

**TEACHING DESCRIPTIVE TEXT THROUGH SPATIAL  
ORDER TECHNIQUE THE ELEVENTH GRADE  
OF MAN 2 LANGSA**

**SKRIPSI**

**By**

**MUHAMMAD RAIHAN**

**1042012087**

**Degree (S1)  
Study Program : English Departement  
Tarbiyah and Teacher  
Training Faculty**



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TECHNIQUE AT THE ELEVENTH GRADE OF MAN 2 LANGSA**

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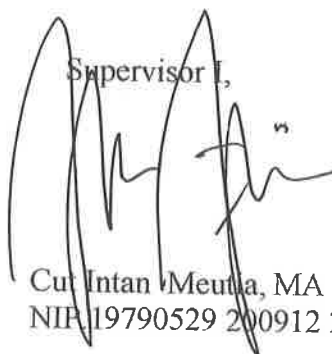
**By**


**Muhammad Raihan**

**1042012087**

**English Education Department**

**Approved by**

  
Supervisor I,  
Cut Intan Meutia, MA  
NIP. 19790529 200912 2 005

  
Supervisor II  
DR. Fakhurrazi, M.Hum  
NIP. 19780214200604 1 001

STATEMENT OF CERTIFICATIONS

**TEACHING DESCRIPTIVE TEXT THROUGH SPATIAL ORDER  
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By:

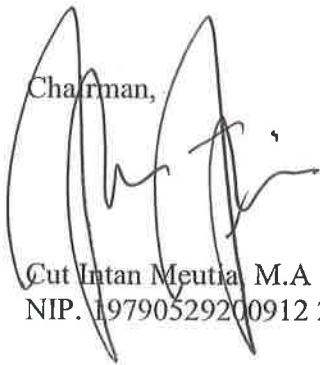
**MUHAMMAD RAIHAN  
1042012087**

It has been defended in sidang munaqasyah in front of the Thesis Examiners and has been accepted as a Partial fulfillment or Requirements for Sarjana Pendidikan (S.Pd) in English Education Tarbiyah and Teachers Training Faculty, on :

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The Council of Thesis Examiners

Chairman,



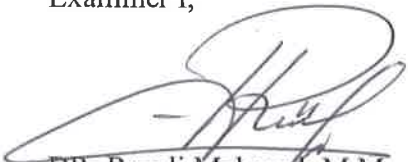
Cut Intan Meutia, M.A  
NIP. 19790529200912 2 005

Secretary,




DR. Fakhruddin, M.Hum  
NIP. 19780214200604 1 001

Examiner I,



DR. Razali Mahmud, M.M  
NIP. 195712231198703 1 028

Examiner II,




Fadhillah Wiandari, M.S  
NIP. 19881222201503 2 004

Certified by:

The Dean of Tarbiyah Faculty and Teachers Training

State Institute for Islamic Studies Langsa



  
Dr. Iqbal, S.Ag, M.Pd  
NIP. 19730606 199905 1 003

## PERNYATAAN KEASLIAN TULISAN

Yang bertanda tangan di bawah ini:

Nama : **Muhammad Raihan**  
NIM : **1042012087**  
Fakultas/ Prodi : **FTIK/ Pendidikan Bahasa Inggris**

Menyatakan dengan sebenarnya bahwa skripsi yang ditulis dengan judul ***“TEACHING DESCRIPTIVE TEXT THROUGHT SPATIAL ORDER TECHNIQUE AT THE ELEVENTH GRADE OF MAN 2 LANGSA”*** untuk memperoleh gelar sarjana pendidikan merupakan hasil karya sendiri.

Apabila di kemudian hari terbukti atau dapat dibuktikan bahwa skripsi ini hasil jiplakan, maka saya bersedia menerima segala sanksi yang diberikan atas perbuatan saya tersebut.

Langsa, 15 JULI 2019

Yang membuat pernyataan



Muhammad Raihan  
Nim . **1042012087**

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The writer

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## ABSTRACT

**Megawati. 2019.** “TEACHING DESCRIPTIVE TEXT THROUGH SPATIAL ORDER TECHNIQUE AT THE ELEVENTH GRADE OF MAN 2 LANGSA”. *Skripsi*, English Education Department, Tarbiyah and Teachers’ Training Faculty, State Institute for Islamic Studies (IAIN) Langsa.

This research was aimed to improve the students’ ability at writing descriptive text by using spatial order at the MAN 2 Langsa. This research was conducted by using classroom action research, which carried out through four steps, they were planning, action, observation, and reflection. The subjects of this study were the the eleventh grade studenrs of MAN 2 Langsa in academic year 2018/2019. It consists of 30 students. The technique of analyzing the data of this research was applied quantitative and qualitative approach. The quantitative data were taken from written test. The qualitative data were taken from observation sheet, interview, and documentations. The result of data analysis showed that there was improving students’ability at writing descriptive text from each cycle. from the improvement of the mean score from the first test (second meeting of cycle I), which is, 52.94, the second test (in the end of cycle I) 68.25 and the last meeting (cycle II) 79.74. From the data, the researcher concluded that the students’ ability at writing descriptive text had been improved by using Spatial order.

**Keyword :** *Teaching, Spatial order, Descriptive text..*



# CHAPTER I

## INTRODUCTION

### A. Background of Study

In general, Writing is one of the four English language skills. All aspects of communication including listening and speaking, together with reading and writing.<sup>1</sup> The process of teaching and learning from university, a teacher should be able and comprehend how to develop their students' ability in writing. It is because writing skill is one of the important things for the advancement of students' English language.

The productive language skill is called writing. It is the skill of a writer to communicate information to a reader or group of readers. Theories about the understanding of written text which characterise it as a process of information transfer, that is as 'getting the information from the text.'<sup>2</sup> So, it can be said that writing is a piece of a written text about the topic in a context, and it is very important to use as a means of communication for people, especially for the students. In writing, students should be able to write English text effectively and efficiently, students should have a text. Writing is considered the most difficult language skill, since it includes so many other elements such as handwriting, spelling, syntax, grammar, paragraphing, ideas, etc.<sup>3</sup> According to the explanation

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<sup>1</sup> Crosse, Kay. *Introducing English as an additional language to young children*. (London: A sage publications ltd, 2007), p.88

<sup>2</sup> David Wray and Maureen Lewis, *Extending literacy Children reading and writing nonfiction* (London, Routledge,2005), p.29

<sup>3</sup> Maley, Alan. *Assessing young learner*. (Usa: Oxford university press,2001),p.102

above, it can be concluded that the most important writing skills are mastering the handwriting, spelling and basic sentence formation.

According to Byrne explain “writing is a primary means of recording speech, even though it must be acknowledged as a secondary medium of communication.” So that can be conclude that writing is very important as one media of communication, that can help us to have a good socialization, can express our idea, feeling, and our opinion so that we can have a good interaction with our society. We can see the importance of writing in daily life and also in our social life, like in education and business aspect, for example when we write letter or application letter. Writing also gives some other benefits. Besides being means of communication, writing can also create jobs. In beginning writing, it is just an activity to express our idea, opinion, or feeling in the text.

In teaching learning process, students are expected to comprehend writing as in curriculum 2013 states that students must be able to competent in four skills, including writing. Students are engaged in generating their ideas and thoughts in the form of words and other larger language. In curriculum 2013 for senior high school issues that the students are expected to be able to write simple paragraph of narrative, descriptive, procedure, recount, spoof, report, news item, explanation, analytical exposition, hortatory paragraph, discussion, and review form in the context of daily life. Unfortunately, in fact, the students are unable to write in English, even a very short composition.

