

**IMPROVING WRITING DESCRIPTIVE TEXT BY USING NLP STRATEGY  
AT VIII GRADE OF SMPN 11 DURI**

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**Abstract:** *This research is based on the problem faced by the students such as: difficulty in understanding the generic structures of descriptive text and the difficulties in developing paragraph. The purpose of this research was to improve the students' writing skill by using Neuro Linguistics Programming (NLP) strategy at VIII grade of SMPN 11 Mandau Duri. The research design was Classroom Action Research (CAR) consisted of two cycles. The data were collected by using test, field note, observation sheet, and interview. Then, the data collected were analyzed by using scoring rubric of writing descriptive text. The result showed that students' ability in writing descriptive text could be improved. It could be seen from based score of students writing skill was 38 (failed) improve to 51 (failed) in cycle 1 to 70 (Pass) in cycle II. It was caused by some factors, those were the teacher gave motivation, created enjoyfull experience, comfortable class and used various media. In conclusion, the use of NLP strategy has many beneficial.*

**Keywords:** *Writing skill, Descriptive Text and NLP strategy.*

**Abstrak:** Penelitian ini berdasarkan masalah yang dihadapi oleh para siswa seperti: kesulitan dalam memahami retorika deskriptif teks dan kesulitan dalam mengembangkan paragraf. Tujuan dari penelitian ini adalah untuk meningkatkan keterampilan menulis siswa dengan menggunakan NLP strategi pada kelas VIII SMPN11 Mandau Duri. Penelitian ini berbentuk PTK yang terdiri dari 2 siklus. Data dikumpulkan dengan menggunakan tes, catatan lapangan, lembar observasi dan wawancara. Kemudian, data dikumpulkan dan dianalisa dengan menggunakan rubrik skor deskriptif text. NLP strategi dapat meningkatkan kemampuan menulis siswa kelas VIII SMPN 11 Mandau. Ini dapat dilihat dari nilai dasar 38 (sangat kurang) meningkat menjadi 51 (kurang) siklus pertama meningkat menjadi 70 siklus ke dua. Hal ini di sebabkan oleh beberapa faktor yaitu, guru memberikan motivasi, menciptakan kelas yang menyenangkan, nyaman dan menggunakan beberapa media. Kesimpulannya NLP strategy mempunyai banyak manfaatnya.

**Kata Kunci:**Keahlian Menulis, Deskriptif Teks, dan NLP strategi.

## 1. INTRODUCTION

Generally, there are four major skills (speaking, reading, listening and writing) in English that should be mastered. One of the four major skills is writing, which is considered to be the most difficult skill in English for Junior High School, because in writing writers explain their ideas along with correct grammar.

Writing is included in The school Based Curriculum/*KTSP* at SMPN 11 Mandau Duri. The parts of writing are descriptive text, recount text, procedure text, etc. The researcher focuses on writing descriptive text.

The researcher interviewed English Teacher at SMPN 11 Mandau Duri namely Amrizal. He said that students were difficult in learning descriptive text. They dislike writing because writing is complete and they had less in understanding the generic structure, language features and finally they had less idea in developing paragraph.

The phenomenon that happened in the classroom was when the teacher gave essay task about descriptive text almost students didn't write into paragraph they only wrote words such as : tall, fat, short hair, black hair, etc. The second problem was when the teacher asked the generic structure of descriptive text some of

students can answer but the other can't answer. Although the teacher had explain about the generic structure they were still confused and they didn't got idea yet. It can be seen from their test. The higher score were 65 but it were only two students. When the teacher explained again about descriptive text students were bored, unfocuss and some of them just talked with the others. If the teacher gave home work only some of students did it and the other did it too but they cheated their friends' home work.

Based on the phenomenon students can be help by using Neuro Linguistics Programming strategy to help student improving writing descriptive text, Neuro Linguistics Programming (NLP) strategy is a technique which explores the relationship between how we think (neuro), how we communicate verbally and non verbally (linguistics) and our patterns of behavior and emotion (program). It means that Neuro is how to think criticism, effectives and fast in writing skill by pictures. Linguistics is how to give opinion and information by verbally and non verbally. Programming is how to teach or educate the students' behavior and emotion as long as learning process.

