IMPROVING THE STUDENTS' WRITING ABILITY IN DESCRIPTIVE TEXT THROUGH SCRAPBOOK AS THE MEDIA AT MTs. AL-MUNAWWARAH BINJAI
Submitted to Faculty of Tarbiyah and Teaching Training UINSU Medan as a Partial Fulfilment of the Requirement for S-1 Program

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FACULTY OF TARBIYAH AND TEACHING TRAINING

STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA

MEDAN

2020

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MEDAN

2020

Nomor   : Istimewa   Medan,   Agustus 2020

Lampiran : -   Kepada Yth,

Prihal   : Skripsi   Bapak Dekan Fakultas Ilmu Tarbiyah

          a.n. **Khairima Fathurahmi** dan Keguruan UIN Sumatera Utara

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Setelah membaca, meneliti, mongoreksi dan memberi saran-saran perbaikan seperlunya terhadap skripsi mahasiswi:

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Jurusan   : Pendidikan Bahasa Inggris

Judul   : **IMPROVING THE STUDENTS' WRITING ABILITY IN DESCRIPTIVE TEXT THROUGH SCRAPBOOK AS THE MEDIA AT MTs. AL-MUNAWWARAH BINJAI.**
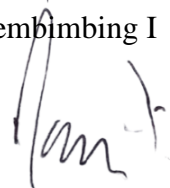
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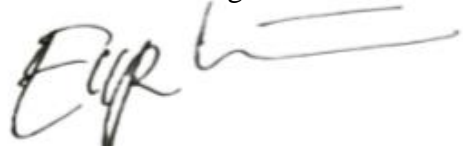
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Pembimbing I   Pembimbing II

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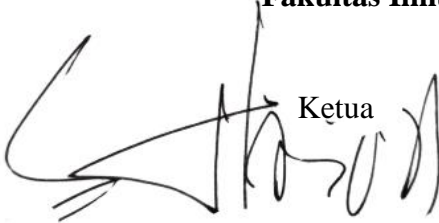
SURAT PENGESAHAN

Skripsi yang berjudul : "**IMPROVING THE STUDENTS' WRITING ABILITY IN DESCRIPTIVE TEXT THROUGH SCRAPBOOK AS THE MEDIA AT MTs. AL-MUNAWWARAH BINJAI"** oleh **Khairima Fathurahmi** yang telah dimunaqasyahkan dalam sidang munaqasyah Sarjana Strata Satu (S1) Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Sumatera Utara Medan pada tanggal :

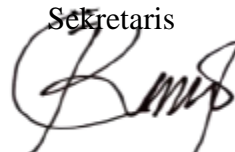**31 Agustus 2020**

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dan telah diterima sebagai persyaratan untuk memperoleh gelar Sarjana Pendidikan (S.Pd) pada jurusan Pendidikan Bahasa Inggris Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Sumatera Utara Medan.

Panitia Sidang Munaqasyah Skripsi
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Yang bertanda tangan dibawah ini:

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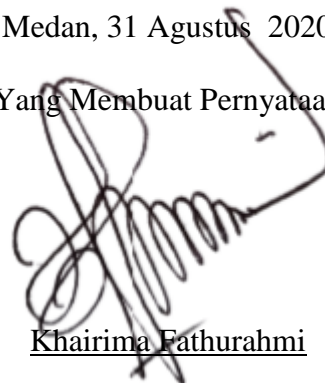Jurusan/Prodi   : Pendidikan Bahasa Inggris

Judul   : **IMPROVING THE STUDENTS' WRITING ABILITY IN DESCRIPTIVE TEXT THROUGH SCRAPBOOK AS THE MEDIA AT MTs. AL-MUNAWWARAH BINJAI**

Menyatakan dengan sebenar-benarnya bahwa skripsi yang berjudul diatas adalah asli dari buah fikiran saya, kecuali kutipan-kutipan didalamnya sebagai sumber.

Apabila dikemudian hari saya terbukti atau dapat dibuktikan ini hasil jiplakan, maka gelar dan ijazah yang diberikan oleh Universitas batal saya terima.

Medan, 31 Agustus 2020

Yang Membuat Pernyataan

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ABSTRACT

IMPROVING THE STUDENTS' WRITING ABILITY IN DESCRIPTIVE TEXT THROUGH SCRAPBOOK AS THE MEDIA AT MTs. AL-MUNAWWARAH BINJAI

KHAIRIMA FATHURAHMI

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Keywords   : Scrapbook as the media, descriptive text, students' writing ability

The objective of the study is to investigate the improvement of the students achievement in writing descriptive text by using Scrapbook as the media in seventh grade students at MTs. Al-Munawwarah Binjai. This research used Classroom Action Research method. The subjects of this research were students in VII grade that consist of 26 students. The instruments to collecting the data was essay test. The result showed there were the improvement of students' writing ability especially in descriptive test. The mean from the pre-test was 57,2 or only 15,4% who success did the test. The mean from post-test I was 72,8 or 50% students who success did the test. The mean from post-test II was 81 with percentage 92,3% students who success did the test. In conclusion, scrapbook as the media can improve students' writing ability, especially in descriptive text.

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بِسْــــــمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

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Finally, the researcher realize that this thesis has many shortcomings and weaknesses as well as errors of writing and presentation, both content and writing. Therefore the researcher highly appreciate the criticism and suggestions from the readers who can be a material improvement in the future. Hopefully this thesis may give the benefits for all.

Binjai, August 2020

The Researcher

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CHAPTER I

INTRODUCTION

A. The Background of Study

Writing is the hardest skill. Writing is related with making text activites, such as: generating and arranging ideas and developing ideas in sentence, such as: create the ideas, organize the ideas, drafting, revising[1]. After that, to produce a good writing query standards, it must fulfill all of the components standards, those are: grammar, paragraph, content, the writing process, purposes and mechanics[2].

In Indonesia, writing skill is one of four skills that must be mastered by the students, it shows from the curriculum. From elementary school, junior high school until senior high school, there are chapters that explain about text, such as: narrative, descriptive, recount, report, expository, news item, procedure, etc. Especially in VII grade, according to *Kurikulum 2013* (K13) the students must be able to write and make a conversation about people, animals and things.[3] In the other words, the students must learn about descriptive text.

Descriptive text is a text that has a purpose as information giver. We can make the descriptive text from many objects, such as: animal, thing, person, etc. For example: mother, father, sister or person that we know so well.

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[1] Allce Oshlma and Ann Hogue, (2007), *Introduction to Academic Writing,* USA: Person Education Inc, p. 15

[2] Asrina Sari Br. Sembiring, (2012), A Thesis: *"The Effect of Teaching Methods and Students' Learning Motivation on Students' Narrative Writing Achievement",* Medan: State University of Medan, p. 1.

[3] Siti Wachidah, Asep Gunawan, Diyantari, and Yuli Rulani Khatimah, (2017), *Teacher's Handbook: When English Rings a Bell,* Jakarta: Kementerian Pendidikan dan Kebudayaan, p. 88

Descriptive text has generic structure, the generic structure of descriptive text are identification and description, these two parts are the generic structure of descriptive text.

Based on the explanation above, the descriptive text is one genre that must be mastered by the students in learning English. The descriptive text is all about describe something, someone, or other things that we know it so well, so we can portray it so well too. In the other hands, writing skill is the important thing and descriptive text is one of the material that must be mastered by the students, especially in junior high school.

However, not all of the students master it. It means that not all of the students can write descriptive text properly. Based on researcher's observation when researcher taught in the class, in this case the researcher replace the English teacher who did not come, there are 85% of students who were unable to write a descriptive text or paragraphs. English teacher has taught them with the media, that is: picture. However, the students still faced the problem in writing descriptive paragraphs. The researcher saw that the teacher also implemented the good ways to teach the students, that is: small group. So, the students alloted into five groups and then the teachers share the picture that must be described by the students.

The media and ways of the teacher already good. However, it can not make the score of the students increase. This problem happened because the picture that teacher shared was not colorful and it made the students were not interest with the material.

In order to solve the problem and to improve the students' achievements in writing skill especially in descriptive text, the teacher should make the media that more colorful than before so the students would be interest with the material. A media will make the students can remember the information for a long time period. So to solve this problem, the researcher tried to use Scrapbook as the media.

Scrapbook is a method to presenting and arranging personal and family history in the form of a book, box or card. In this scrapbook, the researcher can use photographs, printed media, and artwork. Scrapbook albums are decorated with picture and written description[4]. In this case, the researcher used Scrapbook to explain the material, that is: descriptive text.

The researcher has some reasons why using Scrapbook as a support tool, this is because the researcher has several phenomenons about the condition of students in the English teaching and learning process, namely:

1. Some students feel bored and have low motivation to join the English class, because they have thought that English is very difficult subject,

2. Students have no dictionary to support them in learning English,

3. English teacher already use the media, however it still make the students bored because the media is just white and black (not colorful).

Based on the phenomenons above, the researcher is interested to make a research about these problems.

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[4] https://en.m.wikipedia.org. Retrieved on February 12, 2020.

B. The Identification of Study

The researcher has some reasons why using Scrapbook media as a support tool, this is because the researcher has several phenomenons about the condition of students in the English teaching and learning process, namely:

1. Some students feel bored and have low motivation to entered the English class, because they have thought that English is very difficult subject,

2. Students have no dictionary to support them in learning English,

3. The teacher of English subject already use the media, however it still make the students bored because the media is just white and black (not colorful).

C. The Formulation of the Problem

Based on the background of the study above, the problem of the study is as follows:

"Does the scrapbook can improve the students' writing ability in descriptive text?".

D. The Object of the Study

In relation to the problem, the objective of the study is to investigate the improvement of the students achievement in writing descriptive text by using Scrapbook as the media.

E. The Significance of the Study

This study is expected to be useful and relevant for:

1. English teachers, to be a new knowledge that scrapbook can be the media to teaching writing,

2. English learners, to improve their writing skill in descriptive text, give an information about Scrapbook, give an option to use this media to make they are enjoy while learn English subject, and to increase their motivation then to erase their mind set that think English is difficult subject, and

3. Other researchers who want to conduct the same research and who are interest to apply Scrapbook media in teaching descriptive text as well.

F. The Limitation of the Study

There are many genres of writing that students must learn in the Junior High School (SMP) such as recount, narrative, procedure, descriptive, etc. However, this study was focus on improving the students' writing skill in descriptive text at MTs. Al-Munawwarah Binjai class VII which consists on 26 students. The media that used to improve students' writing skill in descriptive text is Scrapbook. In the other words, the study is concern on descriptive text and Scrapbook as the media.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

Theoretical framework aims to give clear concept to the application of Scrapbook in this study. The researcher of this thesis plans the way to investigate the improvement of using Scrapbook on the students' writing skill in writing descriptive text. It is necessary to describe some terms that related to this research to prevent misunderstanding between the writer and the readers.

1. Writing

Writing is one skill in English. The materials that we write can make an effect of our writing. Some writing hap almost automatically. However, other writing needs planning carefully. We need to find and create an environment that supports our writing process.

Writing is one way to produce language, if you write in a second language or a foreign language, you will also need more time to revise your work.[5]

Writing is one of the important skills that must be mastered, which contains symbols and involves a complex process. In making good writing, we must use the correct grammatical rules, choose the suitable vocabulary and consider the coherence and cohesion.

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[5] Alan Mayers, (2005), *Gateways to Academic Writing: Effective Sentences, Paragraphs and Essay*, New York: Longman, p. 1

From the definitions above, it can be concluded that writing is a tool of human communication. By writing, we can share ideas, feelings, or other things that are already on our minds.