Based on the writer's experience in primary research, the researcher found that most of the students do not know how to understand English text well. Most

of the students always get troubles when they are asked to write English especially students grade XI MAN 2 Langsa (Madrasah Aliya Negeri langsa). According to Adas and Bakir that writing is the most difficult language skill for ELLs to master.<sup>4</sup> That is why, the students think that writing is a difficult lesson. Therefore, they are not interested in writing, in other words the students' motivation in writing decrease. It is proven from the fact that most of students cannot write a simple writing. In spite of the fact that writing is the most important skill, for most students of English, learning to write is one of the most difficult tasks. In fact, although most students have learnt English from primary school, most of them still face difficulties in writing well.

Based on the explanation above the researcher wants to use Spatial Order as teaching method, it is because of writing is not a simple language skill to perform, its large areas that must be involved. In producing a piece of writing, these two areas are always involved. The evidence is that writing is not only a means of expression, but it is also an essential criterion to have something to say thought the applications of linguistic systems. Spatial Order is very important to be applied to increase student's achievement in writing because it can give concrete experience to the students. Spatial Order technique has characteristic are active, innovative, creative, and fun.

Sova said that spatial order, the writer presents ideas and specific details organized geographically or otherwise related to physical content.<sup>5</sup> It can be said

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<sup>4</sup> Adas, Dana and Bakir, Ayda, *Writing Difficulties and New Solutions: Blended Learning as an Approach to Improve Writing Abilities* (Journal: Vol. 3 No. 9; May 2013), p. 05

<sup>5</sup> Sova, Dawn. *Writing Clearly A Self-Teaching Guide* (New Jersey: John Willey & Sons, Inc, 2004) p.42

that if the students used Spatial Order, they work can be easy to create descriptive text. This approach works best if the writing uses descriptions of physical sites or scenes. An effective description creates a vivid impression through the use of sensory details. An effective description is also well organized. One clear way to organize a descriptive paragraph is to use spatial order. In other words, spatial order shows how the various parts of items in order by space. Sometimes the most important image is saved for last to give the greatest impact to that image.

Due to the English textbook, which is used based on educational unit in grade XI showed that the students are expected to be able to understand descriptions text. Descriptive texts represent states, they describe conditions, draw pictures or portraits, portray social milieus, or categorize natural and social phenomenal They represent a single moment in time and a single state of affairs. Therefore, the researcher is interested in conducting a study entitled “using spatial order in teaching descriptive writing”.

## **B. Research Question**

Based the background of the study, the problem of study is formulated in the form of the question as follows:

1. How does the spatial order improve students in writing descriptive text at grade XI students of MAN 2 Langsa?
2. How are the students' responses in teaching writing descriptive text using spatial order at grade XI students of MAN 2 Langsa?

**C. Object of the Study**

The purpose of the study can be assumed as.

1. To find out the improvement of writing ability in descriptive text.
2. To find out students' response in teaching writing descriptive text by using spatial order at grade XI students of MAN 2 Langsa.

**D. Significant of Study**

The result of this study is expected to be useful for.

1. The students

It would be useful to improve students' ability in writing descriptive text

2. English teacher

It can be an alternative teaching strategy to improve their students' skill in writing

3. Research

It can be reference to do related study

## CHAPTER II

### REVIEW OF LITERATURE

#### A. Students' Achievement

Achievement can be said as a succeed in reaching a particular goal, status or standard especially by effort, skill, courage, etc for one person. Achievement is a particularly important consideration in the study of adolescence in contemporary society<sup>1</sup>. In this case, students' achievement is focused on how a student has done relate to a particular program. This is usually come at the end of program, and is deliberately based on the content covered in it. Achievement test are very important factors for teacher as well as the students; they would be shown that how well teaching process was done, and where improvements need to be fixed and plane.

There are many factors that could significant affect to students in learning. Factors that can act as barriers to achievement/learning in science and which have been cited variously in the current presentation can be considered as emanating from the learner himself/herself or external to the learner<sup>2</sup>. The internal factors may include the individual's cognition – his/her ability to comprehend or easily learn scientific concepts, which readily can be associated with the gene makeup of the individual. Another explanation from Kumaravadivelu there are individual factors such as age, anxiety, attitude, motivation, extroversion, introversion, and

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<sup>1</sup> Steinberg, Laurence 2011. *Adolescence*. (New York. The McGraw-Hill Companies, Inc). p.384

<sup>2</sup> Akwasi et al 2014. *Indigenist African Development and Related Issues*. (Netherland. Sense Publishers) p.101

risk-taking<sup>3</sup>. These factors play a crucial role in determining individual success or failure in language learning. He also explained that there are strategic factors such as learning strategies, communication strategies, and interpretive strategies<sup>4</sup>. From these factors, it provides necessary tools and techniques for effective language learning. There are educational factors such as language policies and language planning put in place by governmental or educational agencies. These factors determine the types and goals of instructional programs made available to L2 learners. Some factors (e.g., individual factors) are internal to learners in the sense that they have a reasonable control over them, while others (e.g., educational factors) are considered external because learners play very little role in shaping them<sup>5</sup>.

### **1. Teaching English for Senior High School**

Teaching is guiding and facilitating learning, enabling the learners to learn and setting the condition for learning. In the teaching process, the students are the main subject and the teacher is the facilitator and controller for students' ability. Nowadays, the quality of teaching in Indonesia is very low, moreover the quality of teaching English in lower condition, so it can be seen that many parents send their children into the courses to improve their English.

In teaching English, the teacher provides the students with media that they will find interesting and that will stimulate their minds and encourage them to participate in the learning process. The teacher also provides stimulus to their own

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<sup>3</sup> Kumaravadivelu 2012. *Language Teacher Education for a Global Society*. New York. Routledge). p.26

<sup>4</sup> Kumaravadivelu. 2012.

<sup>5</sup> Kumaravadivelu. 2012

creativity in a way that helps their students to learn. And it suitable with the 2013 curriculum, the educational unit curriculum for English subject in teaching Senior High School; there are many skill of reading, writing, and writing that should be mastered by language learners especially for students. Based on the syllabus, the students are expected to be able to write descriptive composition. Unfortunately, Afrilyasanti found that the problems are not only faced by beginning students but also by more advanced students<sup>6</sup>. The beginning students mostly find difficulties in finding the words to develop their ideas and in remembering grammatical conventions. The advanced students commonly find problems in the writing process, especially dealing with linguistic factors such as word choice or vocabulary, articles/determiners, use of the plural/singular forms of nouns, spelling, prepositions, punctuation marks, agreement between the subject and the verb, and verb tense. It can be means that most of Indonesian students can not write English well.

## **B. Writing**

Writing is the last language skill and it is considered by many as a difficult skill to be studied. In writing, there is a process of arranging letters, words, sentences, and paragraph by using the knowledge of grammar, spelling, punctuation and other elements which related to another. It is also an essential skill which expresses a speech to a group of visual system.

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<sup>6</sup> Afrilyasanti et al 2016. Effect of flipped classroom model on Indonesian EFL students' Writing ability across and individual differences in learning. *International Journal*. Vol.4, No.5, p.1



The writing process is associated with the generation of printed, expressed communication using some form of language or symbols<sup>7</sup>. The output of the writing process is found among contracts, books, reports, newspapers or newsletters, memorandums, letters, and any other form of written communication. Doss et al also stated that the writing process consists of the following steps<sup>8</sup>:

- (1) prewriting,
- (2) organizing,
- (3) drafting,
- (4) revising,
- (5) editing
- (6) producing a final draft

A type of writing is an article published in a scientific journal and textbook. Such a writing is commonly about a certain topic in which the writer at first collect the data, the elaborate the topic based on a certain idea in order to answer a question, or prove a statement, or describe an object, or expose a new truth of a certain fact of an object, or convince the readers to believe or disbelieve a statement, and persuade those readers to take a certain course of action related to the believe or disbelieve.

