

**THE EXPLORATION OF THE ANALYSIS ON TEACHING STRATEGIES OF
DESCRIPTIVE WRITING**

(the comparative between public school and private English course)

THESIS

Submitted:

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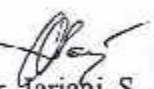
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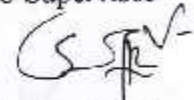
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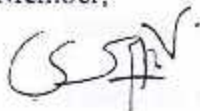
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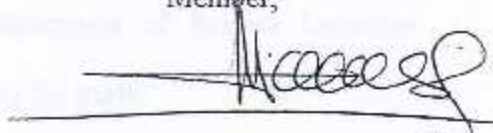
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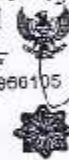
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LIST OF TABLES

Table 2.1	List of descriptive words.....	10
Table 2.2	Purpose for description.....	11
Table 3.1	Summary of data collection.....	26

LIST OF FIGURES

Table 2.1	SFV Spencer's Model.....	18
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LIST OF APPENDICES

- i. Appointment Letter of Supervisor
- ii. The Recommendation Letter of Conducting Research from Tarbiyah Faculty of UIN Ar-Raniry
- iii. Confirmation Letter of Conducting Research from SMA 5 BandaAceh
- iv. Confirmation Letter of Conducting Research from MAN 1 Banda aceh
- v. Confirmation Letter of Conducting Research from LIA private English course
- vi. Confirmation Letter of Conducting Research from KUMON private English course
- vii. Autobiography

TABLE OF CONTENTS

ACKNOWLEDGMENT.....	i
TABLE OF CONTENTS.....	iii
LIST OF TABLES.....	v
LIST OF FIGURES	vi
LIST OF APPENDICES.....	vii
DECLARATION OF ORIGINALITY	viii
ABSTRACT.....	ix
CHAPTER I : INTRODUCTION	
A. Background of Study	1
B. Research Questions	4
C. The aim of study.....	4
D. The significance of the study	4
E. The terms used	5
CHAPTER II : LITERATURE REVIEW	
A. The nature of descriptive writing	8
B. Strategies to teach descriptive writing	16
C. Previous Study	24
D. Concluding Remarks.....	24
CHAPTER III : RESEARCH METHODOLOGY	
A. Research Design.....	25
B. Participants.....	26
C. Data Collection Procedure	26
D. Data Analysis	28
CHAPTER IV : THE RESULTS AND DISCUSSIONS	
A. The Results of Pre-observation Interview.....	30
B. The Result of Classroom Observation	34
C. The result of post-observation interview	41
D. The result of document analysis.....	42
E. Discussion	43
CHAPTER V : CONCLUSION AND SUGGESTION	
A. Conclusion	47
B. Suggestion.....	48
REFERENCES	49

APPENDICES

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ABSTRACT

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This comparative study was carried out to explore teachers' strategies in teaching writing descriptive text at two public education institutions (SMA 5 Banda Aceh and MAN 1 Banda Aceh) and two private English courses (LIA English Course and KUMON English course). Three components of teaching learning process were analyzed: 1) the teacher's strategies in teaching English descriptive writing, 2) the teacher's way of using strategies, and 3) the similarities and differences of the strategies used by the teachers at two senior high schools and private English courses. This study used qualitative research design through pre-observation interview, classroom observation, post-observation interview, and document analysis to collect the data. The data were analyzed by using Miles and Huberman's technique ranging from data reduction to conclusion. The results show that the strategies used by the teacher in teaching writing descriptive text vary, such as brainstorming, mind mapping, discussion, working in groups, and analyzing the picture. Additionally, three most common problems were faced by the students, such as lack of vocabulary, lose the idea, and grammar.

CHAPTER I

INTRODUCTION

A. Background of Study

Writing is one of the crucial skills for students to learn in order to be able to express their views in written form. The activity of writing involves cognitive, affective, social, and psychomotor processes. According to Flowers and Hayes (1981, as cited in Endorgan, 2013) in the writing process, writer needs to realize various cognitive processes coordinately in order to express his/her feelings and ideas effectively and to convey meaningful messages to the readers. Learning to write is a long formal process. According to Harris (1993, as cited in Endorgan, 2013) writing is a process that occurs over a period of time, particularly if the writer takes account sometimes extended periods of thinking that precede initial draft.

However, of all the four skills (e.g., speaking, reading, listening, and writing), writing is the most difficult language skill (Maltepe, 2011; Olinghouse & Santangelo, 2010, as cited in Endorgan, 2013). For the writers, those who have not got necessary skills for writing, writing is hard and required much effort. According to Flowers and Hayes (1981, as cited in Endorgan, 2013) in order to make this process easier, systematic teaching is required.

In the senior high school, the basic competency to be accomplished in the writing English subject is the students who have ability to produce and develop

written functional text in the descriptive text, recount text, narrative text, persuasion text, and exposition text.

Descriptive text is one of the functional texts which is difficult to learn by the students. Descriptive text is the text that describes place, someone, or something. Descriptive text composed by introduction and description. Introduction is the part of paragraph to introduce the character, and description is the part of paragraph to describe the character. When the students write descriptive text, they used simple present and adjective clause. In writing descriptive text, sometime the students find difficulties. The students often feel difficult to organize the idea. Furthermore, the students made some mistakes and find difficulties to build and develop their own imagination.

The above mentioned statement suggested that various strategies be employed to help students to develop their descriptive writing ability. According to Mintzberg (1994, as cited in Endorgan, 2013) strategy is perspective that is vision and direction. A teaching strategy comprises the principle and methods used for instruction. To develop students descriptive writing ability, teacher should use the strategies that related based on students' background of knowledge because that influence to improve students descriptive writing ability.

Many studies have been conducted by regarding the teachers' strategies in teaching English writing. Alawi (2011) found that using clustering strategy can improve students ability of descriptive writing. Whereas Aninda (2015) found that using multimedia in teaching vocabulary improve student's writing skill of the First Grade Students at SMP Muhammadiyah 7 Surakarta in 2014/2015 Academic

Year. Then, Anjarsari (2011) found that using out door activity improve student's writing skill of descriptive text at the Second Year of SMP NEGERI 1 Kismantoro in 2010/2011 Academic Year. Putri (2012) found that using tourism brochure strategy effective to teach writing at the second grade students of SMP N 1. Another research was by Ervi (2013) on using mapping strategy improve the ability of student's in writing descriptive text on Tenth Grade of Agriculture Department at SMKN 01 Paloh West Borneo. In short, various strategies have been employed by teachers to improve students' ability in writing descriptive text.

This study focuses on teaching strategies used by teachers of teaching writing, specifically of writing descriptive text. So, in this case, the researcher conducted the study in two types of teaching learning place, that are public schools and private English courses. The researcher investigated the strategies used by teacher in the schools and private English courses.

This study focused on exploring teaching strategies used by the teachers in teaching writing descriptive text. Furthermore, the study also intended to explore about whether there are differences and similarities between the strategies. Commonly, descriptive writing still make students confuse how to write it and none of the studies had investigated the strategies used in teaching English writing descriptive text at public schools and private English course. So, that's why the researcher wants to find the effective used in writing descriptive text.

B. Research Questions

To address the problem mentioned in previous section, the study is guided by the following research questions:

1. What are strategies the teacher uses in teaching writing descriptive text at private English courses and schools in Banda Aceh?
2. How do the teachers use the strategies in teaching writing descriptive text?
3. What are similarities and differences between teacher strategies in private English course and public senior high school in Banda Aceh?

C. The aim of study

This study aims:

1. To find out the strategies used by teachers in teaching writing descriptive text at private English courses and schools in Banda Aceh
2. To investigate the way teachers use teaching strategies of writing descriptive text.
3. To find out the similarities and differences of teachers strategy between private English courses and schools in Banda Aceh

D. The significance of the study

This study is significant because it can contribute:

- a. For researcher

To bring to the fore teachers most effective strategies teachers used in teaching writing descriptive text and the reasons behind the usage in the contact of private English courses and public schools.

b. For Teacher

To make the teachers aware of the teaching strategies they use in teaching English writing descriptive text. Give their awareness, they can improve their strategies to maximize learning process and results.

