almost complete and the complication are arranged with almost proper connectives.	
13-10		FAIR TO POOR: Non–fluent-ideas confused or disconnected- lacks logical sequencing and development. Orientation is not complete and the complication are arranged with few misuse connectives.	
9-7		VERY POOR: Does not communicate-no organization-OR not enough to evaluate. Orientation is not complete and the complication are arranged with misuse connectives.	
3.		20-18	EXCELENT TO VERY GOOD: Sophisticated range-effective word/idiom choice and usage-word form mastery- appropriate register. Effective choices words and word form
		17-14	GOOD TO AVERAGE: Adequate rangeoccasional errors of word/idiom

	VOCABULARY		from, choice, usage, <i>but meaning not obscured</i> . Few misuse of vocabularies, word forms, but not change the meaning.
		13-10	FAIR TO POOR: Limited range-frequent errors of word/idiom from, choice, usage- <i>meaning confused or obscured</i> . Limited range confusing words, and word forms.
		9-7	FAIR POOR: Essentially translation-little knowledge of English vocabularies, idioms, word form-OR not enough to evaluate. Very poor knowledge of words, word forms, and not understandable.
	LANGUAGE USE	25-22	EXCELLENT TO VERY GOOD: Effective complex construction-few errors of agreement, tense, number, word/function, articles, pronouns, prepositions.
		21-19	GOOD TO AVERAGE: Effective but simple construction-minor problems in complex constructions-several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions <i>but meaning seldom obscured</i> .
		18-11	FAIR TO POOR: Major problem in simple/complex construction-frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run – ons, deletions- <i>meaning confused obscured</i> .
		10-5	VERY POOR: Virtually no mastery of sentence construction rules-dominated by errors-does not communicate-OR not enough to evaluate

5.	MECHANIC	5	EXCELENT TO VERY GOOD: Demonstrates mastery of conventions-few errors of spelling, punctuation, capitalization, paragraphing. Very few grammatical or argument inaccuracies.
		4	GOOD TO AVERAGE: Occasional errors of spelling, punctuation-capitalization, paragraphing, <i>but meaning obscured</i> . few grammatical of argument inaccuracies.
		3	FAIR TO POOR: Frequent errors of spelling, punctuation-capitalization-paragraphing-poor handwriting- <i>meaning confused or obscured</i> . Limited range confusing words, and word forms.
		2	VERY POOR: No mastery of conventions dominated by errors of spelling, punctuation, capitalization, paragraphing—handwriting illegible-OR not enough to evaluate. Very poor knowledge of words, word forms, and not understandable

Jacob et al.'s (1981) scoring profile in weigle (2002:116)

The items to be evaluated	Score
a. Content	30
b. Organization	25
c. Vocabulary	20
d. Language use	15
e. Mechanic	10
Total score	100

E. Procedure of The Research

The pretest-posttest control group design is probably the most common experimental research design (Cook & Wong, 2008).

1. The Procedure of Research for Control Class

1.1 Pre-Test

The researcher gives the Pre-test to the control class. Pre-test is given to know the previous students' writing skill. In Pre-test, the students will write descriptive text. It is similar with pre-test in the experimental class. The topic is Education.

1.2 No Treatment

There are no treatment in control class. Students learn Essay by conventional teaching. In other word, control class does not use PLAN and WRITE strategy. The topic of learning material in the control class as same in experimental class. It is descriptive text about education.

1.3 Post-Test

The post-test is done after doing the pre-test. It is purposed to know if there is significant effect. The research gives the writing test items as same as in the pre-test. It is also applied to the experimental class.