Based on the explanation, it can be explains that writing is a process where a writer needs his ability to transfer what he/she thought into verbal symbols. Writing ability is someone's capacity or power to use or to apply five general

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<sup>7</sup> Doss et al 2015. The Foundations of Communication in Criminal Justice systems. (United stated of America. Taylor & Francis Group) p. 38

<sup>8</sup> Doss et al 2015 p.38

components of writing presentation, the skill of writing includes five general components as the main areas based on Heaton which are as follows<sup>9</sup>:

- 1) **Language use**  
The ability to write correct and appropriate sentences.
- 2) **Mechanical skill**  
The ability to use correctly those conventions peculiar to written language, for example punctuation or spelling.
- 3) **Treatment of content**  
The ability of think creatively and develop thoughts excluding all the relevant information.
- 4) **Stylistic skill**  
The ability to manipulate sentences, paragraph, and the use of language effectively.
- 5) **Judgement skill**  
The ability to write appropriate manner for a particular purpose with particular audience in mind, together an ability to select, organize and other relevant information.

Writing differs from speaking in every way, because we are more able to speak than to write. The text has to carry all the meaning and this is not all like normal speech situation. A writer must involve in the elements of writing such as ideas, organization, voice, word choice, sentence fluency, and conventions. The product of good writing does not promptly come, but writer must go through the stages of the writing process, as what Langan says “writing is a process. Process is any steps that should be done by the writer to create a good writing<sup>10</sup>.” From the process, it will be a product that is writing itself. Furthermore, it can be concluded that writing is a process that takes time and work which are involving some stages in order to get readable text. As Carroll and Edward asserts that the process of writing occurs in several stages<sup>11</sup>:

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<sup>9</sup> Heaton. J.B. *Writing English Language Tests*. (New York:Longman, 1988). p. 135

<sup>10</sup> Jhon Langan, *Collect writing skills* (New York. McGraw-Hill, 2011), p.13

<sup>11</sup> Carroll, Joyce Armstrong and Edward, E. Wilson 2001. *Acts of Teaching How to Teach Writing* (United stated of America, Libraries Unlimited, Inc) p.15

1. Prewriting: Freely choosing the topic and beginning to gather and organize details before it is written.
2. Drafting: Getting the ideas down on paper in roughly the format that the writer intends.
3. Revising: Correcting any major errors and improving the writing form and content.
4. Editing and proofreading: Polishing the writing, fixing errors in grammar, spelling and mechanisms.
5. Publishing and presenting: Sharing the writing.

### C. Types of Writing

Writing is so much more than spelling and punctuation. It is a process and a process always takes time. Writing allows repeated reading and analysis, and promotes the use of careful organisation<sup>12</sup>. Units of discourse (sentences, paragraphs) are usually easy to identify through punctuation and layout. That is why teachers and students is expected to write with eloquence, conventional spelling and grammar, appropriate voice, and clarity, without knowing the knowledge about stages which should be involved in order to be a good writer.

According to Knnap and Watkins stated that genre is an organising concept for our cultural practices or it can be said that any field of genres constitutes a network of contrasts according to a variety of parameters<sup>13</sup>. Genre are classified according to their social purpose and identified according to stages they moved through to attain their purposes. there are many kinds of genre namely. They are:

#### 1) Spoof

Social function : to retell an event with humorous twist

Generic structure : orientation, events, twist

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<sup>12</sup> Medwell et al 2009. Primary English Teaching Theory and Practice Fourth edition (USA, Learning Matters Ltd) p.14

<sup>13</sup> Knapp, Peter and Watkins Megan 2005. Genre, Text, Grammar. (Australia. University of New South Wales Press Ltd)

Lexicogrammar features : use of material process, circumstances of time and place, use the past tense, and focus on individual participant

## 2) Reports

Social function : to describe the way things are, with reference to a range of natural, man-made, and social phenomenon in our environment

Generic structure : general classification and description

Lexicogrammar features : use general nouns, use relating verbs, simple past tense, behavioral verbs and use technical terms

## 3) Analytical Exposition

Social function : to persuade the readers or listener that something is the case

Generic structure : a thesis, argument, and reiteration conclusion

Lexicogrammar features : focus on generic human and non human participant, relational process and use simple present tense

## 4) News Item

Social function : to inform readers, listeners or viewers about events of the day which considered newsworthy or important?

Generic structure : newsworthy events, background events and sources

Lexicogrammar features : focus on telegraphic information, material process and circumstances

5) Anecdote

Social function : to share with others an account for an unusual or amusing incident

Generic structure : abstracts, orientation, crisis, reaction, and coda

Lexicogrammar features : use exclamation, rhetorical question and material process

6) Narrative

Social function : to amuse, entertain and to deal with actual or vicarious experience in different ways, it deals with problematic events which lead to a crisis of turning points of some kinds, which in turn finds a resolution

Generic structure : orientation, complication and resolution

lexicogrammar features : focus on specific and individual participant, use material process, relational process, verbal process and mental process, simple past tense and use temporal conjunction and time connective

7) Procedure

Social function : to describe how something is accomplished through a sequence of action steps

Generic structure : goals, materials and steps

Lexicogrammar features : focus on generalized of human agents, use simple present tense in imperative form and use material process

#### 8) Description

Social function : to describe a particular person, place or things

Generic structure : identification and description

Lexicogrammar features: focus on specific participants, use identifying process, use classifiers in nominal groups and present tense

#### 9) Hortatory Exposition

Social function : to persuade the reader or listener that something should or should not be the case

Generic features : thesis, argument and recommendation

Lexicogrammar features : focus on generic human and non human participants, use mental process, material process and relational process and simple present tense.

#### 10) Explanation

Social function : to explain the process involved in the formation or working of natural or sociocultural phenomenon

Generic Structure : a general statement and sequenced explanation

Lexicogrammar features : focus on generic human and non human participants, use material and mental process, simple present tense and passive voice

#### 11) Discussion

Social function : to present two points of view about an issue

Generic structure : issue, argument and conclusion

Lexicogrammar features : focus on generic human and non human participants, use material, mental and relational process, comparative and contrastive conjunction

#### 12) Reviews

Social function : to critique art of work or event for a public audience

Generic structure : orientation, interpretative recount, evaluation and evaluation summation

Lexicogrammar features : focus on particular participants, use metaphoric language and use direct expression of opinion

### **D. Descriptive Text**

Description/Descriptive is a description of an object, both living things and dead things, including human and animals. Descriptive texts represent static situations: they describe conditions, draw pictures or portraits, portray social milieus, or categorize natural and social phenomena<sup>14</sup>. Description is also found in

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<sup>14</sup> Kindt, Tom and Hans-Harald Müller 2003. What Is Narratology? Questions and Answers Regarding the status of a Theory. (Berlin Walter de Gruyter GmbH & Co) p.28

texts which represent more than one state of affairs if those states of affairs lack the double bond of similarity and contrast or are not connected to a single identical agent or element of setting.

As stated by Blakesley and Jeffrey stated writers use description to help readers see, hear, taste, smell, and feel the particulars of a scene or subject. It way evoke moods such as happiness, loneliness or fear<sup>15</sup>.

There are three kinds of descriptive paragraph, they are:

**1) Description of person**

If we want to describe a person, the first thing that we do is to recognize his/her individual characteristics. The need to describe a people occurs fairly in areas of physical attribute (hair, eye, etc), emotional (warm, nervous, etc) moral attributes (greedy, trustworthy) and intellectual (clever, perception, etc).

**2) Description of place**

As with people, there is commonly occurring need to describe place such as feature town, district, or area like a garden park. The way to describe a place is by presenting someone concrete example; such as a home, a school, and soon. Further, it is essential to describe the size and agreement of the space involved.

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<sup>15</sup> Blakesley, David and Jeffrey L.Hoogeveen 2012. writing a manual for the digital age, brief. Australia. Cengage Learning. p.28



### 3) Description of Object

The best way to describe an object accurately is by providing the physical characteristics an object as the colors, the forms, the shape, and soon.