E. The terms used

Several main terms used throughout this report need to clarify their meaning in order to align with the purpose of the study.

a. **Writing**

Tarigan (1985) defines 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. Furthermore, according to Harmer (2001) writing is a form of communication to deliver through or to express feeling through written form. Suparno (2006) argues that writing is a series of activities going on and involve several phases, the preparatory phase, the content development and review, as well as revisions or improvements posts, Jonah (2006) argues that writing can be used as an indirect means of communication to others to convey information. Activities is not easy to write because writing should be able to produce something new and can give you an idea or ideas to the reader through writing. Another definition of writing is proposed by Nation (2009) who states that writing is an activity that can usefully be prepared for by work in other skills of

listening, speaking, and reading. This preparation can make it possible for words that have been used receptively to come into productive use.

b. Descriptive Text

According to Tompkins (1994) descriptive text is as painting pictures with words. Description deals with writer's perception especially visual perceptions. Its main problem is to arrange all things that we see into a descriptive writing. The pattern of descriptive writing is spatial; above/below, left/right, and so on.

c. Teaching Writing Strategy

Writing is as a process of thinking. It needs several ways that help the writer more easily to write. The ways called "strategies". It can be found when someone reads or learns about writing not only in classrooms but also outside classes. The strategies could belong to students or teachers. According to Hornby, "strategy is a process of planning something or carrying out a plan in skillful way."

Teaching writing strategy is a way of making decisions about a course, an individual class, or even an entire curriculum, beginning with an analysis of key variables in the teaching situation. These variables include the characteristics of the learners, the learning objectives, and the instructional preferences of the teacher. Once these variables have been analyzed, informed decisions can be made about course content, structure, methods of assessment, and other key components.

d. Private English Course

Private English course is a for-profit training institution which is managed by private individual or bodies to train English of many levels and which parents have to pay for their children to go to get additional knowledge after school.

e. School

Public school is a government-supported institution designed to provide learning spaces and learning environment for the teaching of students under the direction of teachers. Most countries have systems of formal education, which is commonly compulsory.

CHAPTER II

LITERATURE REVIEW

This chapter reviews literature previewing to descriptive writing. Section A focuses on nature descriptive writing, section B about strategies to teach descriptive writing, section C about previous study, and section D about concluding remarks.

A. The nature of descriptive writing

In writing there are kinds of text e.g. exposition text, persuasion text, recount text, narrative text, descriptive text, and etc. Although in writing have various text, but the researcher only choose descriptive text in this study.

1. Definition of descriptive writing

Descriptive writing has been repeatedly defined an literature. According to Wadirman (2008, p.122) “descriptive text is a part of factual genres. Its social function is to describe a particular person, place or thing”. Furthermore, Wishon and Burks (1980, as cited in Alawi, 2011) description in writing is the process of painting images and sensory impression through words. More often, description is a kind of writing that used to inform or persuade an audience to see something from the writer’s point of view. Description creates sense impression by translating into words, the feel, sound, taste, smell, and look of things. Emotion may be describing too, feelings such as happiness, fear, shy, loneliness,

moodiness, and pleasure. Description helps the reader, through his or her imagination, to imagine a place or a person, or to understand a sensation or an emotion. As Barbara (2004, p.142) said, “Description adds an important dimension to our lives because it moves our emotion and expands our experience”.

In addition, Alawi (2011, p.20) stated “descriptions are divided into two categories: *objectives* and *subjective*. Objective description is records details without making any personal evaluation or reaction, but subjective description are free to construe the details for your reader. The goal when write subjective description is to create vivid inner images. To do that, the writer will use *concrete sensory detail*, which consists of specific words that appeal to the sense (sight, sound, taste, smell, touch)”.

Furthermore, Miller (1986, as cited in Alawi, 2011) mentioned that whether objective or subjective, descriptions can serve a variety of purposes, but in any case it is important to make that purpose clear to your reader.

Brain (1996, as cited in Alawi, 2011) stated the following list contents descriptive words for each of the five senses, as depicted in the table 2.1 :

Table 2.1

List of descriptive words

Sight	Sound	Smell	Touch	Taste
Light	Noise	Musty	Soft	Salty
Glint	Blast	Fresh	Velvet	sweet
Moonlig	Tinkle	Rain	Sharp	Sour

Based on the table above, the writer can express the essence of the subject by using sensory details to draw to our reader's imagination. As much as possible, the writer should try to generate the idea all five senses.

2. Purpose of Descriptive Text

As social beings, the exprience can share to describe things such as vacations, village, school, and people meet before. In fact, description use to persuade others to think or act in particular ways: advertisers describe their products to persuade people to buy that, writers describes their writing to inform people, and etc. As the examples in the following chart show, description sustain us to entertain, express feelings, relate experience,

inform, and persuade. Barbara (2004, p.143) add some purpose and description in the table below:

Table 2.2 Purpose for Description

Purpose	Description
To entertain	An amusing description of a teenager's bedroom
To express feelings	A description of your favorite outdoor retreat so your reader understand why you enjoy it so much
To relate experience	A description of your childhood home to convey a sense of the poverty you grew up in
To inform (for a reader unfamiliar with the subject)	A description of a newborn calf for a reader who has never seen one
To inform (to create a fresh appreciation for the familiar)	A description of an apple to help the reader rediscover the joys of this simple fruit
To persuade (to convince the reader that some music videos degrade woman	A description of a degrading music video

Source: Barbara (2004, p.143).

3. Kinds of descriptive writing

Descriptive writing has been categorized into many kind of texts: According to Alawi (2011) description writing can be categorized into description of people, description of place and description of thing.

a. Description of people

Actually, every people are different, and because of that writing description of people is different. In replying, the writer might resort to

identification, an impression, or a character sketch, depending on the situation. (Alawi, 2011).

1) Identification

Adelstein and Jean (1976, p.149) said “although might provide identification, you would probably want to go further than that. Used mainly in official records and documents, identification consists only of certain statistical information (height, weight, age), visible characteristics (color of hair, skin, and eyes), and recognizable marks (scars, birthmark)”.

2) Impression

Adelstein and Jean (1976, p.150) stated “unlike the identification, the impression may not identify a person, but it does convey an overall idea of him or her”. Many details may be missing, yet the writer does provide in a few broad strokes a general feeling about the subject. Although impression is usually less complete and informative than identification, it may be more effective in capturing an individual’s striking or distinctive traits.

3) Character Sketch

Furthermore, Adelstein and Jean (1976, p.151) “more complete descriptions of people are usually called character sketch; they may also be referred to as profiles, literary portraits, and biographical sketches. As its

name indicates, a character sketch delineates the character of a person, or at least his or her main personality traits. In the process, it may include identification and an impression, but it will do more than tell what people look or seem like: it will show what they are like. A character sketch may be about a type rather than an individual, revealing the characteristics common to the members of a group, such as campus jocks, cheerleaders, art students, religious fanatics, television devotees”.

b. Description of a place

According to Buscemi (2002, as cited in Alawi, 2011, p.23) in describing a place for example a room, what should you describe first? The walls? The Floor? Unlike a chronologically developed paragraph, there is no set pattern for arranging sentences in descriptive paragraph. It is not necessary to begin with one area and then proceed to another one. Nevertheless, the sentences should not be randomly arranged. The description must be organized so that the reader can vividly imagine the scene being described. To make the paragraph more interesting, you can add a controlling idea that states an attitude or impression about the place being described and the arrangement of the details in your description depend on your subject and purpose.

c. Description of a things

According to Buscemi (2002, as cited in Alawi, 2011, p.24) To describe a thing the writer must have a good imagination about that thing that

will be describe. Besides, to make our subjects as interesting and as vivid to our readers as they are to us: using proper nouns and effective verbs.

1) Using Proper Noun

In addition to filling our descriptive writing with concrete details and figures of speech, we might also want to include a number of proper nouns, which, as we know, are the names of particular persons, places, and things. For example; Arizona, University of Tennessee. Including proper nouns that readers recognize easily can make what we are describing more familiar to them.

2) Using Effective Verb

We know how important verbs are to narration, but effective verbs can also add much to a piece of description. Writers use verbs to make descriptions more specific, accurate, and interesting. For instance, “the wind had chiseled deep grooves into the sides of the cliffs” is more specific than “the wind made deep grooves.” The verb chiseled also gives the reader a more accurate picture of the wind’s action than made does.

d. The structure and example of descriptive text

Wadirman (2008, as cited in Alawi, p.25) add the generic structures of a description are as follows:

1. Identification : identifies the phenomenon to be described

2. Description of features : describes features in order of importance:

- a) Parts/things (physical appearance)
- b) Qualities (degree of beauty, excellence, or worth/value)
- c) Other characteristics (prominent aspects that are unique).

Anderson (1998 as cited in Alawi, 2011, p.25) the generic features of description are:

- 1. Verb in the present tense
- 2. Adjective to describe the features of the subject
- 3. Topic sentences to begin paragraphs and organize the various aspects of the description.