In holy Al-Qur'an, writing also be the one of the important skills that should be learned and there are verses that stated the existence of writing, namely:

1. Surah An-Nahl: 78

وَاللَّهُ أَخْرَجَكُمْ مِنْ بُطُونِ أُمَّهَاتِكُمْ لَا تَعْلَمُونَ شَيْئًا وَجَعَلَ لَكُمُ السَّمْعَ وَالْأَبْصَارَ وَالْأَفْئِدَةَ ۙ لَعَلَّكُمْ تَشْكُرُونَ

Meaning :

"And Allah brought you forth from the wombs of your mothers with knowing nothing, and gave you hearing and sight and hearts that make you might give thanks."[6]

2. Surah Ad-Duha: 11

وَأَمَّا بِنِعْمَةِ رَبِّكَ فَحَدِّثْ

Meaning :

"And to the favor of your Lord, you should declare (with gratitude)".[7]

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[6] AyatAl-Qur'an.net. Accessed March 16, 2020. (https://ayatalquran.net/2015/01/surah-an-nahl-%D8%A7%D9%84%D9%86%D8%AD%D9%84-the-bee-terjemah-bahasa-inggris/)

[7] AyatAl-Qur'an.net. Accessed March 16, 2020. (https://ayatalquran.net/2015/02/surah-adh-dhuhaa-%D8%A7%D9%84%D8%B6%D8%AD%D9%89-the-morning-hours-terjemah-bahasa-inggris/)

3. Surah Al-Mujadalah : 11

يٰٓاَيُّهَا الَّذِيْنَ اٰمَنُوْٓا اِذَا قِيْلَ لَكُمْ تَفَسَّحُوْا فِى الْمَجٰلِسِ فَافْسَحُوْا

يَفْسَحِ اللّٰهُ لَكُمْۚ وَاِذَا قِيْلَ انْشُزُوْا فَانْشُزُوْا يَرْفَعِ اللّٰهُ الَّذِيْنَ اٰمَنُوْا

مِنْكُمْۙ وَالَّذِيْنَ اُوْتُوا الْعِلْمَ دَرَجٰتٍۗ وَاللّٰهُ بِمَا تَعْمَلُوْنَ خَبِيْرٌ

Meaning:

"O you who have believed, when you are told, "Space yourselves" in assemblies, then make space; Allah will make space for you. And when you are told, "Arise," then arise; Allah will raise those who have believed among you and those who were given knowledge, by degrees. And Allah is Acquainted with what you do."[8]

These three verses above show to us that we must declare the favor from our God. The way to declare God's favor to us is by using all of the facilites that have given by God such as hearing, sight, and heart, with writing something or to hone the ability that have given. After that, all of us must have the high motivation in learning because Allah SWT said in Q.S. Al-Mujadalah: 11 that Allah will raise the degrees of knowledgeable people, several degrees. So that, as the human, we must seek a knowledge every time. Besides that, there are many hadiths that talk about writing, three of them are as below:

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[8] Al-Quran English.com. Accessed on August 31th, 2020. (https://www.alquranenglish.com/quran-surah-al-mujadilah-11-qs-58-11-in-arabic-and-english-translation)

1. HR. At-Tirmidzi

عَنْ أَنَسِ ابْنِ مَالِكِ قَالَ: قَالَ رَسُوْلُ اللهِ صَلَّىّ اللهُ عَلَيْهِ وَسَلَّمَ مَنْ خَرَجَ فِي طَلَبِ ٱلْعِلْمِ كَانَ فِيْ سَبِيْلِ اللهِ حَتَّى يَرْجِعُ (رواه الترمذي)

Meaning   :

"From Anas bin Malik said, the Prophet said: "whoever goes out (goes) to seek knowledge then he is in the way of Allah until he's back (HR. Tirmidzi)."[9]

2. HR. Al-Bukhari no. 113

Abu Hurairah Radhiallahu 'anhu said that:

مَا مِنْ أَصْحَابِ النَّبِيِّ صَلَّى اللهُ عَلَيْهِ وَسَلَّمَ أَحَدٌ أَكْثَرَ حَدِيثًا عَنْهُ مِنِّي، إِلَّا مَا كَانَ مِنْ عَبْدِ اللهِ بْنِ عَمْرٍو، فَإِنَّهُ كَانَ يَكْتُبُ وَلاَ أَكْتُب

Meaning   :

"None of the companions of the Prophet sallallaahu 'alaihi wa Sallam had the most narrated hadith from him (sallallaahu' alaihi wa Sallam) apart from me, except for Abdullah bin Amr, because he used to write while I did not write."

3. HR. Abu Khaitsamah dalam Al-Ilmu no.146

Asy-Sya'bi rahimahullah said that:

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[9] Jondra Pianda, S.Sy. Accessed March 16, 2020 (http://jondrapianda.blogspot.com/2011/11/bab-2-hadis-tentang-menuntut-ilmu.html)

إذا سمعت شيئا فاكتبه ولو في الحائط

Meaning:

"If you hear something (from knowledge) then write it even on the wall." (Narrated by Abu Khaitsamah in Al-Ilmu no.146).[10]

So, from three hadiths above, it can be concluded that seek the knowledge and writing skill is the important thing to learned by all of the people in the world.

2. **Definition of Writing for EFL**

According to Rao, writing for EFL is to stimulate thinking, and then urge students to concentrate and organize their ideas, developing their ability to summarize, analyze and criticize[11]. In an EFL context, it needs more practices in writing English. For the EFL, English is not their first language, that's why writing is more complex in EFL context than the context where English as the first language.

Teaching English as a foreign language means that English is taught by people that English is not their mother tongue or their native language.

Beside that, it means that English is an international language. However, in Indonesia, English as a foreign language is not used for communication in daily activities. So, it can be conclude that foreign language is a language that using by people who not use the language as

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[10] Atsar. Accesed August 31th, 2020 (https://www.atsar.id/2017/03/menulis-mencatat-ilmu-adalah-sunnah-nabi.html)

[11] Rao, Z. (2007), *Training in Brainstorming and Developing Writing Skill. ELT Journal,* 61(2), 100-106. Retrieved February 11, 2020, from https://doi.org/10.1093/elt/ccm002.

their first language. According to Setiyadi, English is learned in schools and communities that do not use the language in the community.[12] This means that in Indonesia, English is not used for communication in everyday life.

The main goal of learning English is only to pass the exam. Then, these children can continue their studies to high schools and universities.

Based on the situation and explanation above, it can be concluded that writing for EFL students is a complex activity that has stages to produce written works. Therefore, to reach the purpose of English subject especially in writing skill, teachers must understand the students' needs, capacities, and abilities.

a. The Process of Writing

Harmer devides the process of writing into four main elements, those are: planning, drafting, editing (reflecting and revising) and final version[13].

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[12] Ag. Bambang Setiyadi, (2006), Teaching English as a Foreign Language, Yogyakarta: Graha Ilmu, p.22.

[13] Jeremy Harmer, (2007), *How to Teach Writing*, England Person Education Limited, p.4

1. Planning

It would be best to try and decide what to say before we write it down. The writer has to decide the topic. First, they must determine the purpose of their writing, the language or the source of the information. Second, the writer must think about the impact of his writing on the readers not only from the content but also from the choice of language. Third, writers must consider the structure of the content by ranking the facts, ideas or arguments that they have decided to write about.

2. Drafting

After the author has made a plan, the next step is preparation. In the preparation, the writer will put the writing concept such as topic, theme, thesis, statement and controlling idea.

3. Editing

After writers draft their writings, they must read what they have written. This is important to do to find out writing errors. Reflecting and revising is often done with help of other readers by providing comments and suggestions. After that, the reactions from other readers will help the writer to make compatible revisions to a writing.

4. Final version

When the authors have edited their draft, it will make the changes necessary for the readers and they will produce the final version. This looks very different from the original plan and the first draft because the writing has changed in the process of editing. In this step, writers are ready to send written texts to their audience.

b.   **Writing Ability**

To produce a good writing, writers must have good writing skills. writing ability is the skill to express the ideas, thoughts, and feelings to others through writing or written symbols so that the readers understands the idea. In the other words, writing skills are special abilities that help the writers to put their thoughts into words in meaningful forms and convey messages.

c. Assessing Writing

In writing, measure students with assessment is the important thing. It becomes important because the purpose of assessment is to know the weaknesses of the students and how to solve the weaknesses become better. According to Brown, the analytical assessment rubric for writing descriptive texts is as follows:[14]

Table 2.1 The Rubric for Assessing Writing Descriptive

Aspects		Score	Performance Description
Content (C)	1. Topic 2. Details	27-30	The topic is complete and the details are corresponding to the topic.
		22-26	The topic is complete but the details are almost corresponding to the topic.
		17-21	The topic is complete but the details are not corresponding

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[14] *Ibid,* p. 244-245

			with the topic.
		13-16	The topic is not clear and the details are not corresponding with the topic.
Organization (O)	1. Identification 2. Description	18-20	Identification is complete and descriptions are composed with the proper connectives.
		14-17	Identification is almost complete and description are composed with almost proper connectives.
		10-13	Identification is not complete and description are composed with few misuse of connectives.
		7-9	Identification is not complete and descriptions are composed with misuse of connectives.
Grammar (G)	1. Use present tense 2. Agreement	22-25	Very few grammatical or agreement inaccuracies.
		18-21	Few grammatical or agreement inaccuracies but not affect on meaning.
		11-17	Numerous grammatical or agreement inaccuracies.
		5-10	Frequent grammatical or agreement inaccuracies
Vocabulary (V)	-	18-20	Effective choice of words and word forms.
		14-17	Few misuse of vocabularies, word forms, but not change

			the meaning
		10-13	Limited range confusing words and word form.
		7-9	Very poor knowledge of words, word forms and not understandable.
Mechanics (M)	1. Spelling 2. Punctuation 3. Capitalization	5	It uses correct spelling, punctuation and capitalization.
		4	It has occasional errors of spelling, punctuation and capitalization.
		3	It has frequent errors of spelling, punctuation and capitalization.
		2	It is dominated by errors of spelling, punctuation and capitalization.

3. Teaching Writing

According to National Education Standards Agency that learning writing skills in junior high schools has learning objectives.[15] It focus on reaching a functional level. It has the purpose, that is: students can communicate appropriately both in oral and written form and be able to develop competence in language fields such as using grammar and vocabulary correctly. Moreover, students' can make the text correctly such as essay form with many genres, namely: recount, narrative, descriptive and so on.

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[15] Badan Standar Nasional Pendidikan, (2006), *Panduan Penyusunan Kurikulum Tingkat Satuan Pendidikan Jenjang Pendidikan Dasar dan Menengah*. Jakarta: BSNP, p. 5

Therefore, the teacher's role is very large in determining students' writing skills. Hopefully it can help students. Then, students are expected to write descriptive text sequentially and structurally. To make students can write a good writing product, they need teacher attention and also guidance to develop their idea.

a. The Tasks of Teacher in Teaching Writing

Harmer stated that there are some tasks that the teacher should do to help their students become better writers, those are:[16]

1. Demonstrating

The teacher must be able to describe the characteristics of the written text genre, so that the students know the differences of each genre in the text.

2. Motivating and provoking

Students often lose words when writing. In this case, the teacher can help them by provoking them to make them know what should they write, give them the assignment to push their skill and said that writing is a fun activity.

3. Supporting

Teachers must support their students while working on the writing process, because the students need a lot of help and reassurance, both with ideas and attention while they do the writing process.

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[16] Jeremy Harmer, (2007), *How to Teach Writing*, London: Longman, p. 41-42.

4. Responding

The teacher reacts to the content and construction of a work in a supportive manner and often provides suggestions for improvement.

5. Evaluating

The teacher makes corrections to the students' writing. It could be a note that showed where they wrote well and where they made mistakes. It is kind of provides feedback on the students writing.

The explanation above shows that the teacher takes an important position to make the students' writing skills better than before or to develop the students' writing skills. Good teachers are they who can facilitate students in learning so that the students can develop their own writing skill.

3. Descriptive Text

Descriptive text is a piece of text that describes a particular person, place or thing.