Therefore, it will be easy to describe all the picture of the object.

Descriptive have some characteristics as follows:

- a. Social Function: To give descriptions of characteristics or conditions of an object, both human and things, by using adjectives or attributes.
- b. Writing Focus: Descriptions of qualities, conditions, characters of an object.
- c. Grammatical Patterns :
  1. Using sentences with simple present tense or past tense.
  2. Using predicates 'be' or 'has/have', or linking verbs, such as: look, seem, sound, taste.
  3. Using adjectives to describe qualities or conditions of an object.

d. Generic Structures :

Text Elements	Example
Identifications	Sewu waterfall is one of the most interesting places of interest in Karanganyer.
Description	It is located far from central city. It is about 30 kilometers east of Solo. It has <b>cool</b> weather most of the time, and <b>fresh</b> air, the water falls for more than 30 meters down to a <b>small</b> lake, and then the water flows to the <b>small</b> river. There are many <b>funny</b> and <b>tame</b> monkeys above the trees of the left and right sidewalk down to the lake. The falling water looks <b>fantastic</b> , and with the <b>hard</b> blow of the wind around the lake, the beauty of the nature is enhanced.

### **E. Media in Language Teaching**

In teaching learning process especially language teaching, media is very important thing. It caused that media can give the studying experiences concrete and memorable. Media teaching refers to the use of all available media, which helps teachers and students, teachers and teaching materials, students and students to exchange information and makes the teachers interact actively with their students in the teaching process, and thus improve together<sup>16</sup>. There are many varieties of media that can be used for teacher to teach language foreigner. In general, they can be into three groups: audio, visual, and audio + visual.

#### – Audio

Audio media can make several unique contributions to the teaching-learning process : self study for non readers, realistic foreign language practice, stories to stimulate the imagination, and music for physical activity, to name a few.

For example : phonograph discs

audio tapes/cassettes

radio

#### - Visual

In teaching and learning, the visual is a learning style where the learner better understands and retains information when ideas, words and concepts are associated with images. So many research told that the majority of students in a regular classroom need to see information in order to learn it.

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<sup>16</sup> Zhong, Shaobo 2013. Proceedings of the 2012 International Conference on Cybernetics and Informatics. (China. Springer) p.232

For example: flat material (pictures, poster, flash cards, maps, charts, cardboard figures) three dimensional materials (puppets, dolls, models, real object) projected material (filmstrips, slides, overhead projectors)

- Audio + Visual

Audio visual aids are those devices which are used in classrooms to encourage teaching learning process and make it easier and interesting.

Audio -visual aids are the best tool for making teaching effective and the best dissemination of knowledge

For example : films

television

tapes/slides

video tapes

## **F. Spatial Order**

A spatial order comes with a set of transitive words and phrases that help writers and speakers distinguish between parts of the spatial ordering of a paragraph or argument, of which include above, alongside, behind, beneath, beyond down, farther along, in back, in front, near or nearby, on top of, to the left or right of, under and up. As stated by Robert and Bruce said this framework consists of describing the parts of an object that occupies space<sup>17</sup>. Like the words first, next and finally function in a chronological organization, these spatial

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<sup>17</sup> Robert J. Garmston and Bruce M. Wellman. How to Make Presentations that Teach and Transform. (United States of America. ASD, Inc, 1992) p.91

transitions help guide a reader spatially through a paragraph, especially those used for descriptions of scene.

Mathukutty M and Pawar said in a descriptive paragraph, the sentences appear in the spatial order, that is, in the order in which different parts of an object appear to the observer<sup>18</sup>. The writer may choose to move from left to right or from right to left, from top to bottom, from the more prominent to the less prominent, from the shortest to the tallest, and so on. If, for example, when describing a house, then the writer may want to move from the front door to the lounge, from there perhaps to the dining room and the kitchen, and so on. Or the writer may start from the back of the house and move to the left or right or to the front. The order the writer choose depends on his/her objectives; the writer should, however, ensure that the order is smooth. It would be difficult for the reader to follow the writer description if she/he moved from the front door on the ground floor straight to a room on the first floor and then back to the dining hall on the ground floor.

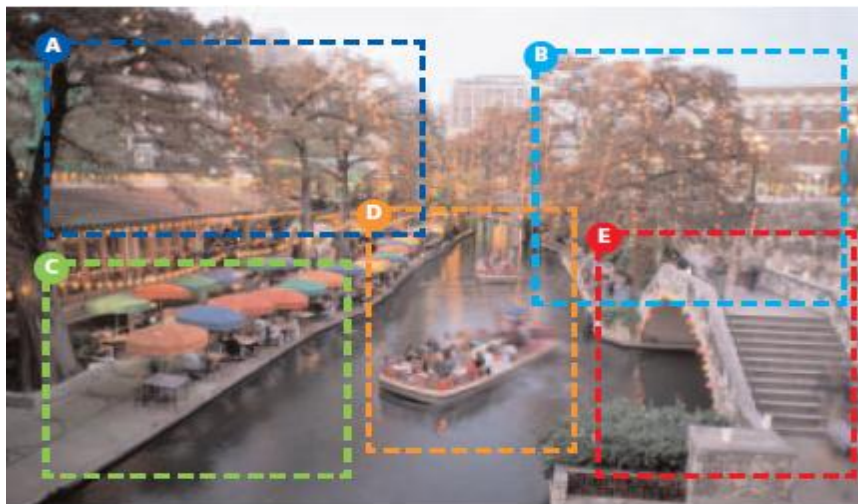
### 1. **Using Spatial Order**

An effective description creates a vivid impression through the use of sensory details. An effective description is also well organized. One clear way to organize a descriptive paragraph is to use spatial order. Spatial order, leads the reader's attention from one place to another. The movement can be in any direction from top to bottom, left to right, inside to outside, and so on. In other words, spatial order shows how the various parts of items in order by space. There are some logical patterns that can be used, namely: general to specific/specific to


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<sup>18</sup> Mathukutty M. Monippally and Badrinarayan Shankar Pawar, *Academic Writing A Guide for Management Students and Researchers* (Los Angeles, Sage Publication, 2010), p. 108


general; small to large/large to small; front to back/ back to front; and inside to outside/outside to inside. There are transitions that help the writer to make the spatial order clear. In other words, to make any pattern clear, use transition. By using transitional words and phrases, the writer is helped to organize the details within each paragraph. There are three important qualities in writing good description, namely: have a dominant impression supported by specific detail, a clearly recognizable mood and logical development. Here is some description from the using spatial order in teaching descriptive text to the students:



Question that leads the students to create spatial order in writing

	<p>A. Where is this detail in the scene? <u>Upper left bank</u></p> <p><b>What are the sensory details?</b> Sight <u>Restaurants' roof lined with lights, lights in trees.</u></p> <p>Sound <u>Laughter, conversation, music</u></p> <p>Smell _____</p> <p>Taste _____</p>
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	<p>Touch <u>Damp, chilly</u></p>
	<p>A. Where is this detail in the scene? <u>Far right bank</u></p> <p><b>What are the sensory details?</b> Sight <u>Lights on walkway and in trees along river</u></p> <p>Sound <u>Laughter, conversation, music</u></p> <p>Smell _____</p> <p>Taste _____</p> <p>Touch _____</p>
	<p>A. Where is this detail in the scene? <u>Lower left bank</u></p> <p><b>What are the sensory details?</b> Sight <u>Brightly colored umbrellas, lights next to water</u></p> <p>Sound <u>Laughter, music, conversatin</u></p> <p>Smell Food cooking such as grilled meat, onions</p> <p>Taste <u>Fajitas, margaritas</u></p> <p>Touch <u>Damp, chilly</u></p>
	<p>A. Where is this detail in the scene? <u>Middle of river</u></p> <p><b>What are the sensory details?</b> Sight <u>Dark water, two boats full of tourist</u></p> <p>Sound <u>Laughter, music, conversatin</u></p> <p>Smell <u>Dark water, wafts of food cooking</u></p> <p>Taste <u>Fajitas, margaritas</u></p>