The factual description scaffold

- 1. A general opening statement in the first paragraph
 - a) This statement introduces the subject of the description to the audience.
 - b) It can give the audience brief details about the when, where, who, or what of the subject.
- 2. A series of paragraphs about the subject
 - a) Each paragraph usually begins with a topic sentence.
 - b) The topic sentence previews the details that will be contained in the remainder of the paragraph.
 - c) Each paragraph should describe one feature of the subject

- d) These paragraphs build the description of the subject
- 3. A concluding paragraph (optional) a) The concluding paragraph signals the end of the text.

Example of descriptive text (Reinking, Hart, & Von Der Osten, 1988, p.76)

On the last Thursday in November, I could stay in bed only until the night chill left the house, hearing first the clash of the heavy grates in the huge black iron range, with its flowery scrolls and nickel decorations, as Mother shook down the ashes. Then, in their proper sequence, came the sounds of the fire being made –the rustle of newspaper, the snap of kindling, the rush of smoke up the chimney when Mother opened the damper, slid the regulator wide open, and struck a match to the kerosene-soaked corncobs that started a quick hot fire. I listened for the bang of the cast-iron lid dropping back into place and for the tick of the stovepipes as fierce flames sent up their heat, then the sound of the lid being lifted again as Mother fed more dry wood and lumps of coal to the greedy new fire. The duties of the kitchen on Thanksgiving were a thousand-fold, and I could tell that Mother was bustling about with a quicker step than usual.

B. Strategies to teach descriptive writing

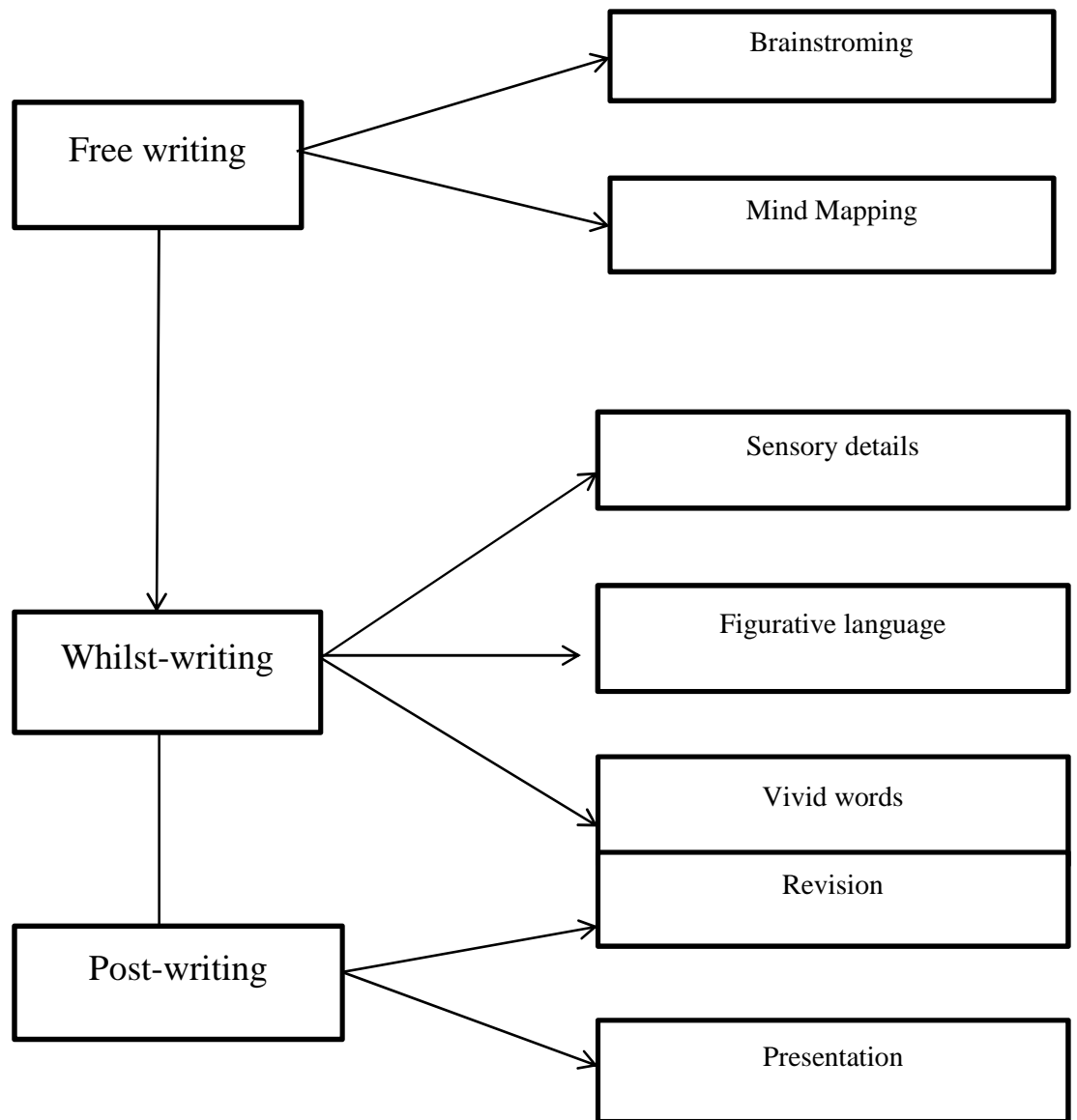
The varies of strategies have been used in descriptive writing.

1. Spencer (2005)

There are many descriptive writing strategies used in teaching such as the models introduced by Spencer (2005, as cited in Suriyanti &

Yaacob, 2016). However, among them, Spencer's SFV Model (2005) provided the most detailed description of descriptive writing strategies for EFL learners. SFV is the short form of Sensory details, Figurative language and vivid words, aspects which are all essential in writing descriptive essays (Spencer, 2005, as cited in Suriyanti & Yaacob, 2016). Figure 1 illustrates the SFV Model used in this study. This model consists of three processes which are free writing, whilst writing and post writing. Brainstorming and mind mapping techniques are used in free writing process and whilst writing involves the detailed description of the descriptive writing elements. The post writing includes the processes needed after writing is done such as revising and presenting the essay.

Figure 2. 1 Spencer's SFV Model



Based on the figure above, this is explanation about SFV model (Spencer, 2005 as cited in Suriyanti & Yaacob, 2016).

1. Free Writing

Free writing is a pre writing technique in which a person writes continuously for a set period of time without regard to spelling, grammar or

topic. In free writing process have two techniques that are brainstorming and mind mapping.

a. Brainstorming

Brainstorming is a group creativity technique by which efforts are made to find a conclusion for a specific problem by gathering a list of ideas spontaneously contributed by its members.

b. Mind Mapping

Graphical technique for visualizing connections between several ideas or pieces of information. Each idea or fact is written down and then linked by lines or curves to its major or minor (or following or previous) idea or fact, thus creating a web or relationship.

2. Whilst-writing

In this process have three techniques includes sensory details, figurative language, and vivid words.

a. Sensory details

Sensory details consist of the sense of sight, sound, taste, smell and touch. Sensory details allow the readers to see the real objects that are being described as if they can touch, see, hear, and smell them. (Suriyanti & Yaacob, 2016, p.76)

b. Figurative language

Figurative language on the other hand, consists of similes, metaphor, hyperbole and personification. Similes on the other hand, are used to compare two different people, places, or things by using the words “like” or “as”, such as her beauty is like Cinderella’s. Metaphors are also similar to simile, but it does not use the words “like” or “as”. For example, “*Anna is a flower in my class*”. The word “flower” means beautiful. Personification is to give human characteristics to something that is not human, for example, “*his pen dances on his book*”. The word “dance” refers to human characteristic, and the word “pen” is considered a live object. (Suriyanti & Yaacob, 2016, p.76)

c. Vivid words

Vivid words are specific words which entail in descriptive writing. A vivid word is a *specific modifier*, for example, in the sentence “*the price of the car is expensive*”, the word “car” is not vivid enough, so to make it become more vivid, we have to modify the word “car” into “*the red proton car*” because it vividly elaborates in greater detail the attributes of the car. All of the explanations above can be applied in teaching descriptive writing, and it will make student descriptive writing become more interesting and lively. (Suriyanti & Yaacob, 2016, p.76).

3. Post-writing

In this process includes revision and presentation. Revision is the stage in the writing process where the writer review, add and remove their own writing. Whereas presentation is the process of presenting their writing meant to inform, persuade, or build good will.

