THE USE OF BIO-POEMS STRATEGY FOR IMPROVING STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXT

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ABSTRACT

The research paper is entitled "**The Use of Bio-poems Strategy for Improving Students Ability in Writing Descriptive Text"**. There are two aims of this research; those are to find out whether or not the use of bio-poems strategy is effective to improve students' ability in writing descriptive text and to know students' responses towards the use of bio-poems strategy for improving students' ability in writing descriptive text. The population of this research was the second grade students of SMP Al-Qona'ah. The number of the sample was 41 students for the experimental group and 41 students for control group. The result of the pre-test showed that the t-test value was 0.037, where t-table at p= 0.5 with D*f* = $N_1 + N_2 – 2$ = 41+41-2 = 80 at the level of significance 0.5 for two tailed was 1.990. Then the writer could observe that the t observe was lower than t-table (0.037<1.990). There was no significant difference between experimental and control group at the beginning of the study or before the treatments were given. The result of post-test showed that the t-test value was 4.480, where t-table at p=0.5 with D*f* = $N_1 + N_2 – 2$ = 41+41-2= 80 at p=0.5 of two tailed, the critical value of t was 1.990, so t-observed was higher than that t-table (4.480>1.990). It means that there was significant difference in the result between using bio-poems as a strategy to improve students' ability in writing descriptive text and conventional method. The questionnaire was only distributed to the experimental group to find out how the students' responses toward the use of bio-poems strategy. The result showed that more than half of students (54%) liked and agreed with the use of bio-poems strategy and it helped them to write descriptive text. It meant that more than half of the students gave the positive responses towards the use of bio-poems strategy.

Keywords: Bio-poems, writing, descriptive text.

ABSTRACT

Penelitian yang berjudul "Penggunaan Strategi Bio-poems untuk Meningkatkan Kemampuan Siswa dalam Menulis Teks Desckriptif". Ada dua tujuan dalam penelitian ini, diantaranya untuk mencari apakah penggunaan strategi bio-poems efektif atau tidak dalam meningkatkan kemampuan siswa dalam menulis teks deskriptif dan untuk mengetahui tanggapan siswa terhadap penggunaan strategi bio-poems untuk meningkatkan kemampuan siswa dalam menulis teks deskriptif. Populasi dalam penelitian ini adalah siswa kelas dua SMP Al-Qona'ah. Jumlah sampel yaitu 41 siswa untuk grup eksperimen dan 41 siswa untuk grup kontrol. Hasil dari pre-test menunjukkan bahwa

nilai t-test adalah 0.037, dimana t-table pada p=0.5 dengan Df= N_1 + N_2 – 2= 41+41-2= 80 pada tingkat signifikansi 0.5 untuk two-tailed 1.990. Kemudian penulis bisa melihat bahwa t-observe lebih rendah daripada t-table (0.037<1.990). Tidak ada perbedaan yang signifikan antara grup ekperimen dan grup kontrol pada awal pembelajaran atau sebelum tindakan diberikan. Hasil dari post-test menunjukkan bahwa nilai t-test adalah 4.480, dimana t-table pada p=0.5 dengan Df= N_1 + N_2 – 2= 41+41-2= 80 pada p=0.5 dari two-tailed, nilai kritis dari t adalah 1.990, jadi t-observed lebih tinggi daripada t-table (4.480>1.990. Artinya bahwa ada perbedaan yang signifikan dalam hasil antara menggunakan strategi bio-poems untuk meningkatkan kemampuan siswa dalam menulis teks deskriptif dan metode konvensional. Angket penelitian hanya dibagikan kepada grup ekesperimen saja untuk mengetahui bagaimana tanggapan siswa terhadap penggunaan strategi bio-poems. Hasilnya menunjukkan bahwa lebih dari setengah jumlah siswa (54%) suka dan setuju dengan penggunaan strategi bio-poems dan itu membantu mereka dalam menulis teks deskriptif. Itu artinya lebih dari setengah jumlah siswa memberikan tanggapan yang positif terhadap penggunaan strategi bio-poems.