	<p>Touch <u>Damp, chilly</u></p>
	<p>A. Where is this detail in the scene? <u>Near right bank</u></p> <p><b>What are the sensory details?</b></p> <p>Sight <u>Grey rock footbridge, landing, laights, people walking</u></p> <p>Sound <u>Laugher, music, conversatin</u></p> <p>Smell</p> <p>Taste <u>Fajitas, margaritas</u></p> <p>Touch <u>Rouh, hard, coolnes</u></p>

### G. Conceptual Framework

Writing is used to express human's thought and feeling through combination of words to be sentences in a form of paragraph. In fact, many students think that writing a paragraph/text is difficult. They do not know what they want to write about and how to write it. It is due to they do not know kinds of genre of the text. We know that there are some kinds of genre; one of them is a descriptive text. A descriptive text is a text that describing something such as, person, place and things. Descriptive text also has:

1. Generic Structure
  - Identification which indentifies phenomenon that will be described.
  - Description: physical appearance, expression and setting of the movie posters.
2. Grammatical feature

- Textual Language: use present tense and the cohesive of the sentences.
- Syntactical language: arrangement of the sentence in a good order.

To decrease the difficulty of learning English especially writing, the English teacher should make writing easier and more interesting. So, the teachers need to attract their students' attention. One way to attract the students' attention is by using teaching media when they are teaching in the classroom. The important one is the students' should know the kind of the genre from the text.

Spatial order are a kind of visual media and non-projected media which can be seen and touched by the students. By using Spatial order, it is easy for the teachers to transfer the information to the students and do not need to spend much time and much money to prepare them because they are easy to find. Learning with visual media especially Spatial order can give good result of learning because the students feel easy to remember, recognize, and relate the concept of something. By seeing Spatial order, the students can imagine what they will write. They can write based on picture because it give the instructions of doing or making something. So the use of Spatial order will help the students to write descriptive text and it also help teacher to teach writing.

## **H. Previous Research**

In this research, the researcher found some of the study which has the same characteristic. According to this study, the researcher is able to find some ways how to conducted the study in the line. Some of the reference study can be seen in the following order:



The first is from Hando 2015. His research study was entitled Teaching Writing by Using Spatial Order Technique at the Tenth Grade of SMK Ki Hajar Dewantara Slahung. In this study, the researcher found that some students' of SMK Ki Hajar Dewantoro Slahung Ponorogo have difficulties in learning writing, especially in making the sentence or paragraph. The problems cause of the lack of vocabularies and the students do not have strong motivation in learning. The research are to know how the implementation of Spatial Order Technique improve students' ability in writing descriptive text. From the result of the test, the researcher concluded that Spatial Order Technique success to improve students' writing skill.

The second one is from Dewi 2014. Hers research study was entitled Teaching descriptive paragraph writing By using direct method to the eighth grade students of SMP PGRI 9 Denpasar. In this study, she used spatial order to find out the finding of the study. The finding showed that in each cycle was clearly showed the significant improvement of subjects' ability in writing descriptive paragraph in which it improved from low level to very good. Furthermore, the research also showed the positive changing behavior concerning the method applied in improving subjects' writing skill by using direct method. To sum up, the present classroom action study proved that direct method could improve writing descriptive paragraph ability of the eighth grade students of SMP PGRI 9 Denpasar

## CHAPTER III

### THE RESEARCH METHOD

#### A. Research Design

This research will be conducted by applying classroom action research. Classroom action research is designed to help a teacher find out what is happening in his or her own classroom, and to use that information to take action for future improvement. In addition, Action research is the name given to a series of procedures teachers can engage in, either because they wish to improve aspects of their teaching, because they wish to evaluate the success and/or appropriacy of certain activities and procedures.<sup>1</sup> It means that a classroom action research is a research designed in education field which is conducted in a classroom to improve the teaching and learning quality. Classroom action research is applied to see improvement as a certain number of cycles. If the research does not get a significant result yet, it will apply more cycles and giving treatment in teaching and learning process still the significant result is got. Since it was a short period of research time, this study applied two cycles by implementing the four steps; Planning, Action, Observation and Reflection.

Ernerst states:<sup>2</sup>

"Action research is a collaborative approach to inquiry or investigation that provides people with the means to take systemic action to resolve specific problems. Action research is not a panacea for all ills and does not resolve all problems but provides a means for people to get a handle

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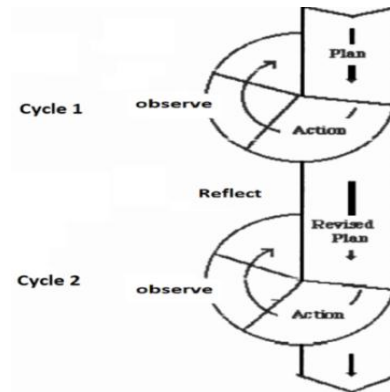
<sup>1</sup> Jeremy Harmer, *the practice of English language teaching* (Ney York: Longman Inc, 2001), p 344-346

<sup>2</sup> Ernest T. Stringer, *Integrating Teaching, Learning, and Action Research* (America, Sage Publication ,2007), p. 8

on their situations and formulate effective solutions to problems they face in their public and professional lives."

In a classroom action research, teacher can work out by observing and analyzing the problems found in the class, so that they can find the best solutions to solve the problem and improve the quality of teaching and learning. Classroom action research is applied to see improvement as a certain number of cycles. If the research does not get a significant result yet, it will apply more cycles and giving treatment in teaching and learning process till the significant result is got.

It can be concluded that action research can give educators opportunities to reflect on and assess their teaching ability; to discover new ideas, methods, and materials in teaching and learning process; to assess how effective the new approaches are; and to make the team's curriculums, instructions, and assessment plans. The researcher will do his research in the classroom by simultaneously direct observing the classroom which is analyzed will be entered by the researcher to observe. Naturally, CAR is applied to see the improvement at a certain number of cycles, if the research will not get a significant result yet, the research will still apply more cycles and giving treatment in teaching and learning process till the significant result got. Since it was short period of research time, this study applied two cycles by implementing the four steps, planning, action, observation and reflection is shown in the following:



## 1. Planning

Planning comprises having an overall plan and a decision regarding what the first step to take is.<sup>3</sup> Planning is arrangement for doing something, considered in advance. It is purposed for the teacher as a handbook which is used in classroom to show and curriculum. Planning is the suitable curriculum and scenario of teaching writing before entering and giving the material into writing class.

## 2. Action

Action involves taking that first step, and fact finding involves evaluating the first step, seeing what was learned and creating the basis for correcting the next step.<sup>4</sup> Action is the process of doing things. It is the implementation of planning. The researcher should be flexible and welcome to the changing situation in school. Thus, the action should be dynamic, need immediately decision for what will be done, and completed simple evaluation. Doing and

<sup>3</sup> David Coghlan and Teresa Brannick, *Doing Action Research in your own Organization* (New Delhi: Sage Publication, 2005), p.21

<sup>4</sup> David Coghlan and Teresa Brannick, *Doing Action Research in your own Organization.....p ,21*

using spatial order in class in order to indicate how far this media can improve students' writing achievement.

### **3. Observation**

The observational technique can be more time consuming than using other data collection methods.<sup>5</sup> Observation is purposed to find out information of action, such as the students' attitudes even the obstacles that happen. Thus it is collected as the data which are used as a basis of reflection. So, the observation should be done carefully. During the writing class runs, the researcher always observed the weakness or the disadvantages of the spatial order s which applied in the classroom.