2. Hartmann & Blass (1999)

According to Hartmann & Blass (1999) Brainstorming is thinking of ideas about a topic and write it down. Brainstorming is easy, it just take a topic and start writing down any related facts or ideas that come into the head.

The example of brainstorming:

My friend	: Young	Face	White
	Name	Job	Nice
	Living	Friendly	Address
	Father	Mother	Tennis

3. Buzan (2006)

Mind mapping a diagram that has functions as a way to organize ideas and represent words, tasks, or another links that arranged a central keyword by branches and typically it contains words, colors, short phrase and picture. Buzan (2006, as cited in Nurlaila, p. 10).

4. Caswell (2004, p. 46)

According to Caswell (2004) brainstorming is a quick tool to gather insight into the students' information base. State a topic and ask students prior knowledge about the topic. The students will give their opinion as naturally based on the students mind. This can make students to be more critics about giving their ideas in learning process.

5. Routledge (2013, p.133)

The procedures are very important for the teacher in teaching writing. The teacher should be done step by step when teach in order to students understand about the material. The procedures of Brainstorming strategy are:

- a. Inform the students that they are going to be using a Brainstorming Strategy to generate ideas for writing. Let them know that the purpose of brainstorming is to come up with as many ideas as possible about a particular topic.
- b. Identify a topic on which students might want to write. List topic on the board, chart paper, or document.
- c. For this activity, ask students to withhold judgment as to whether they believe a certain ideas are silly or might not work. All ideas are accepted and valued.

- d. Encourage students to make free associations. Create a list as the students call out their ideas about the topic. These ideas should be recorded on the board, chart, paper, or document.
- e. Continue adding ideas until the students are no longer able to come up with any new ideas.
- f. Review the list and consider the usefulness of the various ideas.
- g. Display the list so that the students can refer to it while beginning to compose their first drafts.
- h. Allow students to add new ideas to the list as they begin composing process.

Based on the explanation of the procedures of brainstorming strategy include the teacher asks the students to create their ideas by using brainstorming strategy. Then, the teacher asks the students to identify a topic that students will write in learning process. All ideas that coming from students received by the teacher. Next, the teacher asks the students to make free ideas that related with the topic. They make list the topic on the whiteboard. After that, the teacher asks students do not judgment from the student's ideas. Then, the teacher guides the students to add their ideas until the students stuck to add new ideas about the topic. The teacher review again about the list students ideas. The teacher asks the students to make their first draft. The last one the teacher guide the students add new ideas and start to writing process.

C. Previous Studies

Although many strategies can improve student in descriptive writing, many researchers (eg. Alawi, 201;Aninda, 2015; Anjarsari, 2011; Ervi, 2013; Putri, 2012) revealed that if many strategies was conducted in teaching learning process can improve students' ability on descriptive writing. The strategies have been studied are clustering, mapping, multimedia, outdoor activity, and brochure. The use of the strategies influence students' better in writing.

D. Concluding Remarks

There are several conclusions can be made after having reviewed the relevant literature. Firstly, in writing there are kinds of text e.g. exposition text, persuasion text, recount text, narrative text, descriptive text, and etc. Although in writing have various texts, but the researcher only choose descriptive text in this study. Descriptive text is a text that describes a particular person, place or thing.

Second, have many strategies to study descriptive writing, that are brainstorming, clustering/ mind mapping, using multimedia, outdoor activity, and brochure. All of the strategies used to make students easy to generating idea in their descriptive writing and increase their writing skill.

Third, based on the previous studies above, the researcher concluded that many strategies have been conducted in learning process of descriptive writing. Implemented the strategies can make students 'actively in teaching learning process and also improve their ability on descriptive writing.

CHAPTER III

RESEARCH METHODOLOGY

This chapter describes the methodology used in this research. Therefore it is necessary to describe research design as in section A, population and sample involved in section B, in section C to describe data collection procedure, and brief describe about data analysis in section D.

A. Research Design

This research is by nature qualitative. According to Denzin & Lincoln (2005, as cited in Creswell, 2007) qualitative research is a situated activity that locates the observer in the world. It consists of a set of interpretive, material practices that make the world visible. These practices transform the world. They turn the world into a series of representations, including field notes, interviews, conversations, photographs, recording, and memos to the self. At this level, qualitative research involves an interpretive, naturalistic approach to the world. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them. Because this study focused on analysis process, qualitative research is the best method that researcher chosen. In this study, the researcher was used pre-observation interview, classroom observation, post-observation interview, and document analysis to collect the data namely teachers' perception.

B. Participants

In this research, the teachers in the school and private English course were involved as participants. It was related to the aims of study were that the researcher wants to analyze the strategies used by the teachers. Moreover, based on the aims of study, the researcher took the teachers in the different learning area; school and private English course. To make it more specific, the researcher selects 1 teacher in two senior high schools, and 1 teacher in two private English

courses, that are MAN 1 Banda Aceh, SMA 5 Banda Aceh, LIA, and KUMON.

Thus, the total of samples is 4 teachers

C. Data Collection Procedure

To collect data, this study used several techniques including observation, interview, reflection, and document analysis, as depicted in the table 3. 1 :

Table 3. 1 Summary of data collection

<i>No</i>	<i>Research questions</i>	<i>Method</i>	<i>Respondent</i>	<i>Data collected</i>
1.	What are the strategies that the teacher use in teaching writing at private English courses in Banda Aceh?	Pre and post-observation interview, document analysis	<i>Teacher</i>	<i>Teachers 'perception Lesson plan Voice recording</i>
2.	How do the teachers use the strategies in teaching writing?	Classroom process observation	<i>Teacher</i>	<i>Teachers 'perception Video recording Picture</i>
3.	What are the differences and similarities between teachers strategies in private English course and school in Banda Aceh?	Classroom process observation	<i>Teacher</i>	<i>Teachers 'perception Video recording Picture</i>

a. Pre-observation Interview

Pre-observation interview was used to collect data by asking the teachers about strategies in teaching writing. Voice recording used to record the interview.

b. Classroom Observation

Observation was used to collect data during the teaching and learning process in the classroom. Therefore, the researcher observed and used video recording to see how the way the teacher use the strategies in the classroom.

c. Post-observation interview / Reflection

This technique was used after doing the observation because this technique focuses on reflecting what has been observed during process. The teachers was be shown the video of their teaching and reflect the classroom process what having been observed. Several questions about the process asked during show the video, such as why they did that way.

d. Document analysis

Document analysis is a technique used to gather the data from document. This technique used to look at the document at school and private English course including lesson plan, syllabus, paper of materials given, and etc.

D. Data Analysis

a. Pre-observation interview

To analyze the result of pre-observation interview, the voice recording was transcribed and translated into English. This result revealed know what the strategy used by the teacher before doing observation in the classroom.

b. Classroom observation

The data from classroom observation were analyzed to evaluate by transcript record in the form of descriptive text in order to describe teachers' strategy on learning process in the classroom, it was also to aimed to found out the significant strategy using by teacher on descriptive writing. The data were analyzed was of observation record. Result in the transcript was analyzed as follow:

Initial	Aims
T	Teacher
SS	All student
S ₁	Student 1
S ₂	Student 2
S ₃ , etc	Student 3, and all appropriate number

c. Post-observation interview

The data collected by post-observation interview were analyzed to evaluate by transcript record in the form of descriptive text. This technique was aimed to obtain additional information for the strategies used by the teacher in descriptive writing.

d. Document analysis

The data collected by look at document analysis were analyzed to valuate by check the content of the document. This technique was aimed to obtain additional information.

CHAPTER IV

THE RESULTS AND DISCUSSIONS

This chapter discuss the procedure of conducting the research ranging from analyzing pre-observation interview, classroom observation, post-observation interview, and document analysis. As mentioned in the prvious chapter, this research was conducted in four place of education including SMA 5 Banda Aceh, MAN 1 Banda Aceh, LIA private English course, and KUMON private English course. The participants were the teachers teaching English in the school and private Englsih courses. In collecting data, classroom observation was conducted in the learning process, while the pre-observation interview, post-observation interview and document analysis were used to find out the perceptions of teachers.

A. The Results of Pre-observation Interview

There are three questions pertaining to opinions and responses regarding the use of strategies of descriptive in the classroom and aims to provide the transcript to give a clear interview description.