Etymologically, descriptive text comes from the word "to describe". Describing means drawing, illustrating or depicting objects, places, people in order to have a visual appearance of the objects. However, descriptive text can also describe an idea so that it has a visual appearance. In the other words it can be said that descriptive text is a way of describing or illustrating an object, the object can be a person, an idea that comes from the author's eyes.[17]

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[17] I. WY. Dirgayasa, *Maritime English Writing: A Genre Based Approach,* 2012, p.3

a. Generic Structure

There are two parts in generic structure of descriptive text, those are: identification and description. The explanation of each part will be discuss as below:

Table 2.2 Generic Structure of Descriptive Text

Generic Structure	Function
Identification	Identification the person, place, or other things that want to be described by the writer. This part is on the first part in the text.
Description	Describe the qualities and characteristics that have been explained in identification.

b. The Characteristics of Descriptive Text

Just like other types of text, descriptive text also has its own characteristics. According to Zahara in Rosa Avrinia, the characteristics of the descriptive text are as follows:[18]

a. Using figures of speech (see, hear, taste, smell, touch). It will make the text more real and make the reader interesting to read.

b. Using variations of words means using variations of adjectives, nouns, adverbs, and phrases to suggest colors, movements, expressions and feeling.

c. Using simple present tense, and

d. Using various adjectives to describe the feature of the object.

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[18] Rosa Avrinia, (2019), A Thesis: *"Improving Students' Skill in Writing Descriptive Text Using Scrapbook at SMP Negeri 01 Batu"*, Malang: Malang Muhammadiyah University, p 18.

4. Scrapbook

According to Debnam, scrapbooks are memorials or books to set the information or memories in the form of photos, pictures or decorations using many materials.[19] Ornaments or photos can be gain from magazines, newspapers, pictures or photos that posted in books. Meanwhile, Knoninch stated that scrapbook is a sticky art that is useful for remembering or storing information from pieces of magazines, newspapers, books and combine it with the writings in one book[20].

So, based on the definition above, it can be concluded that scrapbook is one of the teaching media that combining and decorating photos and also words in a books, box, and so on.

1. The Advantages of Scrapbook

According to Wahyu Widiyanto, et al., Scrapbook can be one of hobby for some people who has art soul. It is not only give a freedom for the scrappers to share their feeling, ideas and stories[21].

According to Smedley in Wahyu Widiyanto, et al., there are some advantages of Scrapbook as the media of learning or teaching tool, they are[22]:

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[19] Debnam, B, (2005), *The Mini Page Make a Scrapbook,* Chicago: The Mini Page Publishing Company, p. 1

[20] Knoninch, J.M, (2007), My Scrapbook of Sciences, Canada: Canadian Cataloguing, p.1

[21] M. Wahyu Widiyanto, et al. A Journal: *The Effectiveness of Scrapbook as A Media to Improve Students' Ability in Writing Recount Text "a Case of The Eighth Grade Students of SMP N 2 Gubug in the 2015/2016 Academic Year.* 6(2), 38.

[22] *Ibid,* p.38

a. Recording family holidays

This media also can be a media that record family holidays. For the example: some people who ever went to Toba Lake, they can retell their stories into Scrapbook form.

b. Display many photos

If the people have many activites and take it into photographs. They can edit their photographs into some shapes, colors and effects to make their photographs more interesting to look at.

c. Celebrating an event

Scrapbook can be used to celebrate an event or many events such as wedding, graduation, birthday, and so on. For the example if they want to celebrate their birthday, they can use scrapbook as the media to deliver it and design it with sticker, ribbon, etc.

2. The Disadvantages of Scrapbook

Even though this media has many advantages. However, there is no something perfect in this world, so that this media has disadvantages too, such as:

a. Scrapbook budget

To make a good scrapbook (usually but not always), it will spend quite a lot of money because scrapbook using high quality materials. However, as the teacher we must be a creative human so it can be tricked by using scraps materials or buy some materials which still cheap to minimize funds.

b. Longer time activity

The reason why it becomes a longer time activity because it can not be completed in a session, it needs more time to finished this media to be teaching tool.[23]

c. Visual only

Scrapbook is one of visual media because it is similar with the other photo albums. There are no audio effects or motion pictures as like in video.[24]

B. Relevant Studies

The first relevant study came from Medan State University, namely a thesis from Riska Rinanda, entitled "Developing Scrapbook as the Media in Teaching Writing Narrative Text for the Tenth Grade Students of Senior High School" (2018). This research was conducted at SMA Budisatrya Medan. The result of this research is the quality of instructional media design through a scrapbook with an average value of 95% expert validation on display aspects and very good criteria. The average score of expert validation in operational aspects is 100% and the criteria are very good. The average score of product expert validation and interaction aspects is 94% with very good criteria. The average score of expert validation, namely the appearance aspect, operational aspect, and interaction aspect given by the experts was 96.3%. So the indicator rating is very good.

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[23]*Ibid,* p. 38
[24]*Ibid,* p. 38

The second relevant study comes from M. Wahyu Widiyanto, Ulfah, Alfiana Zia. The journal from the Upgris Journal entitled "The Effectiveness of the Scrapbook as a Media to Improve Students' Ability to Write Recount Text "The Case of Class VIII Students of SMP N 2 Gubug Academic Year 2015/2016" (2015). As already written in the title, this research was conducted at SMP N 2 Gubug. The result of this research is that the average score of students' writing ability when not using the Scrapbook is 65.6 and at the level of achievement it is categorized as "adequate". The mean score of students in writing recount text taught using the Scrapbook is 74.57 and at the level of achievement is categorized as "good". So it can be concluded that the use of Scrapbook has the good effectiveness in students' skills in writing recount text.

C. Conceptual Framework

Language is a tools of communication. Language is our medium to share ideas, thoughts and feelings, people need language. Many people think that the most important part of language is spoken language. However, in everyday life written language also has an important position in communication.

However, in practice the writing skills in most schools do not receive the same attention as speaking skills. Based on observations made by researchers when the researcher taught in the class, in this case the researcher replace the English teacher who didn't come, the researcher found several obstacles in teaching writing. Problems generally come from students and teachers.

Students lack confidence in writing skills because they are confused about what to write. When they get ideas, their lack of mastery of vocabulary and grammar so it prevents their ideas being conveyed well. After that, the teacher only uses black and whitemedia, not colorful media, actually it makes the students feel bored and less interested in learning to write.

Seeing the lack of student writing practice, researchers used Scrapbook as a media to give them more writing practice and make the media more colorful than before. This media is expected to make the students interested and have high motivation in writing learning class.

In this study, the researcher used scrapbook as the media in writing learning on one of several types of text, that is: descriptive text. The use of Scrapbook will help students in understanding descriptive text. So it can be assumed that Scrapbook as a media can improve the writing skills of VII grade students' at MTs. Al-Munawwarah Binjai.

D. Hypothesis

Based on the conceptual framework above, the hypothesis of this research is the implementation of scrapbook as the media can improve students' writing ability especially in descriptive text in seventh grade at MTs. Al-Munawwarah Binjai academic year 2019/2020.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research used Classroom Action Research (CAR). This research design is chosen because the problem comes from all of the phenomenons there. According to Kemmis and McTaggart in Sukardi, action research is a way to organize the conditions to make they can learn from their own experiences and make their experiences accessible to others[25].

In this case, the researcher can play an active role in the main activity, make the improvement, and the subject or object being sought can get the benefit from the results of classroom action research.

Suharsimi explained Classroom Action Research through combined definitions of three words; Research, Action and Class. The meaning of each word is as follows:

1. Research is the activity that we must do with the method.

2. Action is intentional activity with the specific purpose. In CAR, the action implement in a series cycle,

3. Class is a group of many students that learn in the class.[26]

So from many definitions above it can be concluded that Classroom Action Research is research that carried out in the class, this research design observe an object using specific methods to obtain

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[25] Sukardi, (2015), *Metode Penelitian Pendidikan Tindakan Kelas,* Jakarta: Bumi Aksara, p. 3.

[26] Suharsimi Arikunto, (2007), *Penelitian Tindakan Kelas,* Jakarta: Bumi Aksara, p. 2-3.

data or information in solving a problem in the class. The purpose of Classroom Action Research is to improve our teaching skill in our department or school. Beside that, the result of this method can improve students' skill too.

From the understanding of Classroom Action Research which according to many experts above, the researcher came to the conclusion that Classroom Action Research is a type of research that aims to solve teaching and learning problems faced by a particular class.

In this methodology, the use of triangulation is an effort in action research to provide a more holistic picture of the learning process.[27]

B. Research Setting and Subject

This research is conducted in MTs. Al-Munawwarah Binjai, Kel. Timbang Langkat, Kec. Binjai Timur, Binjai. It has choosen because based on the interview result with the English teacher that did by the researcher, the students have the lowest achievement in English test especially in writing skill. The students could not develop their ideas into the written language. So that, they need the colorful media to improve their skill in writing descriptive text. In addition, this media also has never been done in this school.

The subjects or participants in this study is the seventh grade students of MTs. Al-Munawwarah Binjai in academic year 2019/2020, which consist of 26 students. Because of each grade only has one class, so the researcher choose VII. The researcher choose this class

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[27] Bambang Setiadi, (2014), *Penelitian Tindakan untuk Guru dan Mahasiswa,* Yogyakarta: Graha Ilmu, p. 33

and did not choose class VIII or IX because based on the researcher interview with the teacher, the students in this class get the lower score in English subject especially in writing than class VIII or IX.

C. Data Collection

To get the valid data, the researcher used the instruments. The instruments that the researcher used was quantitative and qualitative data.

1. Qualitative

The qualitative data is the data that can be collected by the researcher during teaching learning process. In this case, the researcher used observation, interview sheet and documentation.

a. Observation

The purpose of observation is collect the information during teaching learning process in the class. In this research, the researcher used observation sheet which it is meant for the students manner during teaching learning in the class. This observation sheet is to see how students ask in the class, how students give the idea in the class and also whether students complete assignments on time.

The way to fill in the observation sheet is to put a check list in the answer column. In this study, the observer was Irma Juniarni.

a. Interview

Researchers will interview the teachers to get some information, such as: the difficulties faced by the teachers in teaching descriptive texts during the class, how far the students' skill in writing and what

an action that teachers did to solve students' problem in writing learning process. The results of this interview are to find out the problems of teachers and students that they face in the teaching and learning process, such as: for teachers; What are the difficulties that teachers faced in teaching writing in the classroom, the strategies that the teacher offers to overcome students' difficulties in learning to write, things that can interfere the teaching and learning process, etc. For student; What are the difficulties that they faced in writing learning, their feelings about the teacher's method and their opinion about applying Scrapbook as a media to improve their writing skills, etc.

a. Documentation

Documentation is used to show the teaching and learning process by using photos. Researchers take pictures as they study. This can indicate whether they are serious or not in the teaching and learning process and document this research. Researchers took several photos from a smartphone.

2. Quantitative

a. Test

Test is the instrument to measure the students to assess students whether they are capable and pass or not. It can about the skills, attitude and so on[28].

In quantitative data, it was done by writing tests, especially descriptive text tests. There are two kinds of tests given to students.

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[28] Suharsimi Arikunto, (2007), *Penelitian Tindakan Kelas,* Jakarta: Bumi Aksara, p. 150.

The test is divided into pre-test and post-test. Pretest is given to students before applying Scrapbook as a media in writing learning process. To measure students' writing skills before treatment. Meanwhile, the post test gave to the students after they got the treatment from the teacher. Exams are carried out at the end of each cycle.

In this study, the test consisted of 1 question with 1 picture which they had to describe for each test. In the pre-test and post test, researchers provide a paper with pictures or photos that they have to describe. They were given 30 minutes to complete the test. The test was carried out to see the improvement of students' writing skills, especially descriptive texts related to the subjects that had been studied.

D. Data Analysis

The researcher used quantitative and qualitative data to collect the data as data analysis technique. Qualitative data has the purpose as to describe the phenomenons that happen during teaching learning process. Qualitative data analysis consists of three components, namely: data reduction, data presentation, and drawing conclusions. This can be explained as follows:

1. Data Reduction

Data reduction is the process of selecting, focusing on simplifying, abstracting, and changing the data that appears in field notes or written

transcriptions. Meanwhile, this section is to reduce unnecessary data and collect important data.