Neuro Linguistics Programming (NLP) are proposed by Richard Bandler and John Grinder in the early 1970's in

Santa Cruz, California. In fact, the strategy is the famous at the foreign country, but in Indonesia this strategy is still something strange and many people don't know about the strategy. So that the writer is interested.

Based on the reason stated above, the researcher took a title of this research "Improving Writing Descriptive Text Through Neuro Linguistics Programming (NLP) at SMPN 11 Mandau Duri."

## **2. REVIEW OF RELATED LITERATURE.**

Writing is one of skills in English. It is one of the most important aspects that should be mastered by the student. Writing is process of creating an idea or opinion of someone in the form of a collection of letters that structured and clear meaning. The student have to know how to step's writing and role of writing such as to understand grammar and structure, to memorize alot of vocabulary and spelling.

According to Hyland (2004:4) stated that writing like a dancing, allows for creativity and the unexpected, established patterns often from the basis of anyvariations. It means that writing is an art to expression our feeling and creativities idea by letters. But the students have to know how to realisation it by their own writing. There are some

roles of the teacher when students are asked to write.

According to Nation (2009:44) in his book teaching ESL/EFL Reading and Writing stated, that writing is an activity that can usefully be prepared for by work in the other skill of listening, speaking and reading. This preparation can make it impossible for words that have been used receptively to come to productive use.

According to Brown (2007:391) states that writing is often considered as the most difficult and boring activity among the four language skills in English. Acquiring writing skill needs a lot of practice, and to produce a piece of essay needs long process hence the appropriate method of teaching and learning is very important to help students to be skillful in writing. This is because the process of writing requires a set of competencies.

### **2.1 Descriptive Text**

Writing descriptive text is: imagine and describe focus one object in detaily by using interesting sentences. In this activity the student could be able to analize and to imagine the real object. Because the students are still Junior High School at seven grade therefore, the teacher should give only the real object and simple such as their teacher, parents, friends, school, clothes, fruits, vegetables and etc. If the teacher gives not real object

or more complicate such as good view at the mountain, lake, beach, sea, or etc they find difficult.

### **2.1.1 Definition of Descriptive Text**

According to Bachtiar and Cicik in Hami (2011:16) states that descriptive text is a text, which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place or a thing.

According to Oshima and Hogue in Yulia (2014:30) states that descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and/ or sounds. In addition, a good description is like a “word picture”, the reader can imagine the object, place, or person in his or her mind. A writer of a good description is like an artist who paints a picture that can be “seen” clearly in the mind of the reader.

### **2.1.2 Generic Structure of Descriptive Text**

The generic structure of descriptive text into two parts :

1. Introduction is the part of paragraph that introduces the character.
2. Description is the part of paragraph that describe the character.

This indicates that a descriptive text has two elements to identify phenomenon

(identification) and another one (description) to portray parts, qualities, or characteristics. In terms of significant lexico grammatical features, the text focuses on specific participants, contains attribute and identifying process, comprises epithets and classifiers in nominal groups as well as uses simple present tense.

### **2.1.3 Grammatical Feature of Descriptive Text use.**

1. Focus on Specific Participants, e.g. my car, my house
2. Detailed Noun Phrase to give information about subject; She has a white skin.
3. Some Adjectives (describing, numbering, classifying), e.g.
4. Use of simple present tense.

In teaching writing, a teacher should make writing more interesting to students because they are easier to get bored in writing subject like what researcher states before. According to walter in Ibrahim (2013 : 8) the processes involved in this writing approach as follows :

#### **1. Pre – writing**

Its experiences help students to tap into background knowledge and experiences and develop the need desire to write. Prewriting activities involve students in collecting resource pool of

possible writing ideas, vocabulary, and language structures.

## 2. Drafting

Students can join jot down their thoughts using scribbles, drawings, letters, or more conventional writings.