1. Teachers' Strategies in Teaching Descriptive Text

Regarding the strategies the teachers used in teaching descritipve text, based on transcript of interview, the teacher usually used one of strategy which is influential in students ability in learning process of descriptive text that is mind mapping.¹

In similarity with the explanation above, based on transcript of interview the teacher explained if in that school the teacher implemented some strategies included brainstroming and mindmapping. Actually, the teacher gave more explanation during

¹ *Interview with the teacher of senior high school 1 on 15 Januari 2018*

interview about example of using mindmapping strategy. The example given by teacher is cake and also explained how to wrote descriptive by using mindmapping with the center word is cake. The teacher said this strategy really helped students to generating idea in descriptive text.²

More complete than two explanation above, based on transcript of interview the teacher have different theory implemented to his students. Actually, in the same point, the strategy used is mindmapping, but before the teacher asked the students wrote the text of writing, he previously explained about contained in a writing namely topic sentence, supporting details, etc, and also he said the strategy used when the students generating idea.³

Regarding on transcript of interview the teacher explained if in that private English course have their own method suitable with the name of the private English course namely KUMON. Actually, KUMON method used multimedia to built ability students. In teaching descriptive writing, the teacher used picture one of multimedia to generated idea by the students.⁴

2. Students' Constraints in Learning Process of Descriptive Writing

Regarding the students' constraints in descriptive writing, based on transcript of interview the teacher explain if the obstacles usually students found during process of descriptive writing were vocabularies because not used varios word and also in using tenses that always helped by teacher.⁵

² Interview with the teacher in senior high school 2 on 7 Januari 2018

³ Interview with the teacher in private English course 1 Banda Aceh on 10 Januari 2018

⁴ Interview with the teacher in private English course 2 Banda Aceh on 11 Januari 2018

⁵ Interview with the teacher in senior high school 1on 15 Januari 2018

Based on transcript of interview above the teacher responded was same point with the explanation by teacher above. The constraints students did was in tenses error, vocabulary, and also lost idea. Solution of this vocabulary is the teacher asked students to brought dictionary when learning process of descriptive writing.⁶

The students' constraints in descriptive writing actually have the similarity, based on transcript of interview above the teacher explained the obstacles of students primarily in lost idea. Lost idea really influenced on descriptive writing. About the example, when students must to wrote about Baiturrahman Mosque, actually students know that place so well but nothing idea to generated idea. So, the teacher gave quoted *"when you are writing, your position is in the class, but please your soul to the place what you are writing about"*.⁷

Regarding on transcript of interview above the teacher explained the obstacles they found was in using vocabularies because they did not knew various words, and also tenses error like the students difficulty to changeable tenses when used simple present or past-tenses.⁸

3. The Reason by Choosing the Strategies in Descriptive Writing

Regarding the reasons by choosing strategies in descriptive writing, based on transcript of interview above the teacher explained all of the strategies used is good but should adjust with students background in English, and also the teacher said if they were did by team work, they helped each other in their group.⁹

⁶ Interview with the teacher in senior high school2 on 7 Januari 2018

⁷ Interview with the teacher in private English course Banda Aceh 1 on 10 Januari 2018

⁸ Interview with the teacher in private English course Banda Aceh 2 on 11 Januari 2018

⁹ Interview with the teacher of senior high school 1 on 15 Januari 2018

The reasons by choosing strategies in descriptive writing was vary, based on transcript of interview the teacher explained if they did not used the strategy especially brainstorming during process wrote descriptive text, in fact they were lost idea because nothing outline of the topic choosen. So, the reason is by using brainstorming and mind mapping strategies, the students can generated idea easier and made the writing creatively.¹⁰

Based on transcript of interview about the constrains of students of learning descriptive writing, the teacher explained if the strategy he used was international strategy and his reason was can facilitated students to found out idea when wrote descriptive text.¹¹

Regarding the reasons by choosing strategies in descriptive writing, based on transcript of interview the teacher explained if the students wrote a descriptive text by using picture was easier because picture so helpfully in generated idea to develop the paragraph of descriptive writing.¹²

B. The Result of Classroom Observation

In this chapter, the researcher conducted once direct observation to find out the data from the research location. The researcher observed the classroom process in one meeting on strategies do teacher used in teaching descriptive writing students' participation, and to look at students' participation in the learning process, consist: ask question, discuss, participation to give opinion or idea and team work.

1. The Result of Observation at SMA 5 Banda Aceh

¹⁰ Interview with the teacher in senior high school 2 on 7 Januari 2018

¹¹ Interview with the teacher in private English course 1 Banda Aceh on 10 Januari 2018

¹² Interview with the teacher in private English course Banda Aceh 2 on 11 Januari 2018

The researcher did observation in one class of the first year at SMA 5 Banda Aceh. The researcher observed the class for one meeting during one week. The purpose of conducting data is to know the role of the teacher, especially about the strategies implemented in studying descriptive writing.

Excerpt 1

- 1 *T: So, hari ini kita akan menulis, iya masih dalam teks yang*
- 2 *minggu kemarin, jadi hari ini kita akan menulis teks*
- 3 *deskriptif. Masih tau kan apa itu teks deksriptif ?[So, today*
- 4 *we will writing, of course still the text about last week, so*
- 5 *today we will write descriptive text. Do yo remember what is*
- 6 *definition of descriptive text ?]*
- 7 *S: masih pak.[sure, sir]*
- 8 *T: So, apa itu teks deskriptif ?[so, what is descriptive text?]*
- 9 *S₁: teks yang menggambarkan tentang suatu benda, tempat dan*
- 10 *orang.[the text that describe about something, place, and*
- 11 *people]*
- 12 *T: Okay, jadi kalian masih ingat semua, sekarang tentukan topik*
- 13 *yang akan kalian tulis, still in this school, example library,*
- 14 *canteen, etc. And then kalian boleh keluar dari kelas karena*
- 15 *kita menggunakan strategi outdoor, gimana bisa kita*
- 16 *mulai?okay saya akan membuat kalian bekerja team*
- 17 *work.[okay, if you still remember it, now please choos the*
- 18 *topic what do you want to write, still in this school, example*
- 19 *library, canteen, etc. And then you may go outside because*
- 20 *today we used outdoor activity, can we start now?okay, i will*
- 21 *make you work in team.]*
- 22 *S₂: okay pak, terserah topiknya pak kan?[okay, sir, it depents*
- 23 *choose topic right?*
- 24 *T: yes, sure*

Excerpt 1 described most of the transcript on the teacher strategy and students' participation in the teaching learning process of descriptive writing. In this meeting, the participant on the gave strategy to students very good, because before the students wrote descriptive writing, they already knew in reading class about descriptive text. So, this so helpfully students. In the first section, the teacher gave instruction and asked students to choose their own topic and asked them to work of team choosen by teacher. Then, the students choose topic example, library, canteen, shady trees, field, and other. Different team have a different topic. After that, they came out and try to find the best place to write the descriptive text. When they started to write, they used brainstroming to generating idea before be a paragraph. So, after finished their writing, they came to the class and showed it to teacher and revised together before did presentation of their writing. So, based on the observation, there are three strategies using in this class, first is outdoor activity, then team work, and brainstroming. The brainstroming they used related to Routledge's explanation.

2. The Result of Observation at MAN 1 Banda Aceh

Observation was done in one class of the first year at MAN 1 Banda Aceh. Observed the class for one meeting during one week. The purpose of conducting data is to know the role of the teacher, especially about the strategies implemented in studying descriptive writing.

- 1 *T: Lets w try to write something today. Oh okay, do you*
- 2 *remember about the text we learn last meeting ? do you?*
- 3 *S: yes, sir.*
- 4 *T: So, how if we are write about descriptive today, maybe about*
- 5 *one, two, or three paragraph. What do you think?*
- 6 *S₁: okay sir, team work or how sir?*

7 T: okay, lets we try to write your own, karena hanya beberapa
8 paragraf saja. Bisa kita mulai?karena proses menulis itu
9 lama, so please choose your topic sebelum saya jelaskan cara
10 untuk memudahkan dalam menulis.[Okay, lets we try to write
11 your own, because you just write some paragraphs . can we
12 start now? Because the process of writing is take a long time,
13 so please choose yor topic before I explain how to make
14 easier in writing]

15 T: be quick please

16 S₂: Done sir.

17 T: good, please wait to your friends . oke, sudah siap semua?
18 Pilih topik saja, jangan menulis dulu. [good, please wait to
19 your friends, okay, done? Just choose the topi, do not rite it
20 down first]

21 S:iya pak [yes sir]

22 T: Baik, jadi sebelum ini kan kita sudah pernah belajar tentang
23 strategy brainstorming or mind mapping, right? Jadi saya
24 minta kalian membuat outline terlebih dahulu, boleh pilih
25 menggunakan strategy apa, pilih yang mana yang mudah.
26 Masih ingat kan? Ada yang mau ditanyakan lagi sebelum
27 mulai menulis?[good, in last meeting we already learn about
28 brainstorming and mind mapping strategy right? So, I ask you
29 make outlining previously, you may choose one of the
30 strategy, choose that what easier for you. Still you remember?
31 Have more questions before we strat to write?]