Tabel 3.5

List of Meeting In Control Class

Meeting 1	Meeting 2	Meeting 3
Pre-test	No Treatment	Post-test

(Descriptive text about Education)	Explaining about Descriptive text Explaing about structure of Descriptive text Giving Descriptive text.	(Descriptive text about kahati Rokan Hulu, madani great mosque Islamic center Rokan Hulu, Florist Pasir Penggaraian Rokan Hulu)
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Table 3.6

Teaching activities in control class

No	Activity	Teacher's activity	Students' activity
1	Pre-activities	<ul style="list-style-type: none"> - Greeting - Praying - Attendance - Apperception (telling the purpose of learning material) 	<ul style="list-style-type: none"> - Greeting - Praying - Attendance - Open the book
2	Whilst-teaching	<ul style="list-style-type: none"> - The teacher gives the material - The teacher explains about Descriptive text. - The teacher explains about generic structure in Descriptive text - The teacher gives the example of Descriptive text. 	<ul style="list-style-type: none"> - Students read the material - Students responses actively - Discussion

		- The teacher explain the example of Descriptive text includes generic structure clearly.	
3	Post-activities	- The teacher instruct students to conclude the material - The teacher gives exercise.	- Students try to conclude the material by their own word - Students done the exercise

2. The Procedure of Research for Experimental Class

2.1 Pre-Test

The researcher will gives pre-test to experimental class to measure students' Writing skill before getting the treatment. The strategy using in this class is PLAN and WRITE strategy. The students will practice write descriptive text. It is similar with pre-test in the experimental class. The topic about kahati Rokan Hulu, madani great mosque Islamic center Rokan Hulu, Florist Pasir Penggarai Rokan Hulu.

2.2 Treatment (Video PLAN and WRITE Strategy)

The treatment that the researcher will use the experimental class is PLAN and WRITE Strategy. The students will learn Descriptive text by using this strategy. The topic of learning material in experimental class is same as in control class.

2.3 Post-Test

The post-test is done after applying the PLAN and WRITE Strategy. It purposes to know if there is significant effect or not. The researcher gives the writing test as same as in the pre-test. The topic is Descriptive text about kahati Rokan Hulu, madani great mosque Islamic center Rokan Hulu, Florist Pasir Penggaraiian Rokan Hulu.

Tabel 3.7

List of Meeting in Experimental Class

Meeting 1	Meeting 2	Meeting 3
Pre-test (Descriptive text about Education)	Treatment (PLAN and WRITE strategy) Explaining about Descriptive text. Explaing about structure of Descriptive text. Giving Descriptive text.	Post-test (Descriptive about kahati Rokan Hulu, madani great mosque Islamic center Rokan Hulu, Florist Pasir Penggaraiian Rokan Hulu)

Table 3.8

Teaching activities in experimental class

No	Activity	Teacher's activity	Students' activity
1	Pre-activities	- Greeting - Praying	- Greeting - Praying

		<ul style="list-style-type: none"> - Attendance - Apperception (telling the purpose of learning material) 	<ul style="list-style-type: none"> - Attendance - Open the book
2	Whilst-teaching	<ul style="list-style-type: none"> - Students make Descriptive text test with the strategy. - First, Pay attention to the prompt (this is to help students to fully consider to prompt – state and underline what they are being asked to write about). - Second, List the main ideas. - Third, Add supporting ideas. - Last, Number the major points (or ideas). <p>The second mnemonic, WRITE, helps students to continue the planning process while composing their Essay.</p> <ul style="list-style-type: none"> - First, Work from your plan to develop your thesis statement. - Second, Remember your goals (goals include maintaining 	-

		<p>control of the topic, providing clear organization, etc- these goals should be provided to the student and student should select which goal they are working on).</p> <ul style="list-style-type: none"> - Third, Include transition words (a list of transition words can be provided to student). - Fourth, Try to use different kinds of sentences. - The last, Exiting, interesting, million-dollar words. It is important to remind students that these strategies are guides to help them improve upon their writing. Students must be careful when trying to use exiting, interesting, million-dollar words “to be certain that meaning is not lost. 	
3	Post-activities	<ul style="list-style-type: none"> - The teacher instruct students to conclude the material - The teacher gives exercise 	<ul style="list-style-type: none"> - Students try to conclude the material by their

			own word - Students done the exercise
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F. Technique of Collecting Data