Kata kunci: bio-poems, menulis, teks deskriptif

INTRODUCTION

Writing is one of English skills that must be understood by the students and must be taught to students as one of the learning activity in English class. Writing is not a skill that can be acquired by people naturally. Learning to write is more difficult than learning to speak, because it requires extent of perfection and involves thinking process extensively and consist of the rules of English writing grammatically. According to Lenneberg (1967, in Brown 2001:334), human being naturally learn to walk and to talk, but that swimming or writing are culturally specific, learned behaviours. So that writing becomes one of important thing in learning English. In learning English especially in writing the students should be able to produce many kind of text indeed descriptive text.

In writing descriptive text, students are required to have good vocabulary mastery and to generate and to organize ideas in order to be able describe something or someone clearly. But the students still confuse how to start their writing, and they do not know how to generate and organize their ideas even some of them do not have any idea.

Considering students' problem in writing, the students need some strategy to solve the students' problem in writing, especially suitable for writing descriptive text. The writer proposes to use Bio-poems as a suitable strategy in writing descriptive text in second grade of junior high school. Bio-poems is a good activity for students who have difficulty in expressing their description about something or someone in writing descriptive text.

Based on the explanation above, the writer conduct a research entitled "The Use of Bio-poems Strategy for Improving Students' Ability in Writing Descriptive Text". And the writer can formulate the research questions: is Bio-poems significantly more effective to teach writing descriptive text than the conventional

method in the second grade students of SMP Al-Qona'ah? and what are the students' responses toward using Bio-poems strategy in learning writing descriptive text?.

LITERARY REVIEW

In learning English, there are four skills that should be mastered; those are listening, reading, writing and speaking. Writing is an activity that produces something from mind become meaningful a text of the sentence. While according to Richard and Renandya (2005:303) stated "writing is the most difficult skills for second language to master of putting together string of grammatically correct sentences". Based on the statement, writing is difficult skill that a specific ability which is the students should pay attention the aspect of writing; those are content, organization, vocabulary, grammar and mechanics. In junior high school there are several types of writing which have to be taught by the teacher and have to be mastered by the students; those are narrative, recount, procedure and descriptive text.

Descriptive text is a text which describes person, place, mood, situation and etc, in words. While, Gerot and Wignell (1995:208) define "descriptive text is a kind of text which aimed to describe a particular person, place or thing". Descriptive text in this research the writer only focuses to describe person. Descriptive text has generic structure and language feature that should be mastered by the students. And the students have to write the descriptive text with regard to the generic structure and the language feature of descriptive text well. In teaching writing descriptive text to the students at junior high school, the teacher can use some teaching strategies to make their students interested in learning for example bio-poems.

Bio-poems is an excellent strategy to achieve a deeper understanding of a historical figure (Knipper and Dugan, 2006:467). And, according to Berry (2014:200) stated "Bio-poems is a formula poem that engages students in sharing what they know or have learned about a particular character, topic, place, event or concept". Based on the statement, bio-poems is poem that describe someone by using specific format which is organized in several line and in any of the lines there are several ideas that have to be included in. Bio-poems is a good activity for students who have difficulty in expressing their description about person in writing descriptive text.

RESEARCH METHODOLOGY

Research Design

This research uses a quasi-experimental design to investigate whether or not the use of bio-poems strategy can imporve students' ability in writing descriptive text. Quasi-experimental design focuses on treatment and outcomes, hence the data was taken prom pre-test and post-test. In this research design, there are two classes employed. One class is the experimental group which is applied the treatment of bio-poems in teaching and learning writing descriptive text. Another class is the control group which got the conventional method.

Population and Sample

The population of this research is the second grade students of SMP Al-Qona'ah. and the sample of this research are VIII A as the experimental group and VIII B as the control group.

The Data Analysis of Test

There are some steps to compute the data by using t-test:

- Step 1 : Calculate $\overline{X}_1$
- Step 2 : Calculate $\overline{X}_2$
- Step 3 : Calculate $\sum x_1^2$
- Step 4 : Calculate $\sum x_2^2$
- Step 5 : Calculate $(\Sigma x_1)^2$
- Step 6 : Calculate $(\Sigma x_2)^2$
- Step 7 : Obtain the member of scores in each group

  N_1 = ...

  N_2 = ...