32 S₃: boleh pilih salah satu diantara strategi pak kan?[may choose
33 one of the strategies right?]

34 T: yes, sure. We can start now.

Excerpt 2 described about teaching learning process in classroom. The condition in class actively and the students interested to study. Based on the transcript above, the strategies used by teacher was braistroming(line, 23) and mind mapping (line, 23). Actually, teacher have been studied this strategies to the students before they want to

wrote the text. So, the students would take one of the strategies to generate ideas in writing, and most of them choose mind mapping (line, 23) because they were easier in grouping the sub topic of their topic chosen. After students got their own topic, students were generated idea with the strategy chosen and made a paragraph by paragraph be a descriptive text. Almost of them described about their idols, the favourite places, and historical places. So, in this school based on observation, the teacher used brainstorming and mind mapping strategies to write descriptive text and have the point with result of interview. The brainstorming they used related to Routledge's and Caswell's explanation.

3. The result of observation at LIA Private English Course Banda Aceh

Observation was done in one class of the first year at LIA Private English Course Banda Aceh. Observed the class for one meeting during one week. The purpose of conducting data is to know the role of the teacher, especially about the strategies implemented in studying descriptive writing.

- 1 *T: After you answer the questions in the text book, please look at*
- 2 *the black board, here, there are Western culture, and Eastern*
- 3 *culture. Please you describe that and write the paragraph in*
- 4 *the paper I give before. Any question?*
- 5 *S₁: no sir, but how if we do this with team work?*
- 6 *T: Oh okay, please make 2 groups and sit in your own group.*
- 7 *Okay I will divided in two groups.*
- 8 *T: one group is Western and other group is Eastern.*
- 9 *S: okay sir*
- 10 *T: If you difficult to write, look at the black board the strategi*
- 11 *can use to generated idea. Sudah paham?[do you*
- 12 *understand?]*
- 13 *S: yes sir, okay.*

Excerpt 3 described the students must to wrote about western and eastern culture in writing class. So, the teacher gave the instructions and divided they were in two groups (lines, 7) and choose on of the topic given. Before writing, teacher gave explanation in the blackboard abot the strategy used to generated the idea and they were choose what they want. After that, without more dialogue, they choose the topic and use mind mapping strategy to generated idea (line, 11). They were divide in grouping like clothing, gesture, language, and others, and all of this can made students can wrote more without lost idea. After they wrote the descriptive text, they revised it together with disscussion and exchanging opinions each other, and then presentated the result of the text by their own group. So, in this private English course based on observation, the strategies used were mind mapping and team work. The brainstorming they used related to Routledge's explanation.

4. The Result of Observation at KUMON Private English Course Banda Aceh

Observation was done in one class of the first year at KUMON Private English Course Banda Aceh. Observed the class for one meeting during one week. The purpose of conducting data is to know the role of the teacher, especially about the strategies implemented in studying descriptive writing.

- 1 *T: do you have a picture?*
- 2 *S: Yes miss, in this bok right?*
- 3 *T: okay, right, so please choose the picture and start to write.*
- 4 *Ada pertanyaan ? [any questions?]*
- 5 *S₁: semua cumapilih satu miss kan?[just choose one miss,*

- 6 *right?]*
7 *T: iya, kalau nanti sudah siap, kasih lihat ke miss ya.[yes, if your*
8 *writing is done, please give to me]*
9 *S: Okay miss*

Excerpt 4 described based on the observation, in the classroom of KUMON private English course did not mre dialogue because suitable with the name of that place, the method used was KUMON. KUMON means used multimedia. In teaching writing, the media they used was picture (line, 1) especially is teaching of desriptive writing. So, the teacher just looked at students process of writing without disturbed students. Students should wrote something based on picture without explanation by teacher. In fact, the strategy teacher used in this private English course is multimedia namely picture.

C. The result of post-observation interview

In this chapter, the reseacher conducted interview after observation. This tehniqe implemented to get additional information from classroom observation.

1. Reflective interview at SMA 5 Banda Aceh

Based on interview after classroom observation, the strategy have been teacher mentioned in pre-observation interview same with the classroom observation which is teacher used brainstorming or mind mapping strategy, team work, and outdoor activity. The teacher said, usually team work rarely used when learning of writing, but that strategy used if compared with outdoor activity.

2. Reflective interview at MAN 1 Banda Aceh

The teacher said that the strategy used it depents of students actively in the calssroom. But, when students wrote descriptive text, they usually used brainstorming

and mind mapping strategy. Because that are primary strategies used when someone start to wrote a paragraph.

3. Reflective interview at LIA Private English Course Banda Aceh

The teacher said that the used of mind mapping strategies very succesful when someone wrote about descriptive text because can generated ideas as widely as possible they want and helpfully to beginner in writing.

4. Reflective interview at KUMON Private English Course Banda Aceh

In KUMON, the using of text book necessary in teaching learing process because all of items they want to learned have in that book epecially if want to wrote descriptive text actually used picture as media.

D. The result of document analysis

1. The Result of Document Analysis of SMA 5 Banda Aceh

In this school, the researcher got document analysis namely lesson plan and exercise book of students. In teacher lesson, the strategies used to teaching descriptive writing used media and team work. So, about the students' exercise book that have the result of their descriptive writing, there are students make only one or two paragraphs, and also seen the constraints students in tenses and without using various vocabularies.

2. The Result of Document Analysis of MAN 1 Banda Aceh

Based on lesson plan, the teacher used team work strategy to learn descriptive text and also look at the paper of descriptive text result that students have obstacles in tenses also vocabularies.

3. The Result of Document Analysis of LIA Private English Course

In this private English course, they have their own book especially reading and writing book. In that book has mentioned if write descriptive paragraph must to outlined the idea and use new vocabulary to increase ability of writing.

4. The Result of Document Analysis of KUMON Private English Course

Based on the text book got from students in KUMON private English course, the picture of place, flowers, animals, have in that book and have blank paper beside that picture to make easier students when writing.

E. Discussion

The discussions in this section are to answer the research questions. According to in Chapter I There are three research questions provides including:

1. What are strategies that the teacher uses in teaching writing descriptive text at private English courses and schools in Banda Aceh?

This question is answer by using pre-observation interview and reflective interview. Based on analysis data, concluded : 1. SMA 5 Banda Aceh used three strategies during teaching learning of descriptive writing, namely brainstorming, team work and outdoor activity; 2. MAN 1 Banda Aceh used two strategies in teaching

writing descriptive text, namely mind mapping and team work; 3. LIA private English course used also two strategies in teaching of descriptive writing, namely mind mapping and team work; 4. KUMON private English course have different strategy than other, namely using picture (multimedia).

2. How do the teachers use the strategies in teaching writing descriptive text?

This question is answer by using of classroom observation. Based on data analysis above, concluded : 1. The teacher in SMA 5 have his own way to implemented the strategies in classroom, like gave instruction to students and gave example through imagined in the white board; 2. The teacher in MAN 1 implemented the strategies by giving instructions and showed the example with drawed in the white board; 3. The teacher in LIA private English course used the strategies with disscussion together in the classroom; 4. The teacher in KUMON private English course used the strategies like students center, the teacher only look at the students activity.

3. What are similarities and differences between teachers strategies in private English course and school in Banda Aceh?

This question is answer by using classroom, concluded : 1. The differences between two place of education were how to implemented the strategy and the strategy choosen depents of bcakground of students; 2. The similarities were the used of strategies of mind mapping and team work and actually same in the constraints by students when teaching descriptive writing.