2. **Data Display**

Data display are organized, compressed collections of information that allow conclusions and actions to be taken. In this section the researcher tries to compile the data that has been collected, so that it becomes conclusive and meaningful information through presenting the data and making relationships from each variable. In this study, researchers used essays in presenting data, because the most common data displays will be used in qualitative research.

3. **Drawing conclusion and verification**

The last step of analysis is drawing conclusion and verification. From start of the data collection, the qualitative is beginning to decide the explanation, possible configuration and prepositions. Verification or confirmation is make a conclusion, this is the important thing to do in data analysis[29]. Conclusions in qualitative research are new findings that can be an answer to research problems. The conclusion is from the description of the object of this study. Finally, at this stage the researcher got the results and conclusions of the research.

Based on three kinds or components above, the researcher used drawing conclusion and verification as the component to analyse the qualitative data in this research.

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[29]*Ibid*, p. 76.

While, the quantitative data is used to analyse the score of the students; the researcher observes their activities by using Scrapbook that will be given to the student. Quantitative data is broadly used to describe what can be measure or count and researcher also will know there is improvement or not on the students' writing skill through Scrapbook as the media.

To evaluate the students' improvement in writing skill, the researcher gave an instruction for them to describe one of the teacher in the picture in pre-test and post test.

In scoring descriptive text test, it was determined that the ranging from 0-100 by accounting the score of the students' test. The good text that use the correct punctuation and other aspects got an excellent score. While, the text that there are many errors in it, got the low scores too.

After that, to know students' mean score, the researcher applied the following formula:[30]

$$\overline{X} = \frac{\sum X}{n}$$

Where:

$\overline{X}$ = Students' mean of their score

$\sum x$ = The total score of the students

n   = The number of the students

To categorize the number of the students who are competent in writing descriptive text, the researcher applied the following pattern:[31]

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[30] Anas Sudijono, (2014), *Pengantar Statistik Pendidikan*, Jakarta: PT. Raja Grafindo Persada, p. 81.

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

Where:

P　　　= The percentage of students' improvement

R　　　= The number of students' point

T　　　= The total number of students

So, by applying the data, it is expected that the implementation of using Scrapbook in improving students' writing skill in descriptive text is achieved by using percentage.

E.　Research Procedure

The researcher uses a Classroom Action Research (CAR) designed by Kemmis and McTaggart. It consist of two cycle contains for phases, such as: plan, action, observe and reflect.

A cycle in action research generally has four phases as follows:
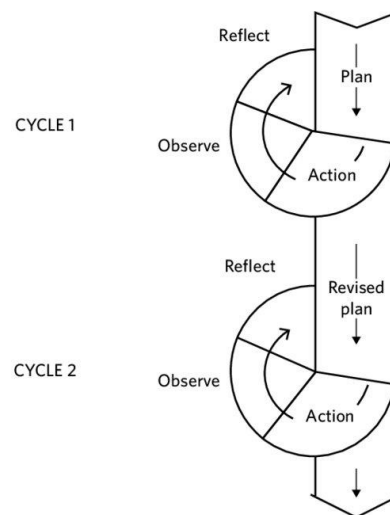
Figure 3.1: Action Research Spiral, Model from Kemmis and Mc Taggart[32]

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[31]*Ibid,* p. 43.
[32] Rochiati Wiriatmadja, (2006), *Metode Penelitian Tindakan Kelas (Untuk Meningkatkan Kinerja Guru dan Dosen)*, Bandung: Remaja Rosdakarya, p. 66.

Before the cycle I begin, the researcher applying pre-test or orientation test to identify the basic knowledge of the students about descriptive text. The explanation of the spiral above is as follows:

1. **Cycle I**

   a. **Planning**

   Planning is determine the things that would like to achieved. In this research, the things that would like to achieved is all the things that related with the effort to improve students' writing ability in descriptive text through scrapbook as the media. So, the following points are the specification of the planning that there in the first cycle:

   a) Analyze the students' problem in writing descriptive text,

   b) Conducting the cycle in two meetings,

   c) Making lesson plan that related with descriptive text,

   d) Preparing material for writing skill especially descriptive text,

   e) Conducting pre-test in order to know the students' basic ability in writing mastery,

   f) Conducting a test of writing skill with Scrapbook as the media in last meeting,

   g) Preparing the instrument for collecting data, such as field notes, observation, interview and documentation.

   b. **Action**

   Action is process in doing something, it is implementation of planning. In this step, the students will be taught how to improve

writing skill especially in descriptive text with Scrapbook as the media.

a) Explain the purpose of Scrapbook as the media in learning English,

b) Give a material of the skill by using Scrapbook as the media and instruct the students to see and give an attention to the teacher when explain the descriptive text as the material of the writing skill here.

c) After the teacher give an explanation, the teacher make a group for a students, the teacher devide students into eight groups,

d) Assign task to each member in the group to make their own Scrapbook like the example that teacher has been delivered.

c. Observation

In this stage, the researcher conducted several activities as follows:

a) Observed the class during the process of learning about students writing skill and learning process using observation sheets that has been prepared

b) To evaluate students skill by using observation sheet,

c) Make notes suitability study process undertaken based on indicators of writing skill.

d. Reflection

The implementation of the reflection is based on the analysis of data from observation and evaluation activities. Reflection is carried

out to determine the extent to which the media can improve students' writing skills and to find out the advantages and disadvantages of the implementation of the learning process that has been implemented so that it does not happen again in cycle II and overcomes obstacles that may be encountered in cycle II.

2. Cycle II

a. Planning

Activity in planning cycle II is same as planning in cycle I. The planning stages on the second cycle based on the result of reflection of the activity in cycle I. Planning is done to avoid the shortage and obstacles that occur in the first cycle both on students and on the implementation process of learning to improve students' writing skills. In this cycle consist of two meetings too—same with cycle I.

b. Action

Activities here is to apply the lesson plan that has been written before the class is begining. In this phase, the researcher develop many actions based on the previous cycle, such as: how to make the students more active and enthusiastic during the teaching learning process.

c. Observation and Evaluation

Same with cycle I, observation and evaluation activities is carried out to determine the changes in students' writing skill.

d. Reflection

At the end of the second cycle, the researcher's observation is to find the advantages and disadvantages in the learning process. Reflection include:

a) Disclosure of the result of observation about the advantages and disadvantages of learning process in understanding the concept by using Scrapbook as the media,

b) Reveal the action that have been conducted during the students' learning process,

c) Reveal the actions taken by the teacher during the teaching and learning process. The points that reflect the results of discussions with the English teacher.

CHAPTER IV

DATA ANALYSIS AND DISCUSSION

A. Data Description

The data is analyzed by using qualitative and quantitative data. Quantitative data came from the mean score of students and the percentage of students' improvement in writing descriptive text tests. Qualitative data came from observation sheets, interviews, and documentation. This research was conducted in one class consisting of 26 students that is VII grade of MTs. Al-Munawwarah Binjai. This research is conducted in two cycles. Each cycle consists of four stages, such as: planning, actions, observation and reflection. At the last meeting of each cycle, students must did the post test.

1. The Quantitative Data

The quantitative data is taken from the result of the tests that have given to the students. The tests that have given to them still relevant to the topic that have taught and discussed in the class in every cycles. There were two cycles consisted of four meetings in this research and the test is given in the last of each cycles. The result of the tests score of the students are shown in the table.

In this data, the researcher used a note for each students to reveal that students get the success criterion (≥ 75) with S and to the students who unsuccessful in the test with US.

Table 4.1

The Students' Score in Pre-Test, Post Test I and Post Test II

No	Students' Initial Name	Pre-Test	Note	Post Test I	Note	Post Test II	Note
1	AM	53	US	65	US	78	S
2	AN	51	US	75	S	80	S
3	ATY	50	US	76	S	80	S
4	AK	76	S	83	S	90	S
5	AAF	50	US	70	US	80	S
6	D	52	US	68	US	77	S
7	DO	50	US	63	US	76	S
8	DP	54	US	67	US	78	S
9	EP	53	US	66	US	73	US
10	FS	54	US	70	US	80	S
11	FFN	52	US	75	S	81	S
12	HAP	75	S	80	S	88	S
13	HP	50	US	65	US	73	US
14	IM	59	US	68	US	76	S
15	JS	60	US	75	S	85	S
16	MGTM	51	US	70	US	81	S
17	MPS	50	US	68	US	79	S
18	PF	53	US	76	S	83	S
19	RA	52	US	70	US	78	S
20	RH	57	US	75	S	80	S
21	RNP	56	US	78	S	87	S
22	SFH	62	US	78	S	85	S
23	SNB	60	US	75	S	83	S
24	SMR	75	S	84	S	90	S
25	VAS	76	US	88	S	90	S
26	Z	57	US	65	US	75	S

	Total ($\sum x$)	1.488		1.893		2.106	
	Mean (x)	57,2		72,8		81	

From the data above, the researcher saw that there were the increasing of students' achievement in writing descriptive text, it can be seen from pre-tes until post-test II that students' mean have increased in each test. From the table above the writer found the students' achievement are:

Pre-Test

In pre-test, almost all of the students got the low score. It can happened because the students did not know yet about the material so they just write what they just know. In this test, the researcher saw that many students write the word with the wrong spelling so it makes students' score was reduce. From the table, it showed that in the pre-test, there were only 4 students who be able to pass the passing grade 75.

Post-Test I

In post-test I, students' score was increasing. In the class, students become more active and brave to ask something that related with the material, so that they more understood. From the table, it showed there were 13 students who able to pass the passing grade 75. However, students' score in post-test I has not reached the target so the researcher make 1 cycle again with 1 test.

Post-Test II

In post test II, the students' gave positive reaction, they more motivated and it makes the impact of their achievement. In post test II, the students got the higher score than previous test. There were 24 students who can pass the passing grade ≥75, it means more than 50% students success in this test. So, the purpose

of this study that to improve students' writing ability with scrapbook as the media is success.

2. The Qualitative Data

a. Observation

Researchers observed students, the situations, conditions and problems during the teaching and learning process at each meeting. Researchers filled out the observation sheet to determine student activities during the learning process using scrapbook media to improve students' ability in mastery of descriptive writing. This is also done to find out how the interaction between teachers and students. From the observations, the researcher noted that the students were active and enthusiastic in learning descriptive writing using scrapbook media.

b. Interview

This interview was conducted on 11 June 2020 after completing cycle II. The writer asks the teacher several questions. This begins with the general conditions of the students during the implementation of the action. In her opinion, the scrapbook is good enough to be applied in teaching descriptive writing. The students looked enthusiastic during the teaching and learning process. Although there were some students who did not pay attention to the teacher and lack of vocabulary. They find it easier to write a draft because of this media. In general, the students participation is quite good because activities in the classroom involve students.

Another question is about the difficulties faced by students and their solutions in applying scrapbooks as a media during the teaching and learning process. It was observed that most of the students had difficulty in the

grammatical process of writing, besides that they found the difficulties to pour and arrange their ideas into sentences. So, the teachers must provide more motivation for students to actively learn. Teachers should give them the perspective that writing is a skill, it needs practice as much as possible.

The last category is attention to the opinion of scrapbook as a media. According to her, scrapbook is a suitable media for learning descriptive writing. It makes the students feel easier to write descriptive and increase interest. So it can be the alternative media in writing learning class. In addition, it can absolutely improve students' writing skills. It can be seen from students' score. Before using scrapbook as the media, the students' mean and score were low. However, after using scrapbook as the media, students' score have increased.