- Step 8 : Enter the value obtained in steps 1-7 into the formula for t-test

$$t = \frac{\overline{x_1} - \overline{x_2}}{\sqrt{\left(\frac{\sum x_1^2 - \frac{(\Sigma x_1)^2}{N_1} + \sum x_2^2 - \frac{(\Sigma x_2)^2}{N_2}}{N_1 + N_2 - 2}\right) \cdot \left(\frac{1}{N1} + \frac{1}{N2}\right)}}$$

(Coolidge, 1998:144)

Where :

$\overline{X}_1$: The means of the experimental group's scores

$\overline{X}_2$: The means of the control group's scores

$\sum x_1^2$: The sum of the squares of the experimental group's scores

$\sum x_2^2$: The sum of the squares of the control group's scores

$(\Sigma x_1)^2$: The squares of the sum of the experimental group's scores

$(\Sigma x_2)^2$: The squares of the sum of the control group's scores

N_1 : The total number of scores in the experimental group

N_2 : The total number of scores in the control group

- Step 9 : Interpret the result of the computation

To answer the research question and to test the hypotheses, the result of the t-test should be interpreted. Below are the steps in interpreting the result of the t-test for independent group according to Frederic (2000:144)

1. Using formula : $N_1 + N_2 - 2$ to determine the degree freedom (df)
2. Determining what types of significance test being conducted
3. Determining the significance level (p.level) conducting the test of the null hypotheses. The conventional level is p = .05
4. Determining the critical value of p = .05 with df = $N_1 + N_2 - 2$
5. Comparing the value of the derived t (t_o) to the value of the critical t (t-table) with the following stipulations:
   a. If the value of t_o is bigger than that of the value of t-table (t_o > t-table), the null hypotheses (Ho) is rejected, and the alternative hypotheses (Ha) is accepted, stating that there is significant different in the result between the new method to the conventional method. This also means that the new method is effective.
   b. If the value of t_o is smaller than that of the value of t-table (t_o > t-table), the null hypotheses (Ho) is retain, stating that there is no significant different

in the result between the new method to the conventional method. This also means that the new method is not effective.

1. The Data Analysis of Questionnaire

The questionaire focuses to find out the students' responses toward the use of bio-poems in learning writing descriptive text. The data which is collected from the questionnaire is analyzed by using the following steps:

Step 1 : Listing the individual answer of the respondent in the table form.

Step 2 : Counting the number of respondent choosing the option 'yes' and 'no' The option 'yes' is counted 1 and the option 'no' is counted 0.

Step 3 : Making a table to draw the conclusive result of the students' answer of the questionnaire administrated with colums for frequency, percent, valid percent and cumulative percent.

Step 4 : Finding the frequency and percentage of the answer by using the following formula:

$$P = \frac{F \text{ x } 100}{N}$$

Where:
P = Percentage of respondent
F = Frequency of the answer
N = The total number of respondent

Step 5 : Making the interpretation of the result by usin percentage criterion which is aimed to make the conclusion taking easier. Below is the percentage criterion interpretation based on Sudjana (2001:129):

Table 3.2
Interpretation of Critetia

No	P%	Criterion
1.	0	None
2.	1-25	Small number of
3.	26-49	Nearly half of
4.	50	Half
5.	51-75	More than half of
6.	76-99	Almost all of
7.	100	All of

Thus, there is the formulas and the steps of the test and questionnaire of analyzing the data in this research.

RESEARCH FINDING AND DISCUSSION

Research Finding

To find out whether or not using bio-poems strategy has better result to improve students' ability in writing descriptive text than conventional method and to find out the students' responses toward the use of bio-poems strategy for improving students' ability in writing descriptive text to the second grade of SMP Al-Qona'ah, quasi-experimental design is chosen as the research method in this research.

The Data of Pre-test

The aim of the pre-test is to know the students' writing skill in descriptive text before treatment. The forms of the test are fill the blank text, rearrange the sentences and making descriptive text about person. The table below is the pre-test score of 82 students from the experimental group and the control group.