## 3. Sharing and responding to writing

Students share their writing with a partner, group, or teacher.

## 4. Revising writing

Students incorporate feedback from responses and make correction, additions, or deletion to their writing.

In teaching writing in descriptive text, there are some ideas from syafi'i in Ibrahim (2007:18) states that to arrange the sentences and details according to where the objects being described are located. Kane (2000) states that description deals with perceptions most commonly visual perception. Its central problem is to arrange what we see into a significant pattern.

## 1. Neuro Linguistics in Writing

NLP (Neuro-Linguistic Programming) began in the early 1970's in Santa Cruz, California. Richard Bandler, a psychology student, and John Grinder, an Assistant Professor of Linguistics, began to study the successful therapists and communicators Fritz Perls, Virginia Satir, and Milton Erickson to determine what made their strategies work

so that it would be possible to teach these strategies to others.

Neuro Linguistics Programming according to Collingwood (2001) is a strategy which explores the relationship between how we think (neuro), how we communicate verbally and non verbally (linguistics) and our patterns of behavior and emotion (program). Pratiwi (2013:703) states that by using this strategy, students can elaborate and develop their ability in writing a descriptive paragraph.

This method can be applied in teaching descriptive text. The teacher gives instruction and step or procedures before teaching. The teacher asks a student as a model in front of class. She or He is chosen who has good an achievement in English subject especially good in writing. She or He as a model to give motivation to others especially the student who is lazy and always fail in English subject. Then The teacher asks them to imagine their interested personal. For example: animals, their fathers, mothers, teachers, actors or actress. Before realizing in writing descriptive text the teacher should prepare vocabulary stocks. After the student could imagine their interested person, they must chose the right vocabulary to build a simple sentence. After that the teacher teaches them how to write sentences with good

grammar and structure. In fact to teach grammar and structure the teacher takes a long time because almost a half of student lack of grammar and structure. The teacher gives explanation must applied fun strategy. For example write the sentences using colourful marker, or write using interesting picture. But we could ask some students to help us to draw some pictures. The teacher must mix some methods because Neuro Linguistics Programming is using arts, models, art in imagine or art in writing.

Neuro-linguistic programming  
Revell and Norman in Sarosdy (2006:32)  
Some people are better at some things than others—better at analyzing or at remembering faces than others. This fact would indicate that there are differences in the ways individual brains work. It also suggests that people respond differently to the same stimuli. There are two well-known theories which teachers have attempted to use for the benefit of their learners. One of them is Neuro-linguistic programming. According to this we use a number of “primary representational systems” to experience the world. These systems are described in the acronym.

“VAKOG” which stands for:

- Visual (we look and see) – visual learners tend to prefer reading and studying charts, drawings and graphic information;

- Auditory (we hear and listen) – these learners are characterised by a preference for listening to lectures and audiotapes;

- Kinaesthetic (we feel externally, internally or through movement) – these learners are right-brain dominant, they use both hemispheres of their brains simultaneously that is why they are acquiring the structures through actions;

- Olfactory (we smell things),

- Gustatory (we taste things) – in case of the latter two nose and mouth are involved in the presentation of certain topics, it must be added that they have not been explored in language teaching so far. (Harmer 2003: 41)

Pratiwi (2013:706) states that the advantages of using Neuro Linguistics Programming (NLP) The first is that using Neuro Linguistics Programming (NLP) makes the class active and enjoy because all of students take participation in doing discussion and learning process so that they will not bored. The second Neuro Linguistics Programming can be flexible in choosing the topic. The teacher gives freedom to choose the object topic which they are consider is easy and they know to describe.

The last is that students will be able to memorize vocabulary from the procedure given because Neuro

Linguistics Program runs based on the students.

## **2.2 Review of the Related Findings**

There are researchers that have been done the research related to Neuro Linguistics Programming (NLP) method in teaching.