### **4. Reflection**

Reflection, here is a feedback process from the action which has been done before. Reflection is used to help the teacher make decision. Reflection is used to create depth of knowledge and meaning, both for self and for those practised upon. Running alongside the use of reflection is the prevalent use of action research, which some see as a way of approaching the study of human beings from a philosophical perspective, in which sharing takes place within mutually supportive environments.<sup>6</sup> The researcher also reflect the result or the achievement that students get from each writing class by the time and giving the feedback to put the students opinion.

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<sup>5</sup> Daniel R. Tomal, *Action Research for Educators* (America: The scarecrow Press, Inc, 2003), p. 28

<sup>6</sup> Paul McIntosh, *Creative and Visual Methods to Facilitate Reflection and Learning* (New York:Routledge, 2010), p. 01

## **B. Place of the Research**

The action research will be conducted in MAN 2 Langsa, this location is nearby territory of Langsa. The reasons for choosing this school as the location of the research because the location was easy to research for collecting data.

The population of this research was the eleventh grade students of MAN 2 Langsa. There were several classes and each class consist of 30 students. The researcher selected one class from several parallel classes as sample by using lottery technique. It was also can be said from several parallel classes, one class was randomly selected. It was because the limitation of time and each of classes consisted of same students' qualification.

## **C. Data Source**

In this study, the writer gets the materials from many books and looks for in the internet. The sources of the data refer to the subject form which the data are obtained. They are considered as the materials of the research because this research is literary study, the researcher uses documentation method that is taken from primary and secondary books. Those are:

### **a. Primary data sources**

It is a source of data related to the object of the research. The primary data will used by Scarry by using spatial order

### **b. Secondary data source**

The secondary source is taken from other literatures related to the data taken from observation in the classroom and add to the other theory of literature. the researcher also takes sources from internet. It provides

valid and up to date information. It is hoped that it will help to support and verify facts gained from the main sources

#### **D. Data Collecting Technique**

The procedure of collecting data is performed by administrating seven meeting for two cycles where one meeting, four meetings belong to the first cycles and three others meeting belong to the second cycles. Each cycle involved planning, action, observation, and reflection. Here are the procedures of collecting a completely described. The activity and the output of cycle I and cycle II as follows:

**Table 3.1 the step activities in first cycle**

<b>STEPS</b>	<b>ACTIVITIES</b>
<b>Planning</b>	<ul style="list-style-type: none"> <li>• Preparing lesson plans</li> <li>• Preparing some text to be discussed</li> <li>• Preparing diary note and interview sheet</li> </ul>
<b>Action</b>	<p>Pre-activities</p> <ul style="list-style-type: none"> <li>• The teacher gives a model of descriptive text.</li> <li>• The teacher gave an introduction to the topic that will be discussed in time.</li> <li>• The teacher explains about the mechanism of the using spatial order.</li> </ul> <p>Task cycle</p> <p>Applying spatial order with steps as follows:</p> <ul style="list-style-type: none"> <li>• The class engages some discussion on the topic of descriptive text.</li> <li>• The teacher guiding the students to write descriptive text by using spatial order.</li> </ul> <p>Practice</p> <ul style="list-style-type: none"> <li>• Students work to reconstruct the object and the situation by using spatial order.</li> <li>• Teacher helps students to make an outline to start writing descriptive text.</li> <li>• The teacher guides the students to write descriptive</li> </ul>

	<p>text based on the elements being discussed.</p> <ul style="list-style-type: none"> <li>• The teacher asks the students to present their text and give comments.</li> </ul>
<b>Observation</b>	The researcher observe every moment, feeling, action, and certain behavior appearing during the teaching and learning process.
<b>Reflection</b>	<ul style="list-style-type: none"> <li>• The researcher together with the teacher evaluates the result of observation and students' writing.</li> <li>• The researcher together with the teacher decides the next action.</li> </ul>

The researcher conducted cycle II in three meetings; the fifth, the sixth, and the seventh meeting. It will be conducted based on the problems found in cycle I.

**Table 3.2 Procedure of Data Collection for the Second Cycle**

<b>STEPS</b>	<b>ACTIVITIES</b>
<b>Planning</b>	<ul style="list-style-type: none"> <li>• Preparing lesson plans</li> <li>• Preparing some text to be discussed</li> <li>• Preparing diary note and interview sheet</li> <li>• Preparing media needed in teaching process</li> </ul>
<b>Action</b>	<p>Pre-activities</p> <ul style="list-style-type: none"> <li>• The teacher gave an introduction to the topic that will be discussed in time.</li> <li>• The teacher explains about the mechanism of the using media poster.</li> </ul> <p>Task cycle</p> <p>Applying spatial order with steps as follows:</p> <ul style="list-style-type: none"> <li>• The class will have some discussion on the topic of descriptive text by look at the spatial order.</li> <li>• The teacher spread the spatial order to the students.</li> <li>• The teacher guiding the students to write</li> </ul>



	<p>descriptive text by using spatial order.</p> <ul style="list-style-type: none"> <li>• The teacher makes a blank identification.</li> <li>• The students are asked to fulfill the identification</li> <li>• The teacher makes a blank description (Physical Appearance, expression and setting).</li> <li>• The students are asked to fulfill the description (Physical Appearance, expression and setting).</li> </ul> <p>Practice</p> <ul style="list-style-type: none"> <li>• Students work individual to reconstruct the object and the situation by using spatial order.</li> <li>• Students with teacher help student to make an outline to start writing descriptive text.</li> </ul>
<b>Observation</b>	The researcher observe every moment, feeling, action, and certain behavior appearing during the teaching and learning process.
<b>Reflection</b>	<ul style="list-style-type: none"> <li>• The researcher together with the form teacher evaluated the result of observation and students' writing.</li> <li>• The researcher together with the form teacher made any conclusion about the researcher done.</li> <li>• The researcher stopped the research.</li> </ul>

### **E. Data Analysis Technique**

The data will be taken from the students' writing test score. The test score will be analyze the improvement of the students' writing achievement in each cycle. The components of writing test consist of generic structure (identification and description) and grammatical features (textual language and syntactically language). The result of the test will give the score refer to descriptive text generic structure and grammatical feature:

**Table 3.3 Assessments of Writing Descriptive Text**

ASSESSMENT		CRITERIA	SCORE
Generics structure	Identification	2 sentences	10
	Description :		
	• Physical appearance	6 sentences	30
	• Expression	5 sentences	25
	• Setting/situation	5 sentences	25
Grammatical Features	Use present tense		1-10
<b>Total</b>			<b>100</b>

- a) To find out the class mean score in each cycle, the following formula was applied.

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

Notes:

$\bar{X}$  : The mean of the students' score.

$\sum X$  : The total scores

$N$  : The total number of the students

- b) To categorize the number of competent students, the following formula was applied.

$$P = \frac{R}{T} \times 100\%$$

Notes:

$P$  : percentages of students getting score 70

$R$  : the member of students getting score 70

$T$  : the total number of students taking the test

## CHAPTER IV

### FINDING AND DISCUSSION

#### A. Finding

The data used in this study were quantitative and qualitative data. The quantitative data was taken from writing test and the qualitative data was taken from questionnaire sheets, and observation sheet. The data was taken from a class which consisted of 35 students. This research was done within two cycles. Every cycle consisted of the four steps of action research (planning, action, observation and reflection). The first cycle was conducted in four meetings and the second cycle was conducted in three meetings. Therefore, there were seven meeting altogether.

#### 1. Data Analysis

The researcher took three writing test score to show the improvement of students in their writing assignment. The students' score increased from the first orientation test to the last competence test.