The data collecting is the successive step to conduct. According to Hasan (2004:17) data collection is intended as recording events or characteristics of some or all elements of the population. The researcher wants to know about the students' writing skill after giving the treatment of PLAN and WRITE Strategy to the experimental class and no treatment to the control class. The treatments will be applied four times in meeting two, three, four, and five. Both of the control class and experimental class will be given a pre-test to collect the information about their writing skill at the beginning. Then, the researcher will give treatment to experimental class and no treatment to control class. To find out the effect of PLAN and WRITE Strategy, the researcher will give a post-test to the students.

G. Technique of Data Analysis

There are several steps that the researcher uses for technique of data analysis. Firstly, the researcher will teach in experimental class and control class. Secondly, the researcher give a writing test to the students. Thirdly, after the researcher gives a test, the next step is checking the results of their test by using indicator of writing. Then,

the rater analyze them. Fourthly, the researcher gets the students' scores experimental class and control class. Fifthly, the checked score for the post-test. Finally, the researcher computers the hypothesis significant. It is knowing the H_a is accepted or not.

1. Normality Data

Normality test is aimed to see weather the data normality distribute or not. This uses to determine the slope formula. If $\text{sig} \geq 0,05$, the data is normal and H_0 was accepted. But, if $\text{sig} \leq$ the data is not normal and H_0 was rejected.

2. Homogeneity Data

Homogeneity test is used to see whether two sets of data have homogeneous variance or not. If both the samples are normal, then continue to the second test of homogeneity of variance. If $\text{sig} \geq 0,05$, the data homogeneous and H_0 accepted. But, if $\text{sig} \leq 0,05$, the data is not homogeneous and H_0 rejected.

3. T-Test

To analyzing the data, the researcher will use T-test by Sundayana (2010:146). It will use to examine the significant effect between PLAN and WRITE Strategy and without PLAN and WRITE Strategy in post-test. The researcher will use the independent sample T-test to measure the data. Provisions $\text{sig} \leq 0,05 = H_0$ was rejected and H_a is accepted and $\text{sig} \geq 0,05 = H_0$ was accepted and H_a is rejected, or t-

value $>$ t-table = H_0 was rejected and H_a is accepted. But, if t-value, t-table = H_0 was accepted and H_a is rejected.

H_a : $t_0 >$ t-table

H_0 : $t_0 <$ t-table

- H_a is accepts if $t_0 >$ t-table or there is significant effect after the researcher give the treatment PLAN and WRITE Strategy on students" reading comprehensionon narrative text.

- H_0 was accepts if $t_0 <$ t-table or there is not significant effect after the researcher give the treatment PLAN and WRITE Strategy on students" reading comprehensionon narrative text.

$$t_{hitung} = \frac{\bar{x}_1 - \bar{x}_2}{S_{gabungan} \sqrt{\frac{n_1 + n_2}{n_1 - n_2}}}$$

With

$$S_{gabungan} = \sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}}$$

Explanation :

t_0 = The value of t-score

\bar{x}_1 = The mean score/average of students' experiment class

\bar{x}_2 = The mean score/average of students' control class

n_1 = Number of students in experiment class

n_2 = Number of students in control class

s^2_1 = Variance of experiment class

s^2_2 = Variance of control class

Then, the score of the students writing skill would be classified and determined their level of scale of students score, the classification was as follow :

Table 3.9

Scoring Rank

Range of the score	The level of the skill
81-100	Excellent
61-80	Good
41-60	Average
21-40	Fair
0-20	Poor

(Harris, 1968 in Mulyana 2019)

To find out many students who got the percentage poor, fair, average, good and excellent the researcher using formula :

F

$$P = \frac{F}{N} \times 100 \%$$

N

P = Percentage of students

F = Number Percentage of each letter case

N = Number of students