The first, Pratiwi (2013) conducted the research entitled “Using Neuro Linguistics Programming in writing a descriptive text in Junior High School (Class Action Research Design of Junior High School in SMPN Padang)”. On this research she found that this research : the first is that using Neuro Linguistics Programming (NLP) involves all of the students, so the class will not be bored, they are more active in the class and the students will be able to memorize vocabulary.

The Second, Feny (2014) conducted the research entitled “The application of therapy NLP (NEURO LINGUISTIC PROGRAMMING) to reduce anxiety in public speaking in front of class XI Senior High School 2 Pare”. On the research she found that the hypothesis of therapy NLP (Neuro Linguistic Programming) can reduce anxiety in public speaking class XI student of SMAN 2 Pare.

## **3. METHOD OF THE RESEARCH**

### **3.1 Type of the Research**

This research design was Classroom Action Research. According to Cresswell (2005 : 597) Classroom Action Research was systematic procedures done by teachers (or other individuals in an educational setting) to gather information about, and subsequently improve, the ways their particular educational setting operates, their teaching and their student learning. In this research the researcher was helped by collaborator. The collaborator was an English teacher at SMPN 11 Mandau Duri.

### **3.2 Participants**

The participants of the research is the students of at eight grade SMPN 11 Mandau Duri Kabupaten Bengkalis in academic year 2015 / 2016. The subject of this study is class VIII-4 They are consist of 27 person . This class is chosen because the researcher wanted to apply strategy as well as possible to improve the students’ ability in learning writing descriptive text.

### **3.3 Location**

The location of this research is SMPN 11 Mandau Duri Kabupaten Bengkalis at Harapan Baru Street Kec. Mandau.

### 3.4 Instruments

There are two ways to collect the data. The first is quantitative data and the second is qualitative data. The first, to collect the quantitative data the researcher used test to measure the students' score. The second, to collect the qualitative data the researcher used observation check list, field note and interview.

#### 1. Test

Test is one of the method to collect information from the participant. Firstly, the researcher gave students a topic about writing descriptive text and the researcher gave the paper that would be written by the students related to write writing descriptive text.

#### 2. Observation

This instrument was used to collect the qualitative data which do by collaborator. The collaborator observed the teacher's and students' activities in classroom and it needed observation checklist. Also, the researcher and collaborator discussed our finding to conduct improvement for next meeting.

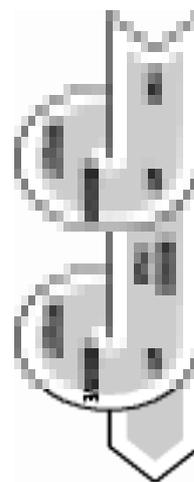
#### 3. Field note

The collaborator made field note. Field note would used as a note during teaching learning process of using guided Neuro Linguistics Programming (NLP) teaching writing descriptive text.

#### 4. Interview

Researcher has interviewed the students' in the last activity. The aims to know the students' opinion and response toward the treatment that researcher has given, using Neuro Linguistic Programming (NLP) strategy.

Procedure of The Result are : Plan, Action, Observation and Reflection



**Figure 3.1 The Procedure of The Result**

### 3.5. Technique of Collecting Data

There are two kinds data of the research where would be collected .

#### 1. Collecting Quantitative data

In collecting Quantitative data, firstly was implemented a test got the data from the writing test. The students would write down descriptive text related to the topic given by the researcher. The assessment of this test used rubric writing assessment to measure the score.

#### 2. Collecting Qualitative data

In collecting qualitative data, the researcher got it from observation, field note and interview.1. Firstly, the collaborator and the researcher together did teaching and learning process through observation sheet in each meeting to know that learning process run as well or vise versa. As the further, the collaborator also collected the data from field note which as note in each meeting. In the last, the students would be interview by asking some questions.

**Table 3.1**The Passing Score at SMPN 11 Mandau Duri

No	Category	Score range
1	Excellent	90 – 100
2	Good	70 – 89
3	Poor	< 70

#### 4.FINDINGS AND DISCUSSION

##### 4.1 Findings

There were some phases in each cycle; planning the research, doing the observation, fieldnotes, interviews and reflecting to know what was found in the various phases. The teacher and collaborator gave test at the end of cycles. Before applying the technique, teacher gave based score for students and their average score of writing score descriptive text was 38 (Very Poor). The teacher and collaborator also took fieldnote and

observation that had been done by the researcher during the research.