From the finding of pre-observation interview, classroom observation, post-observation interview and ducument analysis, the researcher can make the conclusion

the strategy that teacher used in teaching writing descriptive text are have differences and similarities with previous study. The first previous that similar was Anjarsari's study (2011) entitled "Improving student's Writing skill of Descriptive Text Using Outdoor Activity at the Second Year of SMP NEGERI 1 Kismantoro in 2010/2011 Academic Year". The study aims at describing the implementation, result, and student's responses to the implementation of teaching English writing of descriptive text using outdoor activity, requires four procedures: planning, implementing, observing, reflecting. The method of him is descriptive method. The next is Ervi's study (2013) "Improving the Ability Students in Writing Descriptive Text Using Mapping on Tenth Grade of Agriculture Department at SMKN 01 Paloh West Borneo" the researcher can conclude that the use of mapping more effective to improve the students ability in writing descriptive text. The method of her study is using mapping to make descriptive text. And this study success to improving the ability students. But also there are different with the previous study, first was Putri's study (2012) entitled "the effectiveness teaching writing using Tourism brochure to the eighth grade students of SMP N 1 Kepil, Wonosobo in 2012/2013 academic year" the researcher can conclude that the use of Tourism brochure method is effective to improve the students writing ability. The result of the study is student writing ability will be increase with using Tourm brochure.. The last research is Aninda's study (2015), who conducted research entitled "The Use of Multimedia in Teaching Vocabulary to the First Grade Students at SMP Muhammadiyah 7 Surakarta in 2014/2015 Academic Year". They used mulimedia as strategy in teaching learning.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter would be reiterated and summarized accordingly. It was also presented some suggestions regarding the proposed study and recommended future work related to the study to be conducted by other researchers.

A. Conclusion

It can be concluded based on research questions that :

1. The strategies used by teaching descriptive writing between public schools and private English course are same, that include brainstorming, mind mapping, discussion, making a group, and using picture.

2. The way how the teacher used the strategies in learning process of descriptive writing is different each other, in the public school the teachers' strategies is explanation, its mean that the teacher did by giving explanations about how to write descriptive text. Differentially in private English course that the teacher ask to the students discuss in a group. So, it makes students learn independently or the students solve the problem descriptive by themselves.

3. The differences between two place of education were how to implement the strategy and the strategy choosed it depents of background of students, and also the similarities were used of strategies of mind mapping and team work and actually same, about the constraints faced by students when teaching descriptive writing. Using this strategies in teaching descriptive writing influence students' ability and make students active in the class without feel bored with the lesson.

B. Suggestion

Having concluded the result of this research, the writer would like to propose some suggestions that hopefully will be useful, as follows: 1. The teachers are suggested that the English teacher implement the brainstorming, mind mapping, team work, outdoor activity and using media in descriptive writing. 2. For the next reseachers, the result of this study can be used as an additional reference with different discussion.

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SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-4184/UN.08/FTK/KP.07.6/04/2017

TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang** : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat** : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Mencakupkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan** : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 07 April 2017

MEMUTUSKAN

- Menetapkan** :
- PERTAMA** : Menunjuk Saudara:
1. Dr. Jarjani, S.Ag., S.Si., M.Sc., MA Sebagai Pembimbing Pertama
2. Suraiya, M.Pd Sebagai Pembimbing Kedua
- Untuk membimbing Skripsi :
- Nama : Zuhrotul Aini
- NIM : 231324303
- Program Studi : Pendidikan Bahasa Inggris
- Judul Skripsi : The Exploration of The Analysis on Teaching Strategies of Writing at Private English Course
- KEDUA** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2017;
- KETIGA** : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2017/2018
- KEEMPAT** : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 25 April 2017
An. Rektor
Dekan.


Mujiburrahman
Mujiburrahman

Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBIYAH DAN KEGURUAN**

Jl. Syaikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telp: (0651) 7551423 - Fax: (0651) 7553020 Situs : www.tarbiyah.ar-raniry.ac.id

Nomor : B-91/Un.08/TU-FTK/ TL.00/01/2018

04 Januari 2018

Lamp : -

Hal : Mohon Izin Untuk Mengumpul Data
Menyusun Skripsi

Kepada Yth. Kepala Dinas Pendidikan Banda Aceh

Di -
Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a	: Zahratul Aini
N I M	: 231 324 303
Prodi / Jurusan	: Pendidikan Bahasa Inggris
Semester	: IX
Fakultas	: Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t	: Jl.Sawah Lamteh No.25 Ulee Kareng Banda Aceh

Untuk mengumpulkan data pada:

SMAN 5 Banda Aceh

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

The Exploration of The Analysis on Teaching strategies of Writing at Private English Course

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan
Kepala Bagian Tata Usaha,

M. Said Farzah Ali





KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBIYAH DAN KEGURUAN

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Telp: (0651) 7551423 - Fax: (0651) 7553020 Situs : www.tarbiyah.ar-raniry.ac.id

Nomor : B-37/Un.08/TU-FTK/ TL.00/01/2018
Lamp : -
Hal : Mohon Izin Untuk Mengumpul Data
Menyusun Skripsi

03 Januari 2018

Kepada Yth.

Di -
Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a : Zahratul Aini
N I M : 231 324 303
Prodi / Jurusan : Pendidikan Bahasa Inggris
Semester : IX
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t : Jl.Sawah Lamteh No.25 Ulee Kareng Banda Aceh

Untuk mengumpulkan data pada:

KUMON (Private English course)

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

The Exploration of The Analysis on Teaching strategies of Writing at Private English Course

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan,
Kepala Bagian Tata Usaha,

M. Said Farzah Ali

BAGUMUM BAGI UMUM

Kode 7890



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBIYAH DAN KEGURUAN

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Telp: (0651) 7551423 - Fax: (0651) 7553020 Situs: www.tarbiyah.ar-raniry.ac.id

03 Januari 2018

Nomor : B-37/Un.08/TU-FTK/ TL.00/01/2018

Lamp : -

Hal : Mohon Izin Untuk Mengumpul Data
Menyusun Skripsi

Kepada Yth.

Di -

Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a	: Zahratul Aini
N I M	: 231 324 303
Prodi / Jurusan	: Pendidikan Bahasa Inggris
Semester	: IX
Fakultas	: Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t	: Jl.Sawah Lamteh No.25 Ulee Kareng Banda Aceh

Untuk mengumpulkan data pada:

MAN Model Banda Aceh, LIA (Course), MAN 5 Banda Aceh, KIES (Course)

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

The Exploration of The Analysis on Teaching strategies of Writing at Private English Course

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.



An. Dekan,
Kepala Bagian Tata Usaha,

M. Said Farzah Ali



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA BANDA ACEH

Jln. Mohd. Jam No.29 Telp. 27959 – 22907 Fax. 22907
BANDA ACEH (Kode Pos 23242)

Nomor : B- /Kk.01.08/4/TL.00/01/2018
Sifat : Biasa
Lampiran : Nihil
Hal : **Rekomendasi Melakukan Penelitian**

04 Januari 2018

Yth, MAN 1
Kota Banda Aceh

Assalâmu'alaikum Wr. Wb.

Sehubungan dengan surat Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Banda Aceh Nomor : B-37/Un.08 /TU-FTK I/TL.00/01/2018 tanggal 03 Januari 2018 , perihal sebagaimana tersebut dipokok surat, maka dengan ini kami mohon bantuan Saudara untuk dapat memberikan data maupun informasi lainnya yang dibutuhkan dalam rangka memenuhi persyaratan bahan penulisan **Skripsi**, dengan judul "The Exploration of The Analysis on Teaching Strategies of Writing at Private English Course" kepada saudara :

Nama : **Zahratul Aini**
NIM : **231 324 303**
Prodi/Jurusan : **Pendidikan Bahasa Inggris**
Semester : **IX**
Alamat : **Ulee Kareng Banda Aceh**

Dengan ketentuan sebagai berikut :

1. Harus berkonsultasi langsung dengan kepala madrasah yang bersangkutan dan Sepanjang Tidak mengganggu proses belajar mengajar
2. Tidak memberatkan madrasah.
3. Tidak menimbulkan keresahan-keresahan lainnya di Madrasah.
4. Bagi yang bersangkutan supaya menyampaikan foto copy hasil penelitian sebanyak 1 (satu) Eksemplar ke kantor kementerian agama kota banda aceh

Demikian rekomendasi ini kami keluarkan, atas perhatian dan kerja sama yang baik kami ucapkan terima kasih.