From the explanation above, it can be concluded that the English teacher gave the good reaction and admit that scrapbook has a good impact to students' achievement in writing ability, especially in writing descriptive text. So that, scrapbook can improve students' writing ability in descriptive text.

c. Documentation

Documentation is one of source as responding observation for researcher to catch every moment which considered important. The photos was taken while teaching learning process. The observer take some photos, such as: when the students did the test and when the researcher or the teacher deliver the material using scrapbook as the media.

A. **Data Analysis**

1. Quantitative Data

The quantitative data came from students' test. The students must did the test in every cycles. There are two kinds of tests, namely: pre-test and post test. From pre-test until post test II, the students' gave the positive feedback. It can be seen from the score of students that increase in every test.

Table 4.2

The Result of Students' Pre-Test in Writing Descriptive Text

No	Students' Initial Name	Pre-Test	Criteria Success (≥75)
1	AM	53	US
2	AN	51	US
3	ATY	50	US
4	AK	76	S
5	AAF	50	US
6	D	52	US
7	DO	50	US
8	DP	54	US
9	EP	53	US
10	FS	54	US
11	FFN	52	US
12	HAP	75	S
13	HP	50	US
14	IM	59	US
15	JS	60	US
16	MGTM	51	US
17	MPS	50	US

18	PF	53	US
19	RA	52	US
20	RH	57	US
21	RNP	56	US
22	SFH	62	US
23	SNB	60	US
24	SMR	75	S
25	VAS	76	S
26	Z	57	US
	Total ($\sum x$)	**1.488**	
	Mean (x)	**57,2**	

From the data above, it can be seen that the total of students' score were 1.488, there were 26 students who followed this test. So, to see the mean of students' score, the researcher need to calculate this. The average score is obtained from the following formula:

$$\overline{X} = \frac{\sum X}{n}$$

Where:

$\overline{X}$ = The mean of the students' score in descriptive text test

$\sum x$ = The total score of the students

n = The quantity of the students

So, the mean of the students was: $\overline{X} = \frac{1.488}{26} = 57,2$

Next, to know the class percentage of students who got Minimum Mastery Criterion score (≥ 75) using the following formula:

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

Where:

 P = The percentage of students' improvement in the test (≥75)

 R = The number of students' point (≥75)

 T = The quantity of students

$$P1 = \frac{4}{26} x\ 100\% = 15{,}4\%$$

$$P1 = \frac{22}{26} x\ 100\% = 84{,}6\%$$

Table 4.3

The Percentage of the Students' Score in Pre-Test

	Criteria	Total of Students	Percentage
P1	**Passed**	**4**	**15,4%**
P2	**Failed**	**22**	**84,6%**
Total		**26**	**100%**

Based on the results of the pre-test above, the data obtained that the pre-test mean value was 57.2. There were only four students who got the score above the Minimum Mastery Criteria (KKM) or 15.4%, while 22 students got score that lower than the criteria. From this analysis, it can be seen that almost all of the VII grade students of MTs. Al-Munawwarah Binjai have the low score and comprehension in writing ability.

Table 4.4

The Result of Students' Post-Test I in Writing Descriptive Text

No	Students' Initial Name	Post Test I	Criteria Success (≥75)
1	AM	65	US
2	AN	75	S
3	ATY	76	S
4	AK	83	S
5	AAF	70	US
6	D	68	US
7	DO	63	US
8	DP	67	US
9	EP	66	US
10	FS	70	US
11	FFN	75	S
12	HAP	80	S
13	HP	65	US
14	IM	68	US
15	JS	75	S
16	MGTM	70	US
17	MPS	68	US
18	PF	76	S
19	RA	70	US
20	RH	75	S
21	RNP	78	S
22	SFH	78	S
23	SNB	75	S
24	SMR	84	S
25	VAS	88	S
26	Z	65	US
	Total ($\sum x$)	**1.893**	

	Mean (*x*)	72,8	

From the table above, the total of students' score were 1.893. There were 26 students who followed this test. So, to know the mean of students, the researcher need to calculate the data with the formula. The average score is obtained from the following formula:

$$\overline{X} = \frac{\Sigma X}{n}$$

Where:

$\overline{X}$ = The mean of the students' score in descriptive text test

Σx = The total score of the students

n   = The quantity of the students

So, the mean of the students was: $\overline{X} = \frac{1.893}{26} = 72,8$

Next, to know the class percentage of students who got Minimum Mastery Criterion score ($\geq$75) using the following formula:

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

Where:

P   = The percentage of students' improvement in descriptive test($\geq$75)

R   = The number of students' point ($\geq$75)

T   = The quantity of students

$$P1 = \frac{13}{26} x \ 100\% = 50\%$$

$$P1 = \frac{13}{26} x \ 100\% = 50\%$$

Table 4.5

The Percentage in Post-Test I

	Criteria	Total of Students	Percentage
P1	Passed	13	50%
P2	Failed	13	50%
Total		26	100%

Based on the data above, it can be seen that students' mean was 72,8 or around 50%. So, from the data above, the students got the increasing in writing ability. There were 26 students who followed this test and class, by division there were 13 students who were able to pass the score criteria and 13 students too who did not pass the score criteria. Even though the students gave the good reaction. However, this research could not be stop here because the researcher's target was ≥75% students' must be able to pass the criteria score, so that the researcher make the new cycle.

Table 4.6

The Result of Students' Post-Test II in Writing Descriptive Text

No	Students' Initial Name	Post Test	Criteria Success (≥75)
1	AM	78	S
2	AN	80	S
3	ATY	80	S
4	AK	90	S
5	AAF	80	S
6	D	77	S
7	DO	76	S
8	DP	78	S
9	EP	73	US

10	FS	80	S
11	FFN	81	S
12	HAP	88	S
13	HP	73	US
14	IM	76	S
15	JS	85	S
16	MGTM	81	S
17	MPS	79	S
18	PF	83	S
19	RA	78	S
20	RH	80	S
21	RNP	87	S
22	SFH	85	S
23	SNB	83	S
24	SMR	90	S
25	VAS	90	S
26	Z	75	S
	Total ($\sum x$)	**2.106**	
	Mean (x)	**81**	

From the data above, it can be seen that the students' mean were 2.106. the total of students who followed this test and class were 26 students. To know students' mean score, the researcher need to calculate it with the formula. The average score is obtained from the following formula:

$$\overline{X} = \frac{\sum X}{n}$$

Where:

$\overline{X}$　　= The mean of the students' score

$\sum x$　　= The total score

n　　= The number of the students

So, the mean of the students was: $\overline{X} = \frac{2.106}{26} = 81$

Next, to know the class percentage of students who got Minimum Mastery Criterion score ($\geq$75) using the following formula:

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

Where:

      P   = The percentage of students' improvement ($\geq$75)

      R   = The number of students' point ($\geq$75)

      T   = The total number of students

$$P1 = \frac{24}{26} x \ 100\% = 92,3\%$$

$$P1 = \frac{2}{26} x \ 100\% = \ 7,7\%$$

Table 4.7

The Percentage in Post-Test II

	Criteria	Total of Students	Percentage
P1	**Passed**	24	92,3%
P2	**Failed**	2	7,7%
Total		26	100%

From the data above, it can be concluded that the students' score were increase. From the first test until the last test, the students gave the positive reaction. So that scrapbook can improve students' writing ability. The mean score of post test II of writing descriptive in the second cycle was 81. There are 24 students who got score more than the Minimum Mastery Criterion ($\geq$75) or 92,3%

if it calculated into class percentage. It showed that the first success criteria have been reached.

Table 4.8

The Mean Score of Cycle I (Pre-Test and Post-Test) and Cycle II (Post-Test)

X	Pre-Test	Post-Test I	Post-Test
Mean	57,2	72,8	81

The mean of the students' score in post-test of cycle II was highest, so it could be said that the students' writing descriptive mastery by using Scrapbook as the media improved from 57,2 to 81

Table 4.9

The Percentage of Students' Writing Descriptive Text Achievement

Cycle		The Number of Students	Percentage
Cycle I	Pre-Test	4	15,4%
	Post Test	13	50%
Cycle II	Post Test	24	92,3%

From the table above, the result showed the increasing of the students' scores from the pre-test to post-test I, post-test I to post test II. In the first test (pre-test), the students who got score more than 75 ($\geq$75) were 4 students from 26 students in the class (15,4%). In the post test I, the students who got score more than 75 ($\geq$75) were 13 students from 26 students. In the other words, the percentage of post test I was 50%. In the third test (post-test II), the students who got the Minimum Mastery Criterion ($\geq$75) were 24 students. If it calculated into the percentage, so the percentage of post-test II was 92,3%.

The increasing of the pre-test to the first post-test was about 34,6% and the increasing of the first post-test to the second post test was around 42,3%.

2. Qualitative Data

The qualitative data was analyzed from observation and interview sheet. The research was done in two cycle, and each cycle consist of two meetings.There are two test in cycle I (pre-test and post-test) and one test in cycle II (post-test).

a. First Cycle

a) Planning

There are several activities carried out in this phase. First of all, to determine the students' writing skills, the writer gave a pre-test in cycle I. After that, the writer made lesson plans related to descriptive text during two meetings. The author also prepares materials for writing skills, especially descriptive texts and makes a scrapbook as a media in this study. The scrapbook used cartoons, paper and pictures. The author also prepared resources and materials for study. In addition, the authors also prepared exercises as data collection instruments. The author also prepared observation and interview sheets. Furthermore, the writer and teacher determined the success criteria. The success criterion is ≥ 75 of the students' writing scores achieved.

b) Action

Action of the first cycle was done on 30th May until June 4th, 2020. The writer implemented the teaching learning process based on the lesson plan that had been made in this phases, there were some activities done by the researcher, those are:

1. The teacher provided the pre-test to the students. In the pre test, the researcher observed the situation of the class by asking the students about descriptive text. the researcher also asked the students about their problem which they faced in writing.

2. The researcher explained what descriptive text by using scrapbook. There are some parts that the researcher explained, those are: definition, generic structure, and an example of descriptive text by using Scrapbook as the media.

3. After that, the researcher gave the explanation about descriptive text and scrapbook. Then the researcher devided students into eight groups. Next, the researcher asked the students to make descriptive text as the post-test I.

d) Observation

In this stage the researcher carried out several activities, including: observing during the learning process of students' writing skills and the learning process using the observation sheets that had been prepared, evaluating students' skills using observation sheets, and making notes on the suitability of the learning process carried out. based on indicators of writing skills. Researchers found that most of the meetings did not go well. The students still look confused, and still find the difficulties to put their ideas into readable descriptive text. This is because most students have difficulty in finding correct vocabulary and grammar. In doing the post test I, students kept asking their friends what they should write and some of them cheated with their friends. Students also need a long time to complete their writing test. So the researcher as the teacher instructed them to take the writing test seriously and write only what they know how to make descriptive

text. However, only some of them were serious about their exams during class. This can be seen from the scores of students who get ≥75 scores of 13 students, better than the pre-test scores.

e) **Reflection**

Based on the results of students in the post test I, there were 13 students who scored ≥75 where there were about 50% of the 26 students who succeeded in obtaining the Minimum Completeness Criteria. From the data above, it can be concluded that the application of Scrapbook as a media has not provided satisfactory results in improving students' writing skills, especially in writing descriptive texts. In fact, the students' scores on the post-test I were better than their scores on the pre-test. However, it is necessary to increase vocabulary to solve problems in generating ideas because some of them are still confused and find the difficulties to generate ideas and lack of vocabulary. In the second cycle, the researcher as the teacher increased their mastery of descriptive texts by providing more explanations about descriptive texts and giving them a lot of vocabulary that they did not know before they learned in this class. Students have not reached the minimum completeness criteria so it needs to be revised before implementing the next cycle. So the researcher hope that students can achieve the success criteria in this study.

a. **Second Cycle**

After doing the first cycle, students found problems and provided information about students' writing mastery. Therefore, the researcher has good motivation to conduct class II action research which is carried out in two meetings. Cycle II is expected to be better than cycle I action research.