##### 1. The Result of Cycle I

This Classroom Action Research covered two cycles. There were four meetings in one cycle. One meeting consisted of 2 x 40 minutes. Conducting the first cycle. The research and collaborator followed the procedures of classroom action research. The procedures were planning, acting, observation and reflecting.

The teacher had took students' based score was 38 point. It did not reache the maximum compliteness score. So the reseacher would prepared students to cycle 1 through NLP strategy.

##### A. Plan

In this step, the researcher and collaborator had some activities as follows:

- a. Designed the lesson plan.
- b. Prepared the observation checklist.
- c. Prepared a topics and schedule as follow
- d. Prepared the camera to take students' activity in using NLP strategy
- e. Prepared the items for interviewing, the items were related to the students writing descriptive text.

**Table 4.1 The Schedule of the First Cycle**

Meeting	Days	Date	Topic
1	Tuesday	August, 18 <sup>th</sup> 2015	Female artist
2	Tuesday	August, 25 <sup>th</sup> 2015	Pet
3	Tuesday	Sept, 1 <sup>st</sup> 2015	Singer
4	Tuesday	Sept, 8 <sup>th</sup> 2015	Magician

**B. Actions**

For this step, it was decided in to three activities, such as pre activity, while activity and post activity. One technique the pre activity, the researcher started the class greeting, checked attendance list, explain about Neuro Linguistics Programming (NLP), gave motivation, and then conducted the topic. On the while activity, the teacher gave a simple topic to students, the teacher gave motivation sentences to guide the minds of students' emotionally and the teacher called two students as a models (who had good rank in the class) to give motivation to another that learning english is very important, the teacher gave suggest to students that they can imagine and described the topic. The teacher created fun and interesting learning condition, such as :made discussion group (the group are chosen by teacher), gave them pictures based on the topic asked them to

match sentences identification and description, guided them how to develop good paragraph then if they less vocabulary teacher gave them alot of vocabulary. Post activity, the teacher ask them to concludes lesson and teacher gave task based on thema that teacher explained before.

At the first meeting on August,18<sup>th</sup> 2015, the researcher identified some activities based on the lesson plan of Neuro Linguistics Programming (NLP)

As the written at the first field note that there were some students paid attention and another busy with their own activity. Some students had difficulty to convey their own ideas in English, the students got strategy from NLP activities showed did not noise and talked and help the students.

At the second meeting on August,25<sup>th</sup> 2015, identified that this meeting was quite better than before. Students finished the task early. Students gave answer that given by the teacher, but some students still had difficulty to write structure of sentences. Some students like to describe pet animals, but some students do not disciplined at the learning process. Some students had difficulty to develop paragraph and still confuse in grammar.

At the third meeting on September, 1<sup>th</sup> 2015. It could be seen that most of the students were interested and enthusiastic in

learning descriptive text by using NLP strategy. Students finished the assesment faster, students wrote and revise their draft individually with good cooperation, the teacher gave example of describing person in the detail text. The teacher gave motivation to motivate students spirit, teacher gave enough explanation and guidance to students in the stage writing. Teacher also gave alot of vocabulary to support students writing.

On the last meeting was on September, 8<sup>th</sup> 2015. It showed that students was interested in learning process, but some of students still got confused, students write their writing on the paper and discuss together, teacher gave good motivation sentences, the teacher reminded that they have to pay attention during learning process happen. Teacher revised learning from the first meeting to third meeting.

**C. Observations**

This steps in referring to the above actions, while learning process was done, the collaborator observed the students' and teacher's activities.