Table of the Pre-test Scores

No	Experiment Group			Control Group		
	Students	X_1	X_1^2	**Students**	X_2	X_2^2
1.	Student 1	61	3721	Student 1	55	3025
2.	Student 2	50	2500	Student 2	54	2916
3.	Student 3	56	3136	Student 3	54	2916
4.	Student 4	54	2916	Student 4	18	324
5.	Student 5	53	2809	Student 5	20	400
6.	Student 6	71	5041	Student 6	70	4900
7.	Student 7	54	2916	Student 7	42	1764
8.	Student 8	62	3844	Student 8	55	3025
9.	Student 9	56	3136	Student 9	50	2500
10.	Student 10	42	1764	Student 10	55	3025
11.	Student 11	55	3025	Student 11	44	1936
12.	Student 12	60	3600	Student 12	30	900
13.	Student 13	61	3721	Student 13	28	784
14.	Student 14	64	4096	Student 14	75	5625
15.	Student 15	66	4356	Student 15	75	5625
16.	Student 16	55	3025	Student 16	60	3600
17.	Student 17	47	2209	Student 17	60	3600
18.	Student 18	47	2209	Student 18	65	4225
19.	Student 19	46	2116	Student 19	70	4900
20.	Student 20	49	2401	Student 20	8	64
21.	Student 21	45	2025	Student 21	43	1849
22.	Student 22	61	3721	Student 22	59	3481
23.	Student 23	56	3126	Student 23	65	4225
24.	Student 24	46	2116	Student 24	53	2809
25.	Student 25	34	1156	Student 25	54	2916
26.	Student 26	58	3364	Student 26	43	1849
27.	Student 27	60	3600	Student 27	58	3364
28.	Student 28	66	4356	Student 28	58	3364
29.	Student 29	45	2025	Student 29	43	1849
30.	Student 30	35	1225	Student 30	43	1849
31.	Student 31	45	2025	Student 31	45	2025
32.	Student 32	50	2500	Student 32	45	2025
33.	Student 33	46	2116	Student 33	49	2401
34.	Student 34	46	2116	Student 34	58	3364
35.	Student 35	46	2116	Student 35	60	3600
36.	Student 36	46	2116	Student 36	58	3364
37.	Student 37	55	3025	Student 37	55	3025
38.	Student 38	48	2304	Student 38	65	4225

39.	Student 39	35	1225	Student 39	70	4900
40.	Student 40	50	2500	Student 40	62	3844
41.	Student 41	50	2500	Student 41	53	2809
Sum (∑)		**2132**	**113808**	**Sum (∑)**	**2127**	**119191**

The result of the table above shows that most of the students got low score which is below 65 for pre-test score. It was under the *KKM* (Criteria of Minimum Score) of English subject in SMP Al-Qona'ah. The total score that must be obtained by students was 100. The pre-test result of experimental group, the lowest score was 34 there was one student and the highest score was 71 there was one student. Meanwhile, the lowest score in control group was 8, there was one student and the highest score was 75 there were two students.

After getting the pre-test score, the data of pre-test was computed by using some step:

Step 1 : Calculating $\overline{X}_1$ (the mean of the score of the Experimental group)

$\overline{X}_1 = \frac{2132}{41} = 52$

Step 2 : Calculating $\overline{X}_2$ (the mean of the score of the control group)

$\overline{X}_2 = \frac{2127}{41} = 51.9$

Step 3 : Calculating $\sum \square_1^2$ (the sum of the square of the Experimental group)

$\sum \square_1^2 = 113808$

Step 4 : Calculating $\sum \square_2^2$ (the sum of the square of the control group)

$\sum \square_2^2 = 119191$

Step 5 : Calculating $(\sum x_1)^2$ (the square of the sum's score of the Experimental group)

$(\sum x_1)^2 = (2132)^2$

$= 4545424$

Step 6 : Calculating $(\sum x_2)^2$ (the square of the sum's score of the control group)

$(\sum x_2)^2 = (2127)^2$

$= 4524129$

Step 7 : Obtaining the number of score in each group

$N_1 = 41$ (the number of score in Group 1 = Experimental Group)

$N_2 = 41$ (the number of score in Group 2 = Control Group)

Step 8 : Entering the values obtained in steps 1-7 into the formula for the t-test.