Researcher give them more motivation and also explanation about the material. The second cycle of action research is as follows:

a) Planning

In this phase, the researcher prepared the lesson plan and emphasized the teaching learning process in teaching writing descriptive. In this cycle, the researcher explained more deeply about the material using Scrapbook as the media. The researcher also created the supportive and active situation in the class during the teaching-learning process, so the students felt more interest and it could developed their creativity.

a) Action

The first thing that the researcher did in the second cycle was to ask the students which parts they did not understand from the teacher's explanation in the first cycle or the previous meeting. Based on the students' questions, the teacher explained again about the generic structure of the descriptive text and at the end of the second cycle the researcher asked the students to write a descriptive text test using the scrapbook media as the post test II.

b) Obsevation

Observations are still being made until the last time. The activity of students was observed and it showed that most of the students did not have problem about the writing descriptive text. They liked to learn about writing descriptive text by using Scrapbook as the media which given by the teacher. They were active during teaching learning process and looked more enthusiastic than before. There are 24 students that got the Minimum Mastery Criteria score (≥ 75), so almost all of the students success to got the Minimum Mastery Criterion in this cycle.

c) **Reflection**

After the teacher checked the students' descriptive writing mastery by giving them tests, it was found that the students' scores showed improvement. Based on observations and test results, the researcher concluded that students could improve their mastery of descriptive writing using scrapbook as the media. Students scores in the second cycle more increased than the first cycle. This makes the researcher feel that the cycle can be stopped because the students have mastered the material, namely descriptive text.

C.Research Finding

The results showed that there were an improvement of the students' writing ability in descriptive texts using scrapbook as the media. This can be seen from the improvement in the average students' score in each cycle. The mean score of the final test I was 72.8 and the mean score of the final test II was 81.

The percentage of students who got Minimum Mastery Criteria score ≥75 points also increased. In the pre-test, students who got 75 were only 4 of the 26 students in the class or about 15.4%. In the post test I, there were 13 students who scored 75 or about 50% of the 26 students in the class who achieved the Minimum Completeness Criteria. Finally, in the post test II, there were 24 students who got 75 or about 92.3%.

The researcher arranged all quantitative and qualitative data from each meetings. In each cycles the researcher conducted a writing test. From the first test or pre-test, the students' score was still low. It is because the students could not develop their idea and write their idea into written language, they felt so confused about what should they write. In Indonesian, they could describe clearly. However, they could not describe it into English written. After they saw the

example and explanation from the teacher using scrapbook as the media, they got better and they can increase their writing ability.

Furthermore, in the first cycle there were many students who had difficulty writing descriptive texts. However, after the teacher taught them with the scrapbook media, they could understand how to write descriptive text well. Because scrapbooks have a generic structure of descriptive text and a lot of vocabulary there. From the first cycle, the students' scores were better than the pre-test.

Even though most of the students already understood the material, there were some students who still faced the problems in writing descriptive texts. It can be seen from the students' scores on the post test I, there were 13 out of 26 students who still had poor grades. So, the researcher did cycle II so that all of the students understood the descriptive text well. After the researcher did cycle II the results were better than in the first cycle. This can be seen from the students' scores in the post test II, only 2 students of 26 students who get poor grades. However, 22 students got ≥75 score.

Researcher also analyzed qualitative data from interviews, observation sheets and documentation. The results of the interview indicated that the application of scrapbooking as a media could assist students in writing descriptive texts. The observation sheet showed that students give good responses and attitudes during the teaching and learning process. After that the documentation showed the activities in the class. All of this qualitative data supports the research findings which are based on the quantitative data. It was found

that the application of scrapbooks as a media had succeeded in improving students' writing skills, especially on descriptive texts

D.Discussion

The research was conducted to find out the improving of the students' ability in writing descriptive text by using scrapbook as the media. Scrapbook is one of many medias that could help students to solve their problem in doing writing test.

This research has proven the effectiveness of applying scarpbook as a media. This is shown in table 4 of the increase in student scores from pre-test to post-test II. That's because the researcher master the class better. The effect of scrapbook media is make students feel easier in the learning process and students can understand what descriptive text is.

Based on the quantitative data result, the result showed that the students' pre-test score is still low, only 4 students who got score up ≥75, it caused the students still not understood about writing descriptive text and they did not know how to write a descriptive text according to generic structure.

In cycle I, the students' ability in writing descriptive text was improved. The score was higher than the previous test (pre-test). It was proven by the fact that the mean of the students' score in post-test I was improved. The mean score of post-test I was 72,8 or there were 13 students who got score up ≥75. The students' response when using scrapbook as the media in teaching writing was very good. Because by using scrapbook as the media, the students more interested and the students' more understand well about the material.

The result showed that scrapbook as the media can improve students' writing ability in descriptive text. It can be seen from the score of the students or

the qualitative data, such as: observation sheet, interview sheet and documentation that have been collected by the researcher.

The qualitative data came from interview, observation sheet and documentation. It found that the class was effective by using this media. Qualitative data could improve students' ability and also teachers capability in teaching.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After analyzing the data, it could be concluded that scrapbook as the media could improve the students' writing ability especially in descriptive text at MTs. Al-Munawwarah Binjai in Academic Year 2019/2020. The students' ability in writing descriptive text before using scrapbook as the media was still low. The mean score of the pre-test was 57,2 or around 15,4%.

There was improvement of students' ability in writing descriptive text by using scrapbook as the media. The students' ability in writing descriptive text in the first cycle was increase, it showed from the mean score of the students. In the first post-test, there were 13 students who got score up 75, with mean 72,8 or around 50%. After that, in the second post-test, the students got the higher score than post-test I, with mean 81 and percentage around 92,3%. It means that there was an improvement in students' writing ability especially in writing descriptive text by using scrapbook as the media.

The observation and interviews conducted by the writer during the action showed that the students more motivated and interest to participate and active in teaching learning process.

The teacher's response about the implementation of scrapbook as the media was positive and it would be an alternative technique in teaching writing. Therefore, scrapbook as the media could improve the students' ability in writing descriptive text.

B. Suggestion

Based on the result of this research which positively indicated that the use of scrapbook could improve the students' writing ability especially in descriptive text. Some suggestions for the teaching learning English are proposed as follows:

1. For the English teachers, it is useful to apply scrapbook as the media as one of the alternative teaching and variation of teaching learning process in the class, so the students will feel spirit and more interest.

2. For the students, the using of scrapbook as the media can improve the ability of students' writing descriptive text. It is suggested for other researcher to use scrapbook as the media as one of the references in teaching writing.

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RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan   : MTs. Al-Munawwarah Binjai

Mata Pelajaran   : Bahasa Inggris

Kelas/semester   : VII/2

Materi Pokok   : Teks Interaksi transaksional Lisan dan Tulis Sederhana terkait sifat manusia

Alokasi Waktu   : 8 x 40 menit (4 x pertemuan)

A. Kompetensi Inti

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, pedulin dan bertanggungjawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.

KI 3 : Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural dan meta kognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan dan kenegaraan terkait penomena dan kejadian tampak mata.

KI 4 : Menunjukan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif dan komunikatif dalam

ranah konret dan ranah abstrak sesuai dengan yang dipelajari disekolah dan sumber lain yang sama dalam sudut pandang teori.

B. KOMPETENSI DASAR

KOMPETENSI DASAR	INDIKATOR
3.5 Mengidentifi-kasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan sifat orang, binatang, benda sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan *be, adjective*)	3.5.1 Peserta didik dapat mengidentifikasi fungsi social teks interaksi transaksional lisan dan tulis terkait sifat manusia 3.5.2 Peserta didik dapat mengidentifikasi unsur kebahasaan teks interaksi transaksional lisan dan tulis terkait sifat manusia 3.5.3 Peserta didik dapat menyebutkan sifat manusia
4.5. Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait sifat orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks	4.5.1 Peserta didik dapat teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait sifat manusia.

Fokus Penguatan pendidikan karakter : Religius, mandiri, gotong royong, integritas

C.   TUJUAN PEMBELAJARAN

Melalui media Scrapbook dalam pembelajaran ini, peserta didik mampu mengidentifikasi dan menyusun teks interaksi transaksional lisan dan tulis terkait sifat manusia

D.   MATERI PEMBELAJARAN

1. Teks interaksi transaksional: memberi dan meminta informasi terkait sifat orang, binatang, benda

- **Fungsi sosial**

Mendeskripsikan, mengidentifikasi, mengkritisi benda dari segi sifatnya.

- **Struktur teks**

Dapat mencakup:

- Memulai

- Menanggapi (diharapkan/di luar dugaan)

dengan menyatakan/ menanyakan tentang benda yang dibicarakan, secara fisik

- **Unsur kebahasaan**

- Pernyataan dan pertanyaan terkait sifat benda

- Kosa kata, terkait dengan karakter manusia

Patient	impatient	Nice	Bad
Just	Unjust	arogant	Humble
Diligent	Lazy	confidence	Shy
Smart	Stupid	talkactive	Silent
Honest	Liar	cheerful	Serious

Kind-hearted	Grumpy		
Generous	Miserly		
Pious	naughty		

- Ucapan, tekanan kata, intonasi

- Ejaan, tanda baca

- Tulisan tangan

- **Topik**

  Sifat dan keadaan orang, binatang, benda, yang terdapat di rumah, sekolah, dan lingkungan sekitar siswa, serta perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri.

2. **Materi Pembelajaran Pengayaan**

  Teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait sifat benda, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks

3. **Materi Pembelajaran Remedial**

  Fungsi sosial, struktur teks dan unsur kebahasaan teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait sifat orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks

E.   **METODE PEMBELAJARAN**

Metode PPP (*Presentation, Practice, Production)*

F. MEDIA DAN SUMBER BELAJAR

1. Media/Alat   : White board, marker, gambar, scrapbook.

2. Bahan   : kertas warna, asturo

3. Sumber   : - Buku When English Rings A Bell

    - English Dictionary

G. KEGIATAN PEMBELAJARAN

Pertemuan 1

Kegiatan	Deskripsi Kegiatan	Alokasi waktu
Pendahuluan	▪ Guru masuk ke kelas dan langsung menyapa menggunakan bahasa inggris agar English Environment dapat langsung tercipta di pertemuan pertama. ▪ Guru dapat menggunakan kalimat" *Good morning students"*. ▪ Pastikan peserta didik merespon dengan menjawab kembali " *Good morning, Teacher/ Sir/ Ma'am"*. ▪ Jika peserta didik belum merespon, jangan dulu melanjutkan pelajaran. ▪ Guru mengaitkan materi yang akan dilakukan dengan materi sebelumnya ▪ Guru menyampaikan tujuan pembelajaran ▪ Guru mengajukan pertanyaan menantang kepada peserta didik	10 menit
Inti	▪ Guru *menerangkan* Fungsi social ▪ Guru *menampilkan* dialog didepan	60 menit

	kelas (2 org siswa)	
	▪ Guru meminta peserta didik <u>mencari</u> kosakata tentang sifat manusia	
	▪ Peserta didik menuliskan kosakata tsb di white board.	
	▪ Peserta didik <u>menyalin</u> kosakata kedalam buku tulis	
	▪ Guru menyebutkan cara pengucapan setiap kosakata, peserta didik dgn **motivasi tinggi** menirukan berulang-ulang	
	▪ Guru <u>memberikan</u> sebuah kertas warna kpd semua peserta didik, peserta didik berdiskusi dengan teman sebangku dan menuliskan kalimat dgn structure bahasa yang benar sesuai dengan nomor kosakata dalam white board	
	▪ Guru memeriksa dan membimbing agar peserta didik memahami structure bahasa yang benar.	
	▪ Peserta didik dgn **percaya diri** menempelkan kertas yang berisi kalimat.	
	▪ Peserta didik membuat 10 kalimat yang menyatakan karakter teman2 sekelasnya	
	▪ Guru memeriksa tugas setiap siswa	
Penutup	▪ Setelah mengikuti kegiatan pembelajaran pada pertemuan ini, peserta didik ditanya tentang sifat benda.	10 menit