Kasi Pendidikan Madrasah,



Tembusan :

1. Kepala Kantor Wilayah Kementerian Agama Provinsi Aceh.
2. Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Banda Aceh



PEMERINTAH ACEH DINAS PENDIDIKAN

Jalan Tgk. H. Mohd Daud Beureueh Nomor 22 Banda Aceh Kode Pos 23121

Telepon (0651) 22620, Faks (0651) 32386

Website : disdik.acehprov.go.id, Email : disdik@acehprov.go.id

Nomor : 070 /B.1/ 250 /2018
Sifat : Biasa
Lampiran : -
Hal : Izin Pengumpulan Data

Banda Aceh, 15 Januari 2018
Yang Terhormat,
Kepala SMA Negeri 5 Banda Aceh
di -
Tempat

Sehubungan dengan surat Dekan Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Banda Aceh Nomor : B-91/Un.08/TU-FTK/TL.00/01/2018 tanggal 04 Januari 2018 hal: "Mohon bantuan dan keizinan melakukan Pengumpulan Data menyusun skripsi", dengan ini kami memberikan izin kepada:

Nama : Zahratul Aini
NIM : 231 324 303
Program Studi : Pendidikan Bahasa Inggris
Judul : "THE EXPLORATION OF THE ANALYSIS ON TEACHING STRATEGIES OF WRITING AT PRIVATE ENGLISH COURSE"

Namun untuk maksud tersebut kami sampaikan beberapa hal sebagai berikut :

1. Mengingat kegiatan ini akan melibatkan para siswa, diharapkan agar dalam pelaksanaannya tidak mengganggu proses belajar mengajar;
2. Harus mentaati semua ketentuan peraturan Perundang-undangan, norma-norma atau Adat Istiadat yang berlaku;
3. Demi kelancaran kegiatan tersebut, hendaknya dilakukan koordinasi terlebih dahulu antara Mahasiswi yang bersangkutan dan Kepala Sekolah;
4. Mahasiswi Melaporkan dan menyerahkan hasil Pengumpulan Data kepada pejabat yang menerbitkan surat izin Pengumpulan Data.

Demikian kami sampaikan, atas kerjasamanya kami haturkan terimakasih.

a.n. KEPALA DINAS PENDIDIKAN,
KEPALA BIDANG PEMBINAAN SMA DAN
PKLK
ZULKIFLI, S.Pd, M.Pd
PEMBINA Tk.I
NIP. 19700210 199801 1 001

Tembusan :

1. Dekan Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Banda Aceh;
2. Mahasiswi yang bersangkutan;



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR WILAYAH KEMENTERIAN AGAMA PROVINSI ACEH
MADRASAH ALIYAH NEGERI 1 BANDA ACEH

Jalan Pocut Baren No. 116 Keuramat Banda Aceh

Telp. 0651-636804 Fax. 0651-29466

Website: manmodelbna.sch.id, Email: mandelbandaaceh@gmail.com

01 Februari 2018

Nomor : B-057/Ma.01.90/TL.00/02/2018
Lamp : -
Hal : Telah Melakukan Penelitian

Kepada

Yth. Dekan Fakultas Tarbiyah Dan Keguruan UIN Ar-Raniry Banda Aceh

Assalamu'alaikum, wr.wb.

Memenuhi maksud surat Saudara Nomor : B-37/Un.08/TU-FTK I/TL.00/01/2018 tanggal 03 Januari 2018, perihal sebagaimana tersebut dipokok surat, maka dengan ini menyatakan bahwa:

Nama	: Zuhrotul Aini
N I M	: 231324303
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S-1

Telah melaksanakan tugas melakukan penelitian untuk mengumpulkan data Skripsi dengan judul "*The Exploration of The Analysis on Teaching Strategies of Descriptive Writing*" Pada Madrasah Aliyah Negeri 1 Banda Aceh.

Demikian surat ini kami sampaikan untuk dimaklumi dan dapat dipergunakan seperlunya.

Kepala,




PEMERINTAH ACEH
DINAS PENDIDIKAN
SMA NEGERI 5 KOTA BANDA ACEH

Jln. Hamzah Fansuri No.3 Kopelma Darussalam, Kec. Syiah Kuala, Banda Aceh, 23111
Telp. (0651) 7552010 Email: sman5b.aceh@gmail.com Website: www.disdibna.net

SURAT KETERANGAN

Nomor: 070/062/2018

Berdasarkan Surat Kepala Dinas Pendidikan Aceh Nomor : 070/B.1/250/2018, tanggal 15 Januari 2018 tentang Izin Pengumpulan Data, maka Kepala Sekolah Menengah Atas (SMA) Negeri 5 Kota Banda Aceh menerangkan :

Nama	: ZAH RATUL AINI
NPM	: 231 324 303
Program Studi	: Pendidikan Bahasa Inggris
Alamat	: Banda Aceh

yang namanya tersebut di atas benar telah mengumpulkan data / melakukan penelitian di SMA Negeri 5 Kota Banda Aceh pada tanggal 17 s.d. 18 Januari 2018 untuk penyusunan skripsi dengan judul :

**"THE EXPLORATION OF THE ANALYSIS ON TEACHING STRATEGIES OF
DESCRIPTIVE WRITING AT PRIVATE ENGLISH COURSE"**

Demikian surat keterangan ini kami keluarkan untuk dapat dipergunakan seperlunya.

Banda Aceh, 31 Januari 2018



Isman, S.Pd
Pembina Tk.I

NIP. 19651231 198903 1 282

SURAT KETERANGAN

Noimor : 025/LIA-DB/BA/I/2018

Berdasarkan Surat Manager LBPP LIA Aceh Nomor : 025/A/CKS-DB/I/2018, tanggal 19 Januari 2018 tentang izin pengumpulan data, maka manager LBPP LIA Aceh menerangkan bahwa :

Nama : **ZAHRATUL AINI**
NPM : 231 324 303
Program Studi : Pendidikan Bahasa Inggris
Alamat : Banda Aceh

Yang nama tersebut diatas benar telah mengumpulkan data / melakukan penelitian di LBPP LIA Aceh pada tanggal 22 s/d 23 Januari 2018 untuk penyusunan skripsi dengan judul :

"THE EXPLORATION OF THE ANALYSIS ON TEACHING STRATEGIES OF DESCRIPTIVE WRITING AT PRIVATE ENGLISH COURSE"

Dekian surat keterangan ini kami keluarkan untuk dapat dipergunakan seperlunya

Banda Aceh, 31 Januari 2018

Hormat kami,

Lembaga Bahasa &
Pendidikan Profesional
LBPP

Safrizal, ST

Manager Personalia

SURAT KETERANGAN

Nomor : 001/II/K/KSM/2018

Berdasarkan Surat Kepala Dinas Pendidikan Aceh Nomor : 070/B.I/250/2018 tanggal 18 Januari 2018 tentang Izin Pengumpulan Data, maka Pembimbing Kumon Teuku Nyak Arief 230A – Simpang Mesra menerangkan:

Nama : ZAH RATUL AINI
NPM : 231 324 303
Program Studi : Pendidikan Bahasa Inggris
Alamat : Banda Aceh

Yang namanya disebut di atas benar telah mengumpulkan data / melakukan penelitian di Kumon Teuku Nyak Arief 230 A – Simpang Mesra Banda Aceh pada tanggal 19 s.d 23 Januari 2018 untuk penyusunan skripsi dengan judul :

“THE EXPLORATION OF THE ANALYSIS ON TEACHING STRATEGIES OF DESCRIPTIVE WRITING AT PRIVATE ENGLISH COURSE”

Demikian surat keterangan ini kami keluarkan untuk dapat dipergunakan seperlunya.

Banda Aceh, 2 Februari 2018

KUMON
KUMON TEUKU NYAK ARIEF 230A -
SIMPANG MESRA

Pembimbing : Yuandini Ariefka
Jln. Teuku Nyak Arief No. 230A
Simpang Mesra, Kelurahan Lamgugob
Kec. Syiah Kuala, Kota Banda Aceh
HP : 0823-6522-1221, 0811-6838-368
Yuandini Ariefka, S.Psi
Pembimbing Kumon

AUTOBIOGRAPHY

1. Name : Zuhratul Aini
2. Place/ date of birth : Mns. Lhok/ 25 Desember 1995
3. Sex : Female
4. Religion : Islam
5. Nationality/ ethnicity : Indonesia/Acehnese
6. Marital status : Single
7. Occupation : Student
8. Address : Jl. Sawah, Jl. Lampoh Salem, Lamteh, Ulee
Kareng
9. Phone Number : 085270442154
10. Educational background
 - a. Primary School : MIN Meureudu, Graduated in 2007
 - b. Junior High School : MTSN Meureudu, Graduated in 2010
 - c. Senior High School : MAN 2 Sigli, Meureudu, Graduated in 2013
 - d. College/University : English Departmen of Tarbiyah Faculty
of UIN Ar-Raniry.
11. Reg. Number : 231324303
12. Father Name : Chairuddin Abdullah
 - Occupation : (Alm)
13. Mother Name : Hj. Saudah, S.Pd.I
 - Occupation : Teacher
14. Address : Mns. Lhok, Meureudu, Pidie Jaya

Ulee kareng, Januari 31, 2018

(Zuhratul Aini)