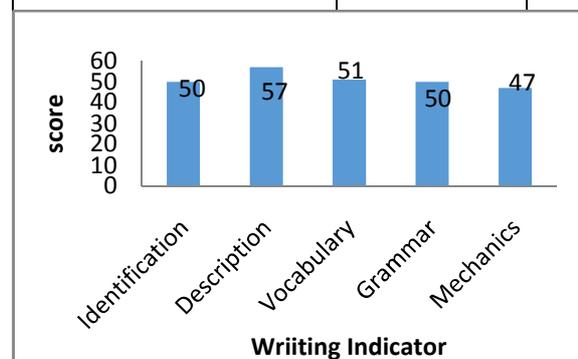
From the first observation checklist of NLP strategy it was identified that aligning state of mind, directing the best conditions for learning, inccessing anchor run well but, nested loop and future pacing was not done well.From the

second observation checklist for NLP strategy applied well in the classroom.

The third observation checklist of NLP strategy, it was known that NLP strategy was well applied in the class. This also was strenghened by field note from this meeting well application of this method result effect for them.The students writing descriptive text score in cycle 1 could be seen as follow. The fourth observation checklist for NLP strategy and teacher's activities was applied well. It could be seen that students showed a good performance during having class.

**Table 4.2 The Result of WritingDescriptive Text Test for Cycle 1**

No	Writing Indicator	Score Average
1.	Identification	50
2.	Description	57
3.	Vocabulary	51
4.	Grammar	50
5.	Mechanics	47
<b>Mean</b>		<b>51</b>
<b>Rating Quality</b>		<b>Failed</b>



**Diagram 4. 1 Students' Writing Score in Cycle I**

Based on the table and Diagram 4.1 above in the test 1 cycle 1. It can be described that:

The students' writing skill of descriptive text ability in using identification was 50 (failed). It means that the students writing descriptive text identification was not clear or accurate.

The students' descriptive text ability in using description was 57 (failed). It means that the students were lacks logical sequencing.

The students' writing descriptive text ability in using vocabulary was 51 (Failed). It means the students writing descriptive text in using vocabulary limited range; confused use of words, idioms, word forms.

The students writing descriptive text in using grammar was 50 (Failed). It means that students writing descriptive text many errors; poor control of structure.

The students writing descriptive text ability in using mechanics was 47 (Failed). It means that the students writing descriptive text no control over spelling and punctuation.

### C. Reflection

After taught by using NLP strategy the reseacher reflected that:

In the first meeting in cycle 1, the reseacher and collaborator found some problem. Some students paid attention but

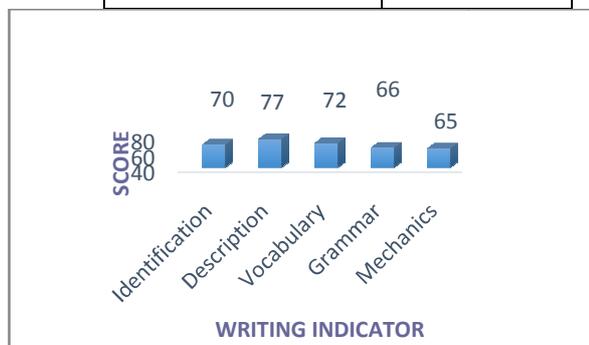
another was busy with their own activity. Some students had difficulty to convey their idea in english. The students still get confuse with technique that used by the researcher. In the second meeting in cycle 1, students were not discipline in the learning process. Students still had difficulty to write structure and grammar of sentences. In the third meeting in cycle 1, most of students were interested and enthusiastic in learning writing of descriptive text using NLP strategy. Students finished the assesment faster. In the fourth meeting, the reseacher revised the learning process in first until third meeting. Some students still got confused but the technique helped them to write descriptive text.

