

ABSTRACT

Writing is an activity that someone uses to communicate indirectly. One of the methods that can creativity in writing short stories, namely the discovery learning method, discovery learning method is one of the tools that build new ways of communication that imagination and creativity.

Formulation of the problem that the authors ask is: (1) can the essay writer is learning to write a description using the method student facilitator and explaining (2) can the students write essays description by using method student facilitator and explaining; (3) precise student facilitator and explaining methods applied in This study was aimed to determine the ability of the students in learning to write karagan description with a model student facilitator and explaining to the students of class VII SMP Pasundan 8 Bandung, determine the effectiveness of the model student facilitator and explaining that are used in teaching essay writing descriptions in class VII SMP Pasundan 8 Bandung.

The hypothesis that the writer formulated, namely: (1) the author is able to plan and implement learning meulis essay description with a model student facilitator and explaining; (2) class VII student of Pasundan 8 Bandung mampumenulis bouquet of description; (3) The student facilitator and explaining the method effectively used in teaching essay writing descriptions in class VII student of Pasundan 8 Bandung.

The research model used by the authors in this study is a research method one group pretest-posttest design, with research techniques literature review, observation, testing, and tests. The results of his research as follows.

- 1. The author is able to carry out the teaching of writing karnagn description using a model student facilitator and explaining to the students of class VII-B 8 junior Pasundan Bandung. This is evidenced by the results of planning and implementing learning assessment of 3.6. The ability of the authors included in the excellent category (A).*
- 2. The students of class VII-B 8 junior Pasundan Bandung is able to write the essay description with a model student facilitator and explaining. It is evident from the average value of pretest is 34.4, while the average value of 46.5 posttest. So the difference in value of the average pre-test and post-test that is 12.1 teaching essay writing description.*
- 3. Model student facilitator and explaining effectively used in essay writing descriptions in class VII-B 8 junior Pasundan Bandung. This is evident from the results of the calculation of the significant level two mean difference between pretest to posttest value, known thitung $4.9 > t_{tabel} 2.04$.*

Keywords: Learning, Writing Reefs Description Using the Model Student Facilitator and Explaining.