$$t = \frac{\overline{\square_1} - \overline{\square_2}}{\sqrt{\left(\frac{\sum \square_1^2 - \frac{(\sum \square_1)^2}{N_1} + \sum \square_2^2 - \frac{(\sum \square_2)^2}{N_2}}{N_1 + N_2 - 2}\right) \cdot \left(\frac{1}{N1} + \frac{1}{N2}\right)}}$$

$$= \frac{52 - 51.9}{\sqrt{\left(\frac{113808 - \frac{(2132)^2}{41} + 119191 - \frac{(2,127)^2}{41}}{41+41-2}\right) \cdot \left(\frac{1}{41} + \frac{1}{41}\right)}}$$

$$= \frac{0.1}{\sqrt{\left(\frac{113808 - \frac{4545424}{41} + 119191 - \frac{4524129}{41}}{80}\right) \cdot \left(\frac{1}{20.5}\right)}}$$

$$= \frac{0.1}{\sqrt{\left(\frac{113808 - 110864 + 119191 - 110345}{80}\right).\left(\frac{1}{20.5}\right)}}$$

$$= \frac{0.1}{\sqrt{\left(\frac{2944 + 8846)}{80}\right).\left(\frac{1}{20.5}\right)}}$$

$$= \frac{0.1}{\sqrt{\left(\frac{11790}{80}\right).\left(\frac{1}{20.5}\right)}}$$

$$= \frac{0.1}{\sqrt{(147.4).\left(\frac{1}{20.5}\right)}}$$

$$= \frac{0.1}{\sqrt{7.190}}$$

$$= \frac{0.1}{2.681}$$

t = 0.037

Step 9 : interpreting The result of the computation

With the $df = N_1 + N_2 = 41 + 41 - 2 = 80$, at $p = 0.5$ of two tailed, the critical value of *t* is 2.000. As the value of derived *t* (*to*) is lower than that of the critical *t* (*t*-table) → 0.037 < 1.990, the Null Hypothesis (Ho) is accepted, and the Alternative Hypothesis (Ha) is rejected. It means that that there is no significant difference result of the students' ability between experimental group and control group at the beginning of the research. In other word, the experimental group and the control group had similar ability in understanding descriptive text. Therefore, the next step namely treatment could be carried out.

The Data of Post-test

After getting the data of post-test score, the writer analyzes it using t-test to determine whether or not there was significant difference in the result of the students' ability between the experimental group and the control group.

Table of the Post-test Scores

No	Experiment Group			Control Group		
	Students	X_1	X_1^2	**Students**	X_2	X_2^2
1.	Student 1	50	2500	Student 1	43	1849
2.	Student 2	70	4900	Student 2	35	1225
3.	Student 3	70	4900	Student 3	40	1600
4.	Student 4	51	5041	Student 4	45	2025
5.	Student 5	62	3844	Student 5	45	2025
6.	Student 6	70	4900	Student 6	43	1849

7.	Student 7	40	1600	Student 7	40	1600
8.	Student 8	62	3844	Student 8	45	2025
9.	Student 9	50	2500	Student 9	45	2025
10.	Student 10	50	2500	Student 10	30	900
11.	Student 11	50	2500	Student 11	45	2025
12.	Student 12	65	4225	Student 12	45	2025
13.	Student 13	70	4900	Student 13	45	2025
14.	Student 14	30	900	Student 14	45	2025
15.	Student 15	57	3249	Student 15	45	2025
16.	Student 16	68	4624	Student 16	35	1225
17.	Student 17	67	4489	Student 17	45	2025
18.	Student 18	65	4225	Student 18	45	2025
19.	Student 19	55	3025	Student 19	26	676
20.	Student 20	67	4489	Student 20	40	1600
21.	Student 21	45	2025	Student 21	30	900
22.	Student 22	45	2025	Student 22	40	1600
23.	Student 23	28	784	Student 23	41	1681
24.	Student 24	50	2500	Student 24	47	2209
25.	Student 25	72	5184	Student 25	40	1600
26.	Student 26	44	1936	Student 26	42	1764
27.	Student 27	72	5184	Student 27	45	2025
28.	Student 28	80	6400	Student 28	70	4900
29.	Student 29	45	2025	Student 29	50	2500
30.	Student 30	59	3481	Student 30	55	3025
31.	Student 31	60	3600	Student 31	48	2304
32.	Student 32	55	3025	Student 32	45	2025
33.	Student 33	45	2025	Student 33	50	2500
34.	Student 34	59	3481	Student 34	41	1681
35.	Student 35	19	361	Student 35	41	1681
36.	Student 36	39	1521	Student 36	50	2500
37.	Student 37	49	2401	Student 37	36	1296
38.	Student 38	46	2116	Student 38	40	1600
39.	Student 39	57	3249	Student 39	45	2025
40.	Student 40	55	3025	Student 40	45	2025
41.	Student 41	50	2025	Student 41	43	1849
Sum (∑)		**2243**	**131528**	**Sum (∑)**	**1771**	**78489**