Because of based on cycle 1, The researcher did not satisfactory yet the researcher and collaborator repeated in the following cycle (cycle 2) with the new lesson planning, implementing or plan observing the implementation and later reflecting or evaluating the implementing to the next cycle

**Table 4.3 The Result of The Students' Score Writing of Descriptive Text for Cycle 2**

No	Indicator	Percentage
1.	Identification	70
2.	Description	77

3.	Vocabulary	72
4.	Grammar	66
5.	Mechanics	65
<b>Mean</b>		<b>70</b>
<b>Rating Quality</b>		<b>Pass</b>



**Diagram 4.2 Students' Writing Score in Cycle 2**

Based on the Table and Diagram above in the test for cycle 2. It can be described:

1. The students' ability in writing descriptive text used identification was 70 (pass) it means identification is fairly and accurately stated.
2. The students' ability in writing descriptive text used description was 77 (good), it means students were able to describe objects generally coherent.
3. The students' ability in writing descriptive text used vocabulary was 72 (good), it means that effective choice of word and use of idioms and word forms.
4. The students' ability in writing descriptive text using grammar was 66

(average), it means some errors, fair control of structure.

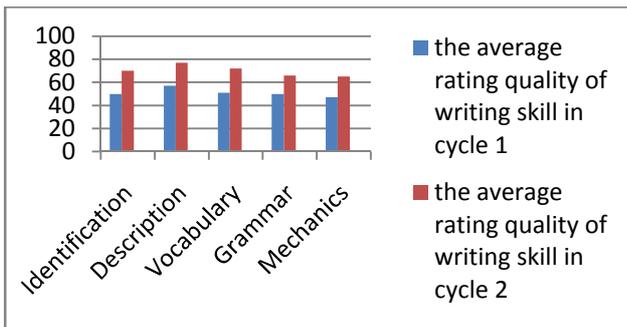
5. The students' ability in writing descriptive text using mechanics was 65 (average); it means that fair number of spelling and punctuation errors.

Based on the table and diagram above, can be known in general average the result test of the students is 70 and it had reached the minimum completeness criteria (KKM) . It is supported by collaborator at the school. Where english is seen as whole subjects, which made a general assessment standarts.

After conducting the research in 8 meeting or two cycle, the researcher could describe the factors that influenced to improvements of students writing skill of descriptive text. The researcher made the average and rating quality of students writing skill of descriptive text in each cycle.

**Table 3.5 The Students Writing Score**

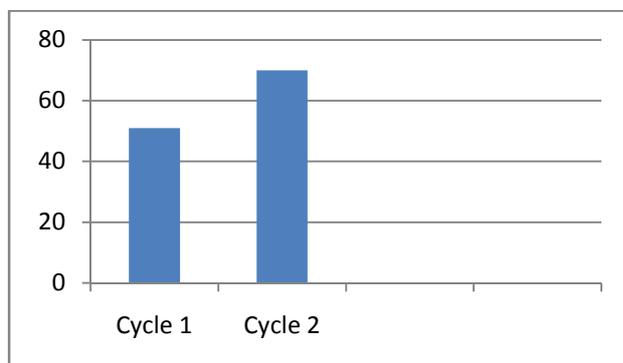
No.	Writing Component	Cycle 1	Cycle 2
1.	Identification	50	70
2.	Description	57	77
3.	Vocabulary	51	72
4.	Grammar	50	66
5.	Mechanics	47	65
	<b>Average</b>	<b>51</b>	<b>70</b>



**Diagram 4.3 The Students' Improvement**

**Table 3.6 The Result of Writing Descriptive Text in Cycle 1 and Cycle 2**

No.	Letter Writing	Average Scores	Rating Quality
1.	Cycle 1	51	Failed
2.	Cycle 2	70	Pass



**Diagram 4.4 The Average Result of Writing Descriptive Text Test in Cycle 1 and Cycle 2**

## 4.2 DISCUSSION

1. The what extent Neuro Linguistics Programming (NLP) strategy could improve the students' Writing Descriptive text.

The results of based score from students' writing skill of descriptive text was 38 (poor). The researcher conducting the first cycle. The researcher and collaborator saw that students writing skill of descriptive text was improved but still 51 (failed). Some students writing skill of descriptive text was identification is clearly and accurately stated, identification is fairly and accurately stated, identification somewhat unclear or inaccurate and identification is not clear or accurate.