It can be seen in the table 4.2 below:

**Table 4.1 Students' Writing Scores in Test I, Test II and Test III**

No	Students' Initial	Test I	Test II	Test III
1	AR	65	75	82
2	AHG	50	56	75
3	ART	70	75	81
4	ARZ	60	65	78
5	AS	40	60	73
6	AJD	65	70	82
7	BPS	50	65	82
8	DHP	50	70	78
9	DAS	70	80	92

10	DBK	45	65	83
11	DDK	50	60	70
12	EP	50	65	82
13	FK	68	71	88
14	GZ	45	72	78
15	HJ	50	65	76
16	HM	40	50	68
17	IN	50	70	77
18	IG	40	65	76
19	IP	45	63	75
20	JA	45	71	82
21	KI	60	72	83
22	MF	45	65	76
23	MFA	60	65	76
24	MRS	40	50	67
25	NMG	60	65	72
26	PAS	40	65	82
27	PM	55	75	87
28	RZM	55	68	75
29	RA	65	71	88
30	RMS	50	75	92
31	SR	50	70	82
32	SPS	50	62	76
33	SRI	50	70	77
34	SN	80	88	95
35	TMD	45	65	82
<b>Total (<math>\Sigma X</math>)</b>		<b>1853</b>	<b>2389</b>	<b>2788</b>
<b>Mean <math>\bar{X}</math></b>		<b>52.94</b>	<b>68.25</b>	<b>79.65</b>

The improvement of the students' score in writing descriptive text by using spatial order can be seen from the mean of the students' score in the first test up to third competence test. The mean in the third competence test was the highest one among the others tests. The score of the students' writing was calculated based on the generics structure and grammatical feature of descriptive text. The range of the scores improvement can be seen in the table:

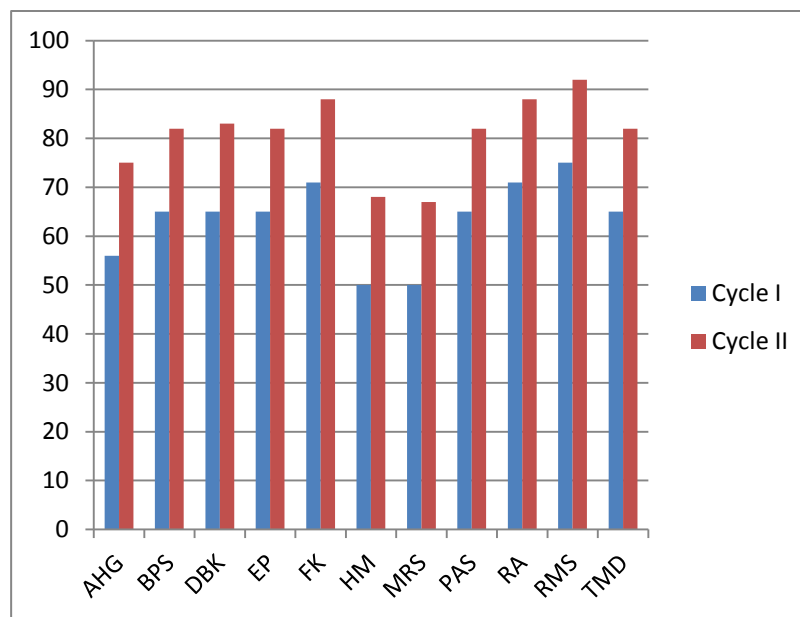
**Table 4.2 Range of Score Improvement**

No	Range of Score Improvement	Students' Initial Name	Total
1	17 – 22	AHG, BPS, DBK, EP, FK, HM, MRS, PAS, RA, RMS, TMD	11
2	11 – 16	ART, ARZ, AS, AJD, DAS, HJ, IG, IP, JA, KI, MF, MFA, PM, SR, SPS	15
3	5 – 10	AR, DHP, DDK, GZ, IN, NMG, RZM, SRI, SN	9
<b>Number of Students</b>			<b>35</b>

The improvements of student scores from cycle I to cycle II are elaborated

as bellow:

a) Students who got the improving score about 17 – 22 points:

**Figure 4.1 Students who got the improving score about 17 – 22 points**

They were active students. During the teaching learning process they did paid attention to an explanation and instruction of the teacher. Some of them got low score in cycle I, but they improved themselves by asking some question related to the instruction was given

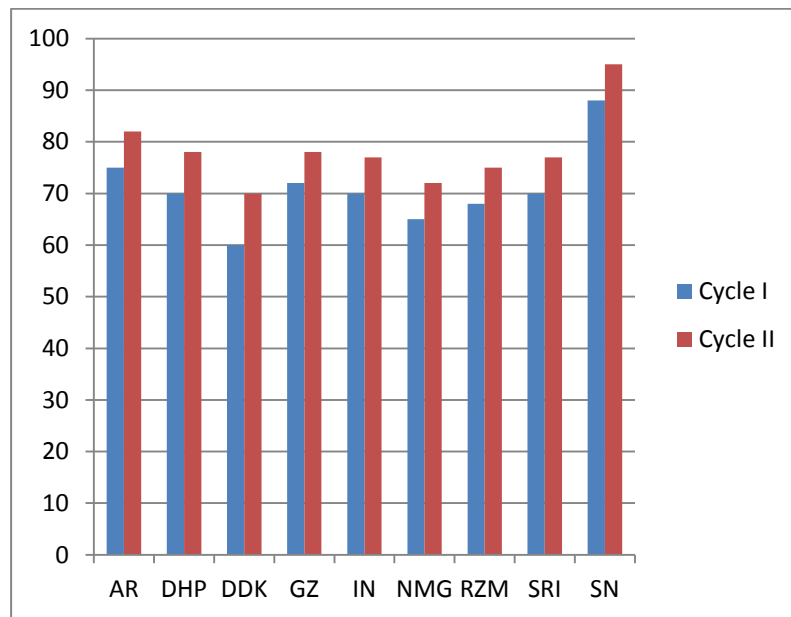
b) Students who got the improving score about 11 – 16 points:



**Figure 4.2 Students who got the improving score about 11 – 16 points**

They were serious in teaching learning process, but they lost some instruction that was given. Then they become more active in the class while their score improved better and better.

c) Students who got the improving score about 5 – 10 points:



**Figure 4.3 Students who got the improving score about 5 – 10 points**

These students could improve their score even though they were not active as the other students. In this range, they got the least improvement due to their less willingness to write as the instruction given.

There were some differences between the lowest score and the highest score of the students' writing each test. The improvement can be seen as follows:

**Table 4.3 the Comparison of Students' Writing Score**

No	Types of Score	Test I	Test II	Test III
		Meeting – 2	Meeting – 4	Meeting – 7
1	The Lowest Score	40	50	67
2	The Highest Score	80	88	95
3	Number of students	35	35	35

From the data above, we can conclude that the students' score keeps improving from the first test to the third test. Those scores showed the improvement of students' achievement in writing descriptive text.

To know the improvement of the score in writing descriptive text by using spatial order also can be seen from the mean of the score of each cycle through this formula:

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

Notes:

$\bar{X}$  : The mean of the students' score.