The result of the table above shows that several students got good score which is higher than 65 for post-test score. The total score that must be obtained by students was 100. The post-test result of experimental group, the lowest score was 19 there was one student and the higher score was 80 there was one student. Meanwhile, the lowest score in control group was 26 there was one student and the higher score was 70 there was one student.

After getting the pre-test score, the data of post-test was computed by using some step:

Step 1 : Calculating $\overline{X}_1$ (the mean of the score of the Experimental group)

$\overline{X}_1 = \frac{2243}{41} = 54.7$

Step 2 : Calculating $\overline{X}_2$ (the mean of the score of the control group)

$\overline{X}_2 = \frac{1771}{41} = 43.2$

Step 3 : Calculating $\sum \square_1^2$ (the sum of the square of the Experimental group)

$\sum \square_1^2 = 131528$

Step 4 : Calculating $\sum \square_2^2$ (the sum of the square of the control group)

$\sum \square_2^2 = 78489$

Step 5 : Calculating $(\sum x_1)^2$ (the square of the sum's score of the Experimental group)

$(\sum x_1)^2 = (2243)^2$

$= 5031049$

Step 6 : Calculating $(\sum x_2)^2$ (the square of the sum's score of the control group)

$(\sum x_2)^2 = (1771)^2$

$= 3136441$

Step 7 : Obtaining the number of score in each group

$N_1 = 41$ (the number of score in Group 1 = Experimental Group)

$N_2 = 41$ (the number of score in Group 2 = Control Group)

Step 8 : Entering the values obtained in steps 1-7 into the formula for the t-test.

$$t = \frac{\overline{\square_1} - \overline{\square_2}}{\sqrt{\left(\frac{\sum \square_1^2 - \frac{(\sum \square_1)^2}{N_1} + \sum \square_2^2 - \frac{(\sum \square_2)^2}{N_2}}{N_1 + N_2 - 2}\right) \cdot \left(\frac{1}{N1} + \frac{1}{N2}\right)}}$$

$$= \frac{54.7 - 43.2}{\sqrt{\left(\frac{131528 - \frac{(2243)^2}{41} + 78489 - \frac{(1771)^2}{41}}{41 + 41 - 2}\right) \cdot \left(\frac{1}{41} + \frac{1}{41}\right)}}$$

$$= \frac{11.5}{\sqrt{\left(\frac{131528 - \frac{5031049}{41} + 78489 - \frac{3136441}{41}}{80}\right) \cdot \left(\frac{1}{20.5}\right)}}$$

$$= \frac{11.5}{\sqrt{\left(\frac{131528 - 122708.5 + 78489 - 76498.5}{80}\right) \cdot \left(\frac{1}{20.5}\right)}}$$

$$= \frac{11.5}{\sqrt{\left(\frac{8819.5 + 1990.5}{80}\right) \cdot \left(\frac{1}{20.5}\right)}}$$

$$= \frac{11.5}{\sqrt{\left(\frac{10810}{80}\right) \cdot \left(\frac{1}{20.5}\right)}}$$

$$= \frac{11.5}{\sqrt{(135.125) \cdot \left(\frac{1}{20.5}\right)}}$$

$$= \frac{11.5}{\sqrt{6.591}}$$

$$= \frac{11.5}{2.567}$$

$t = 4.480$

Step 9 : The Result of the Computation

With the $df = N_1 + N_2 = 41 + 41 - 2 = 80$, at $p = 0.5$ of two tailed, the critical value of *t* is 2.000. As the value of the derived *t* (*to*) is higher than that of the critical *t* (*t*-table) → 4.480 > 1.990, the Null Hypothesis (*Ho*) is rejected, and the Alternative Hypothesis (*Ha*) is accepted, stating that there is significant difference result of the students' ability between teaching writing descriptive text by using bio-poems strategy and conventional method for improving students' ability in the second grade students of SMP Al-Qona'ah. This means that bio-poems strategy in teaching writing descriptive text to the second grade students of SMP Al-Qona'ah had successfully improved than the conventional method. It showed that the students writing skills from both groups were significanly improve.