Kegiatan	Deskripsi Kegiatan	Alokasi waktu
	▪ Guru memberikan pertanyaan untuk mengetahui apakah peserta didik sudah memahami topik ▪ Peserta didik diminta membuat kesimpulan pembelajaran pada pertemuan ini. ▪ Peserta didik diberi tugas	

Pertemuan 2

Kegiatan	Deskripsi Kegiatan	Alokasi waktu
Pendahuluan	▪ Guru masuk ke kelas dan langsung menyapa menggunakan bahasa inggris agar English Environment dapat langsung tercipta di pertemuan pertama. ▪ Guru dapat menggunakan kalimat" *Good morning students".* ▪ Pastikan peserta didik merespon dengan menjawab kembali "*Good morning, Teacher/ Sir/ Ma'am".* ▪ Jika peserta didik belum merespon, jangan dulu melanjutkan pelajaran. ▪ Guru mengaitkan materi yang akan dilakukan dengan materi sebelumnya ▪ Guru menyampaikan tujuan pembelajaran ▪ Guru mengajukan pertanyaan	10 menit

		menantang kepada peserta didik	
Inti	▪ Guru menayangkan/mempresentasikan materi tentang teks deskriptifberkaitan dengan sifat manusia ▪ Peserta didik memperhatikan presentasi tsb ▪ Guru mengajarkan cara pengucapan setiap kalimat yang ada pada kertas asturo,peserta didik menirukannya berulang-ulang ▪ Peserta didik berpasangan menyusunteks deskripsi tentang sifat manusia ▪ Guru memeriksa pekerjaan peserta didik ▪ Peserta didik dengan**motivasi tinggi** berlatih menyebutkan dialognya masing-masing dengan bimbingan guru. ▪ Peserta didik dengan**percaya diri** mempresentasikan dialognya masing-masing didepan kelas	60 menit
Penutup	▪ Setelah mengikuti kegiatan pembelajaran pada pertemuan ini, peserta didik ditanya tentang sifat manusia. ▪ Guru memberikan pertanyaan untuk mengetahui apakah peserta didik sudah memahami topik ▪ Peserta didik diminta membuat	10 menit

| | kesimpulan pembelajaran pada pertemuan ini. |
| | ▪ Peserta didik diberi tugas |

Pertemuan 3

Kegiatan	Deskripsi Kegiatan	Alokasi waktu
Pendahuluan	▪ Guru masuk ke kelas dan langsung menyapa menggunakan bahasa inggris agar English Environment dapat langsung tercipta di pertemuan pertama. ▪ Guru dapat menggunakan kalimat" *Good morning students".* ▪ Pastikan peserta didik merespon dengan menjawab kembali " *Good morning, Teacher/ Sir/ Ma'am".* ▪ Jika peserta didik belum merespon, jangan dulu melanjutkan pelajaran. ▪ Guru mengaitkan materi yang akan dilakukan dengan materi sebelumnya ▪ Guru menyampaikan tujuan pembelajaran ▪ Guru mengajukan pertanyaan menantang kepada peserta didik	10 menit
Inti	▪ Guru	60 menit

	menayangkan/mempresentasika n contoh teks deskripsi ▪ Peserta didik memperhatikan presentasi tersebut, ▪ Guru mengajarkan cara pengucapan setiap kalimat yang ada pada kertas asturo,peserta didik menirukannya berulang-ulang ▪ Peserta didik bekelompokmenyusunteks deskriptif tentang sifat manusia ▪ Guru memeriksa pekerjaan peserta didik ▪ Peserta didik denganmotivasi tinggi berlatih membuat teks deskriptif nya masing-masing dengan bimbingan guru. ▪ Peserta didik denganpercaya diri mempresentasikan hasil kerja nya masing-masingdidepan kelas.	
Penutup	▪ Setelah mengikuti kegiatan pembelajaran pada pertemuan ini, peserta didik ditanya tentang sifat manusia lainnya serta bagaimana cara membuat teks deskriptif. ▪ Guru memberikan pertanyaan untuk mengetahui apakah peserta didik sudah memahami topik ▪ Peserta didik diminta membuat	11 menit

| | kesimpulan pembelajaran pada pertemuan ini. | |
| | ▪ Peserta didik diberi tugas | |

Pertemuan 4

Kegiatan	Deskripsi Kegiatan	Alokasi waktu
Pendahuluan	▪ Guru masuk ke kelas dan langsung menyapa menggunakan bahasa inggris agar English Environment dapat langsung tercipta di pertemuan pertama. ▪ Guru dapat menggunakan kalimat" *Good morning students".* ▪ Pastikan peserta didik merespon dengan menjawab kembali " *Good morning, Teacher/ Sir/ Ma'am".* ▪ Jika peserta didik belum merespon, jangan dulu melanjutkan pelajaran. ▪ Guru mengaitkan materi yang akan dilakukan dengan materi sebelumnya ▪ Guru menyampaikan tujuan pembelajaran ▪ Guru mengajukan pertanyaan menantang kepada peserta didik	10 menit
Inti	▪ Guru menayangkan / mempresentasikan contoh teks	60 menit

		deskripsi	
	▪ Peserta didik memperhatikan presentasi tersebut,	
	▪ Guru mengajarkan cara pengucapan setiap kalimat yang ada pada kertas asturo,peserta didik menirukannya berulang-ulang	
	▪ Peserta didik bekelompokmenyusun teks deskriptif tentang sifat manusia	
	▪ Guru memeriksa pekerjaan peserta didik	
	▪ Peserta didik dengan **motivasi tinggi** berlatih membuat teks deskriptif nya masing-masing dengan bimbingan guru.	
	▪ Peserta didik dengan **percaya diri** mempresentasikan hasil kerja nya masing-masing didepan kelas.	
Penutup	▪ Setelah mengikuti kegiatan pembelajaran pada pertemuan ini, peserta didik ditanya tentang sifat manusia lainnya serta bagaimana cara membuat teks deskritif.	12 menit
	▪ Guru memberikan pertanyaan untuk mengetahui apakah peserta didik sudah memahami topik	
	▪ Peserta didik diminta membuat kesimpulan pembelajaran pada	

| | pertemuan ini. | |
| | ▪ Peserta didik diberi tugas | |

## H. PENILAIAN, PEMBELAJARAN REMEDIAL DAN PENGAYAAN

1. Teknik penilaian

- Sikap : Observasi

- Pengetahuan : Penugasan

- Keterampilan : Praktik

Kisi-Kisi dan Soal

No.KD	Indikator	Bentuk Soal	Ket
4.5	Disajikan satu gambar kemudian peserta didik dapat menyusun teks deskriptif dan memperagakannya didepan kelas	Uraian	1

Butir Soal KD 4.5

1. *Make a short paragraph about the picture below, you must use at least 5 sentences.*

picture
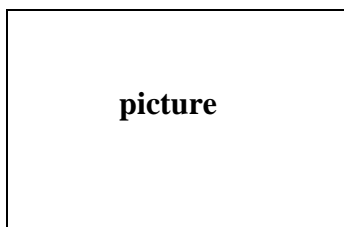
- **Rubrik Penilaian dan Pedoman Penskoran**

Tes Uraian KD. 4.5

Aspects		Score	Performance Description
Content (C)	1. Topic 2.Details	27-30	The topic is complete and clear and the details are relating to the topic.
		22-26	The topic is complete and clear but the details are almost relating to the topic.
		17-21	The topic is complete but the details are not relating with the topic.
		13-16	The topic is not clear and the details are not relating with the topic.
Organization (O)	1.Identification 2.Description	18-20	Identification is complete and descriptions are arranged with the proper connectives.
		14-17	Identification is almost complete and description s are arranged with almost proper connectives.
		10-13	Identification is not complete and description are arranged with few misuse of connectives.
		7-9	Identification is not complete and descriptions are arranged with misuse of connectives.
Grammar (G)	1.Use present tense	22-25	Very few grammatical or agreement inaccuracies.

		2.Agreement	18-21	*Few grammatical or agreement inaccuracies but not affect on meaning.*
			11-17	*Numerous grammatical or agreement inaccuracies.*
			5-10	*Frequent grammatical or agreement inaccuracies*
Vocabulary (V)	-		18-20	*Effective choice of words and word forms.*
			14-17	*Few misuse of vocabularies, word forms, but not change the meaning*
			10-13	*Limited range confusing words and word form.*
			7-9	*Very poor knowledge of words, word forms and not understandable.*
Mechanics (M)	1. Spelling 2. Punctuation 3. Capitalization		5	*It uses correct spelling, punctuation and capitalization.*
			4	*It has occasional errors of spelling, punctuation and capitalization.*
			3	*It has frequent errors of spelling, punctuation and capitalization.*
			2	*It is dominated by errors of spelling, punctuation and capitalization.*

Binjai, 30th May2020

Mengetahui,

Kepala Sekolah

MTs. Al-Munawwarah Binjai   Guru Bahasa Inggris,

Elza Martenelly S.Pd   Dra. Nurkhairani
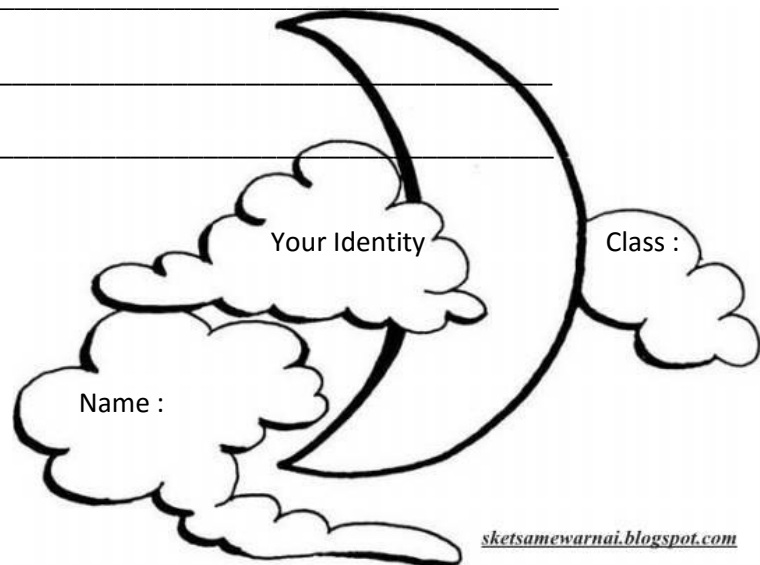
Researcher

Khairima Fathurahmi

APPENDIX II

Instruction (perintah)   : Describe one teacher from the picture below! At least 5 sentences! (Deskripsikan satu guru dari gambar di bawah! Paling sedikit 5 kalimat!)

Let's make your decription text! Don't forget to choose one teacher from the picture below.

_____

_____

_____

_____

_____

_____

_____

Your Identity

Class :

Name :

sketsamewarnai.blogspot.com

APPENDIX III

Key Answer Pre-Test

Instruction (perintah)   : Describe one teacher from the picture below!

At least 5 sentences! (Deskripsikan satu guru dari gambar di bawah! Paling

sedikit 5 kalimat!)

Let's make your decription text! Don't forget to choose one teacher from the

picture below.