Based on the diagram for cycle 2. It can be described that students' ability in writing descriptive text using grammar was 66 and using mechanics was 65, but the average score was 70 (pass) it had reached the minimum completeness criteria (KKM). We can see the weakness of writing ability on grammar and mechanics.

Finally, applying NLP strategy helped the students to write descriptive text. Beside that, NLP could increase writing skill of descriptive text but also NLP strategy made students enjoy, interested and reduced boredom.

The weakness of this strategy is students was less grammar and mechanic. Because the time was not enough to teach them. NLP strategy took time so long. Students were not guided in grammar and mechanic by their teachers at school.

They were not given extratime or private time. So, it be concluded that teaching writing by using Neuro Linguistics Programming strategy could improve students' ability writing skill in descriptive text and this strategy could be used to teach writing and effective especially writing descriptive text.

2. The Factors Influenced improve students' writing skill of descriptive text through Neuro Linguistics Programming ( NLP ) strategy at eight grade of SMPN 11 Mandau.

Based on the previous explanation, these are the factors influence improve students' writing descriptive text :

First, the teacher gave motivation to students before the lesson was started. It means the teacher gave statement that learning English was very interesting and It was not difficult.

Second, the teacher created enjoyfull experience and comfortable class, It means that the teacher were made some group discussion. If one of them was passive or just quiet silent so that the others one would help her or him to answer teacher's question. In this situation is very good to make students active in the class as long as learning process. Teacher also asked them to create a simple song with simple tones base on the topic.

Third, the teacher taught use various media such as: alot of pictures and some of clue card. This various media made them easy to understand writing descriptive text.

Fourth, the teacher explored students'neuro and linguistics. It means that the teacher prepared some pictures and showed to them how to explain and described the characteristics and appearence the objects. This strategy helped students to comprehent the object clearly. Finally, this strategy helped students to produce their writing.

## **5.CONCLUSION**

### **5.1 Conclusion**

Based on the findings, this research can be concluded that :

1. Teaching writing of descriptive text through NLP strategy can improve the students writing skill at VIII grade of SMPN 11 Mandau Duri. It can be seen from the achievement of the students score of based score was 38 (very poor) cycle 1 was 51 (failed) improve in cycle 2 was 70 (good)
2. There is a significant difference of the students' ability in writing that received instruction by Neuro Linguistics Programming (NLP) strategy

3. The factors influence of students improvement in writing descriptive text by using NLP strategy are:
  - a. The teacher give motivation to students before the lesson was started. It means the teacher give statement that learning English was very interesting and It was not difficult.
  - b. The teacher creates enjoyfull experience and comfortable class, It means that the teacher makes some group discussion.
  - c. The teacher teaches use various media such as : alot of pictures and some of clue cards. These various media make them easy to understand writing descriptive text.
  - d. The teacher explores students'neuro and linguistics. It means that the teacher prepares some pictures and shows to them how to explain and describe the characteristics and appearence the objects.
  - e. The students confidence and participation because they are able to writing descriptive text and results of these studies explain that there is an increasing throughness and student learning outcomes after application of NLP strategy. In applying the model of NLP strategy.

## **5.2 Implication**

The finding and the conclusions of this research have some implications. The implications are as follow :

1. To the reseacher herself :
  - a.It is a new instrument that hopefully can be applied for writing skill of descriptive text.
  - b.It is new finding that hopefully can be applied for writing skillespecially descriptive text
2. To teachers, it could be applied for their students as an alternative strategy.
3. To students who are learning writing descriptive text can help them to improve their writing skill of descriptive text.

## **5.3 Suggestion**

Based on the above conclusions and implications, the suggestions can be made as follows :

1. The teacher who teaches writing skill of descriptive text may apply this research finding, if she/he has the same problem with this study.
2. The teacher has to be more patient in teaching writing for learning process and gives more motivation to make students enjoy and can follow the learning process.
3. The students may apply NLP method as an aim to improve their

writing skill of descriptive text as long as they have same problem and condition with this study.

4. The teacher as a collaborator has to be more attention in teaching grammar, using punctuation, capital letter and spelling.

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