The Data of Questionnaire

To investigate the students' responses about bio-poems strategy, the questionnaire was given only to the students of experimental group after the post-test. The number of question consist of ten questions relate to the used of bio-poems strategy in the treatments. And then the students only mark "Yes" or "No" to each answer.

Questionnaire

No	Questions	Students' Answer			
		Yes	%	No	%
1.	*Apakah kamu menyukai pelajaran bahasa Inggris?* (Do you like English subject?)	26	63	15	37
2.	*Dari keempat kemampuan berbahasa dalam bahasa Inggris (listening, speaking, reading, and writing), apakah kamu lebih menyukai writing dibanding yang lain?* (From the four of English skills; listening, speaking, reading and writing. Do you prefer writing than the other?)	22	54	19	46
3.	*Apakah menulis dalam bahasa Inggris itu mudah?* (Is writing in English easy for you?)	21	51	20	49
4.	*Apakah kamu tahu tentang teks deskriptif?* (Do you know about descriptive text?)	25	61	16	39
5.	*Apakah kamu mengalami kesulitan dalam menulis dan memahami descriptive text?* (Do you have any problem in writing and understanding descriptive text?)	25	61	16	39
6.	*Apakah kamu tahu Bio-poems sebelumnya?* (Do you know the Bio-poems before?)	18	44	23	56
7.	*Apakah kamu suka belajar menulis dengan Bio-poems?* (Do you like study writing by using bio-poems?)	21	51	20	49
8.	*Setelah mempelajari teks deskriptif dengan bio-poems, apakah lebih memudahkan kamu menulis tentang teks deskriptif?* (After study descriptive text by using bio-poems, is it easier for you to write descriptive text?)	22	54	19	46
9.	*Apakah kemampuan menulis deskriptif kamu meningkat dengan menggunakan bio-poems?*	21	51	20	49

	(Does your writing ability in descriptive text increase by using bio-poems?)				
10.	*Apakah kamu menemukan kesulitan dalam membuat teks deskriptif dengan bio-poems?* (Do you find difficulty in writing descriptive text by using bio-poems?)	19	46	22	54

From the result of the questionnaire above, the writer concluded that the students gave the positive responses toward bio-poems strategy. The positive responses include the students liked and understood how to write descriptive text by using bio-poems while teaching and learning process.

Discussion

The research result showed the pre-test score that the t-observed is lower than *t*-table (0.037 > 1.990). This means that there is no significant difference between the experimental group and the control group. After doing the treatment, the post-test score that the t-test is higher than *t*-table (4.480>1.990). It also means that the Null Hypothesis (Ho) is rejected and the Alternative Hypothesis (Ha) is accepted, stating that there is significant difference in the result between teaching writing by using bio-poems strategy and conventional method. This means using bio-poems strategy has significantly better result than the conventional method. The result also shows that this strategy is effective.

While the result of the questionnaire showed that the students' responses toward the used of bio-poems strategy in teaching writing descriptive text was positive. The result showed that 51% or more than half of the students said "Yes" in seventh question on questionnaire. It means that more than half of the students liked study writing descriptive text by using bio-poems.

CONCLUSIONS AND SUGGESTIONS

Conclucsions

The writer concluded that bio-poems is effective. It has significantly had better result than conventional method. The students gave positive responses toward the use of bio-poems. In other words, bio-poems made improve the students' ability in writing descriptive text and more than half the students liked bio-poems strategy.

Suggestions

The suggestions are addressed to the English teachers and to the further researchers. The writer expects that this research can contribute the teaching and learning process, especially on writing skill. Based on the research finding, using bio-poem strategy for improving students' ability in writing descriptive text had taken some benefits.

Furthermore, the further researchers can use bio-poems as an alternative strategy in teaching and learning for the different population and sample, it has been revealed that bio-poems strategy for improving students' ability in writing descriptive text has significantly have better result. The further researchers can involve the students from the different level.

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