$\sum X$  : The total scores

$N$  : The total number of the students

In the first test, total score of the students was 1853 and the number of the students was 35, so the mean of the students' score was:



$$\bar{X} = \frac{1853}{35} = 52.94$$

In the second test in the first cycle, the total score of the students was 2389 and the number of the students was 35, so the mean of the students' score was:

$$\bar{X} = \frac{2389}{35} = 68.25$$

In the third test in the second cycle, the total score of the students was 2791, and the number of the students was 35, so the mean of the students score was:

$$\bar{X} = \frac{2791}{35} = 79.74$$

So the improvement of students mean score after being showed spatial order in studying the descriptive writing can be seen in the table below:

**Table 4.4 the Improvement of Mean Score of Students' Writing**

No	Test	Meeting	Total Score	Mean
1	Test I (In the middle of cycle I)	2	1853	52.94
2	Test II (In Cycle I)	4	2389	68.25
3	Test III (In Cycle II)	7	2791	79.74

From the table, the conclusion was the students' mean score improved even though they got different improvement,

To categorize the number of competent students, the following formula was applied:

$$P = \frac{R}{T} \times 100\%$$

Notes:

$P$  : Percentage of students getting score 70

$R$  : the member of students getting score 70

$T$  : the total number of students taking the test

The percentage of the competent students in the middle of cycle I:

$$P_1 = \frac{3}{35} \times 100\% = 8.75\%$$

The percentage of the competent students in cycle I:

$$P_2 = \frac{16}{35} \times 100\% = 45.71\%$$

The percentage of the competent students in cycle II:

$$P_3 = \frac{33}{35} \times 100\% = 94.28\%$$

**Table 4.5 The Percentage of Student's Writing Score**

No	Test	Students who Got Score up to 70	Percentage
1	Test I (In the middle of cycle I)	3	8.57 %
2	Test II (In Cycle I)	16	45.71 %
3	Test III (In Cycle II)	33	94.28 %

There were only three students got up to 70 in the first test. The percentage of students' writing score after using spatial order as media in teaching descriptive text was increased. It can be seen in the end of the end of first cycle (test II). The number of students got up to 70 points was 45.71%. Then in the end of the cycle II (test III), the number of students got up to 70 points was 94.28%. The data showed that spatial order could help students to improve their achievement in writing descriptive text.

## **2. Observation Sheet**

The qualitative data were taken observation sheets and questionnaire sheets that gained within two cycles. The observation sheets were analyzed to investigate the situation and the problems found during the teaching and learning process during teaching learning process in writing descriptive text by using spatial order. The observation sheet was filled together by the collaborator. During the research from the first meeting until the last meeting, the students more and more gave good attention and good response to the teacher when the teaching learning process was done. They also responded to the teacher by giving questions when the teacher gave them chance to ask. It caused the teaching-learning process become more active and their score were improved from each meeting even though there were some students did not fully pay their attention in the learning process. From the observation sheet, it can be concluded that using spatial order had helped the teacher to create good atmosphere in teaching-learning process and also can increase students' motivation to write descriptive text.

## **3. Questionnaire Sheet**

Then there was questionnaire sheet spread in the last meeting. The questionnaire sheet used to know students' opinion about English subject, descriptive writing. The researcher also asked the student to give the reason on each question. After calculating the score in the questionnaire sheets with the criteria; strongly agree (3), agree (2) and disagree (1), it was found that

- 95.13% students agree and

- 4.87% students disagree that spatial order can improve their ability to write descriptive text.

Based on their reasons, most of them agree that they spatial order gave them the picture of something to be written, they got the idea easily and got more spirit in writing descriptive text. They were interested and enjoyable in writing descriptive text by using spatial order.

#### **4. The Research Phase**

Cycle I was done in four meetings. It was started with the introducing the descriptive text (generic structure and grammatical approach). In the middle of cycle I or in the second meeting the test was given. In the end of cycle I the test also gave to know the improvement of the students' achievement in writing descriptive by using spatial order.

In planning, the concepts of the four meetings were arranged. The researcher prepared the teaching material. Then, it was necessary to arrange the steps of explaining the material. The students were taught how to write descriptive text by analyzing the spatial order. They also were taught the component in descriptive texts as generic structure and grammatical features. After that the students were asked to write descriptive texts by using spatial order that the researcher already showed in power point.

The students writing test were taken in each meeting but the researcher the score had been taken from the second meeting and the fourth meeting (as the end of cycle I) after the action that had been done, it would be reflected and evaluated. The score of the students would be analyzed. The result observation of this cycle I was done collaboratively by the researcher and the observer. When

the teaching learning processes run they gave their attentions. Some of the students were still shy to ask question to the teacher when they faced some problems.

The result also showed there were some students still made a noise and cheated to their friend when the test was given. Over all, students were directly involved in writing process. The reflection was done to recover the problem happened in cycle I. There were taken two writing score (in the second meeting and the fourth meeting). From the result of the analysis, the scores in the fourth showed improvement in students writing, but there were still some students who got less than 70 points. The students were asked about their difficulties and problems during the each meeting in cycle I. Then the researcher gained the information from test result and the student attitudes. Observation sheets also used to evaluate the first cycle. From the data, the researcher would use cycle II to get better result.

Based on the reflection of the cycle I, it was needed to apply cycle II in this research. In order to get the better result than the previous one, it was necessary to conduct cycle II. It was done in three meetings. The researcher still focused the similar goal in the cycle I. the researcher prepared lesson plans, some spatial order to be discussed, prepared materials needed in teaching process. The students were given more detail explanation about how to conducted the spatial order to help them in writing descriptive text.

At the end of cycle II, the test was also given. The researcher give the blank component of the spatial order being discuss, so the students had to fill the blank with their own words. In this second action the researcher guided the students to

write descriptive text by using spatial order. In the learning process the researcher made a blank identification of one location. The students are asked to fulfill the task. The researcher made a blank description. The students are asked to fulfill the picture given. In the end of cycle II, the students were asked to create a descriptive text writing individually. Students worked individually to reconstruct the object and the all components that had been discussed by using spatial order that was showed in the power point.

In this second observation, it was found that the students were more enthusiastic, serious, and focus when they were writing. They felt it was interesting to write descriptive writing using spatial order , it helped them to develop their creativity, idea and imagination. The researcher gave good response to all questions and manages the time effectively. The situation was better than in the cycle I. When the cycle II had been done, the researcher asked the student to give some comments about the whole meetings. The researcher also conducted the test. It was found that the scores of each students better and better. It could be conclude that the teaching learning process in which using spatial order could rim well.

The questionnaire sheets were also given at the end of the meetings. The result showed that they were enjoyable in teaching learning process. Spatial order helped them to explore their ideas to write. Based on the reflection above, it was no needed to do cycle III. The cycle of the research was stopped in the cycle II because the goal of the research had been completed.

## **B. Discussion**

In the first cycle (second meeting), the researcher gave the test. It was found out that students' achievement in writing was still low. They were still confused about what to in their paper. They were also bad in grammar and in arranging sentences. After the researcher had given more explanation, and told them about some potential things to describe in spatial order , they started to try to explore their ideas in writing. Their understanding and creativity increased and as the result their score were better and better.

The mean of the first test was 52.94. It was low, because they got difficulties to explore their idea. After the explanations about the generic structure and the grammatical feature at descriptive text and after analyzing the spatial order given, they could explore their idea and gained more self confidence to write more sentences. After cycle I was completed, the mean score was 68.25. There were sixteen students (45.71 %) who got score 70 and above. The researcher wanted to improve students' score, so the cycle II was conducted. In this cycle, the mean score was 79.74. Only two students didn't get score 70. It means that there were thirty three students (94.28%) achieved score 70 and above. It is because they were seem boring to write. However, their score from the first test to the third test were improved significantly.

The researcher also analyzed qualitative data to support this research finding and discussion. The qualitative data was taken from diary notes, observation sheets, and questionnaire sheets to know how spatial order could improve their ability in writing. Observation showed that the students gave their attention and gave good response while teaching learning process on going.

Although, in the first time they got difficult in writing because they got confused about the elements being described, they could handle it and they enjoyed the process. In the first meeting the researcher asked about the descriptive text, they answered that they had learned it but the teacher never asked them to write that genre. It was why they got difficulties in writing. Then, from the observation sheets also found that there were significant progress that was shown in every meeting, especially in second cycle the students were enthusiastic in writing descriptive text.

Last, the questionnaire sheets showed that most of students understanding about descriptive text become improve by using the spatial order. From the reason that they wrote on questionnaire sheets showed that spatial order can create their creativity because using spatial order were colorful, it can extended their idea to write, also the steps than had been given help them to write systematically . Writing descriptive by using spatial order was interesting by the reason that the use of spatial order encourages their creativity and ideas to write better. Based on the results of quantitative and qualitative data, it was found that the use of spatial order had successfully improved descriptive writing achievement.