My Civic Education teacher's name is Elza Martenelly

She is also a social studies teacher
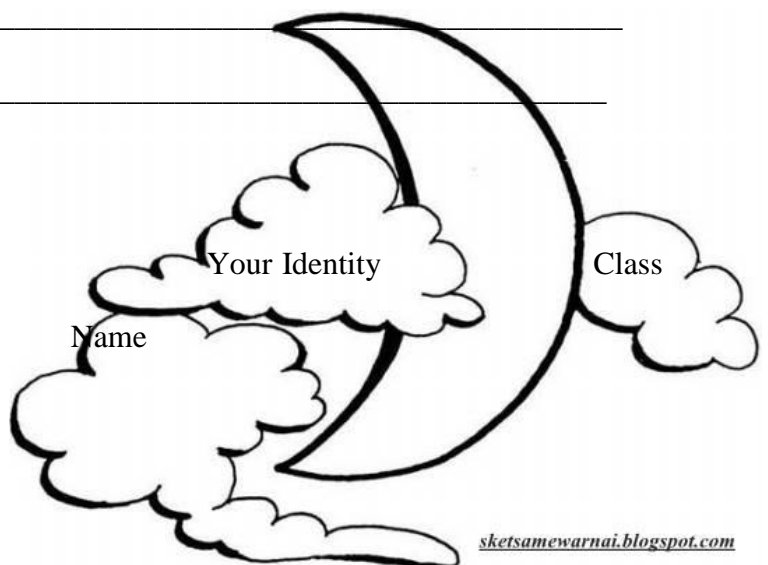
She is tall

She is beautiful

She is smart

Your Identity

Class:

Name:

Khairima F.Rahmi

sketsamewarnai.blogspot.com
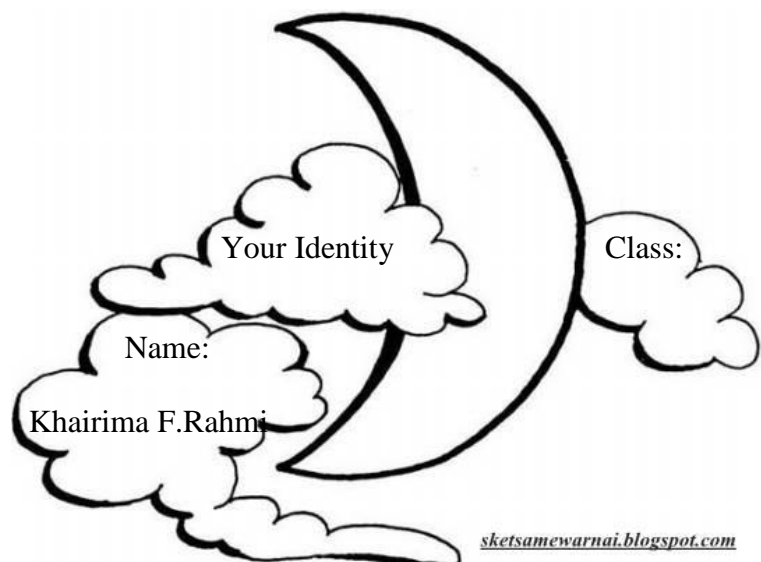
APPENDIX IV

Post-Test I and II

Instruction (perintah) **: Describe one teacher from the picture below! At least 5 sentences! (Deskripsikan satu guru dari gambar di bawah! Paling sedikit 5 kalimat!)**

Let's make your decription text below!

_____

_____

_____

_____

_____

_____

_____

Your Identity   Class

Name

APPENDIX V

Key Answer of Post-Test I and II

Instruction (perintah) : **Describe one teacher from the picture below! At least 5 sentences! (Deskripsikan satu guru dari gambar di bawah! Paling sedikit 5 kalimat!)**

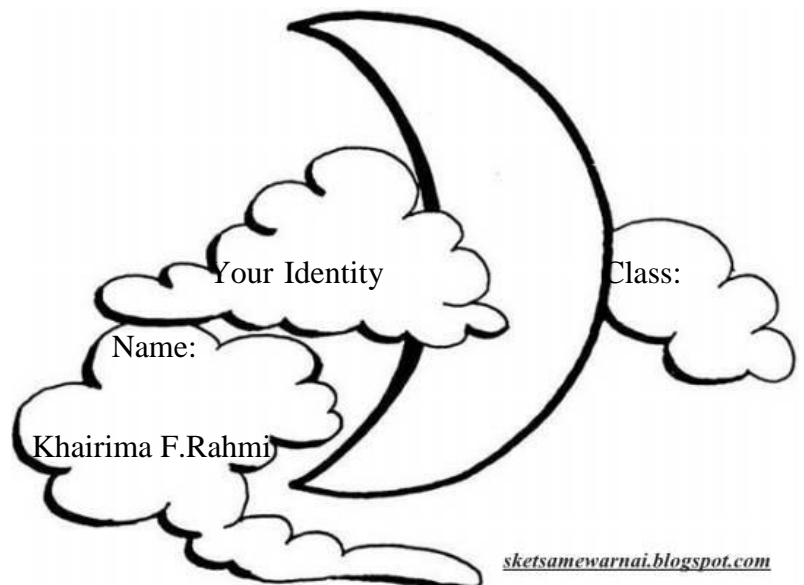**Let's make your decription text below!**

My math teacher is Ma'am Martini

She is also a science teacher,

She is short,

She is beautiful,

She has a kind-heart.

Your Identity   Class:

Name:

Khairima F.Rahmi

sketsamewarnai.blogspot.com

APPENDIX VI

OBSERVATION SHEET

No	Name	Cycle 1						Cycle 2					
		First meeting			Second meeting			Third meeting			Fourth meeting		
		A	GI	OT	A	GI	OT	A	GI	OT	A	GI	OT
1	Ahza Maulana	-	-	-	√	-	-	-	√	√	√	√	√
2	Aisyah Nabila	-	√	√	-	√	-	√	√	√	√	-	√
3	Anggun T. Yeni	-	-	√	-	-	√	√	√	√	√	√	√
4	Anugrah Karunia	√	-	√	-	√	√	√	√	√	√	√	√
6	Dian	-	-	-	√	√	√	-	√	√	√	√	√
7	Dina Olivia	-	-	-	√	√	√	-	√	√	√	√	√
8	Dinny Pratika	-	√	√	√	-	√	√	√	√	√	√	√
9	Ellyza Putri	-	-	-	√	-	√	-	-	√	-	√	√
10	Fajar Setiawan	-	-	-	-	-	√	-	√	√	-	√	√
11	Farid Fahlevi Nst.	-	-	-	-	-	√	√	-	√	√	√	√
12	Heri Ardiansyah P.	-	-	√	√	-	√	-	-	√	√	√	√
13	Herman Praitno	-	-	-	-	√	√	-	-	√	√	√	√
14	Ibnu Mubarokh	-	√	-	-	-	√	-	√	√	√	√	√
15	Juwita Sari	√	-	-	-	-	-	√	√	√	√	√	√
16	M. Genta Tri M.	-	-	√	-	√	-	√	-	√	√	√	√
17	Maila Puspita Sari	-	-	-	√	√	-	√	-	√	√	√	√
18	Putri Febriyanti	-	-	-	√	√	-	√	√	√	√	√	√
19	Raffi Ahmad	-	-	-	-	-	-	√	-	-	√	√	-
20	Revi Hendrawan	-	-	√	-	-	-	-	√	√	-	√	√
21	Rizki Nanda P.	-	-	-	-	-	√	-	√	√	-	-	√
22	Sindi Febriyanti Hrp	-	-	-	-	-	-	-	√	√	-	√	√
23	Siska Nurma Bella	-	√	-	-	√	-	√	√	-	√	-	√
24	Sutan Muhammad R.	-	-	-	-	√	-	√	√	√	√	√	√
25	Vidriyah A. Sartika	√	-	√	√	√	√	√	√	√	√	√	√
26	Zahra	-	-	√	-	√	-	√	√	√	√	√	√

Note =

A   : Asking

GI   : Giving Idea

OT   : Finishing the test on time

INTERVIEW SHEET

Interview with the teacher at the first time

The researcher : Assalamu'alaikum bu, apa kabar?

The teacher : Wa'alaikumussalam nak, kabar baik.

The researcher : Sebelumnya saya berterimakasih kepada Ibu yang telah memberikan saya kesempatan untuk melakukan penelitian di kelas ini. Sebelumnya, bolehkah saya tahu sudah berapa lama Ibu mengajar Bahasa Inggris di MTs. Al-Munawwarah Binjai.

The teacher : Alhamdulillah mam sudah mengajar selama 5 tahun di MTs. Al-Munawwarah Binjai ini nak.

The researcher : Apa yang ibu ketahui tentang masalah yang dihadapi siswa di kelas dalam belajar Bahasa Inggris?

The teacher : peserta didik cenderung tidak bersemangat dan merasa bahwa Bahasa Inggris merupakan pelajaran yang sulit, sehingga beberapa di antara mereka seperti "yang penting masuk kelas saja", kemudian masalah lainnya yaitu beberapa anak didik jarang bahkan ada yang tidak punya kamus, hal ini menyebabkan mereka agak kesulitan dalam menyelesaikan beberapa tugas.

The researcher : Menurut Ibu, bagaimana kemampuan peserta didik dalam menulis?

The teacher : untuk peserta didik kelas 7 sendiri, kemampuan menulisnya masih sangat rendah, bahkan untuk kata-kata sederhana seperti "English" saja masih banyak di antara mereka yang tidak tahu cara dan penulisan yang benar.

The researcher : Apa media yang Ibu gunakan dalam mengajarkan writing?

The teacher : selama ini media yang Mam gunakan yaitu seperti gambar, jadi dari gambar tersebut si anak diperintahkan untuk menulis hal yang berkaitan dengan gambar tersebut.

The researcher : Apakah Ibu tahu tentang media Scrapbook? Apakah Ibu telah menggunakan media itu?

The teacher : oh scrapbook, Mam mengetahui media ini namun belum pernah menggunakannya dalam proses belajar mengajar nak.

INTERVIEW SHEET

Interview with the teacher at the last time

The researcher : Apakah yang Ibu ketahui dari Scrapbook sebagai media pembelajaran menulis teks deskriptif?

The teacher : scrapbook merupakan media yang dibuat dari karton, dan beberapa gambar yang mana mampu meningkatkan kemampuan menulis siswa, mungkin karena scrapbook ini memang sangat colorful dan variatif jadi para siswa sangat tertarik dalam pembelajaran nya sehingga memberikan impact yang baik yaitu meningkatkan kemampuan belajar siswa.

The researcher : Menurut Ibu, apa keuntungan menggunakan media tersebut dalam pembelajaran menulis terkhusus pada deskriptive text?

The teacher : keuntungannya adalah para peserta didik sangat antusias dalam pembelajaran karena menggunakan media yang sebelumnya belum pernah digunakan, terlebih scrapbook ini cukup colorful sehingga anak didik tidak mudah bosan.

The researcher : Terimakasih atas bantuan dan dukungan Ibu dalam melakukan penelitian ini.

The teacher : sama-sama, Nak.

INTERVIEW SHEET

Interview with the students in the first time

The researcher : Siapa nama kamu?

The students   : Anugerah Karunia, Miss.

The researcher : Apakah kamu suka pelajaran Bahasa Inggris?

The students   : Sedikit, Miss. Kadang-kadang suka, kadang tidak, hehe.

The researcher: Bagaimana dengan "menulis"? Menurut kamu, apa itu menulis?

The students   : menulis itu pelajaran di sekolah, Miss!

The researcher : Apakah kamu pernah belajar descriptive text?

The students   : sudah pernah, Miss.

The researcher : Apa yang kamu ketahui dari descriptive text?

The students   : mendeskripsikan ya, Miss? Kami belajar online miss jadi ga ngerti.

The researcher : Apakah kamu bisa menulis descriptive text dengan baik?

The students   : enggak miss

The researcher : Apakah kamu pernah menulis descriptive text dengan menggunakan media Scrapbook?

The students   : enggak miss.

APPENDIX X

INTERVIEW SHEET

Interview with the students in the last meeting

The researcher : Hallo, apa kabar?

The students : Kabar baik, Miss!

The researcher : Ibu ingin bertanya kepada kamu...

The students : apa itu miss?

The researcher : Apakah kamu sudah paham tentang descriptive text?

The students : udah dong, Miss.

The researcher : Sekarang, apa yang kamu ketahui tentang Scrapbook?

The students : Scrapbook itu media kaya buku itu, Miss. Dari karton
dan kertas warna lain, terus ada gambar-gambarnya, Miss.

APPENDIX XI

Nomor : B-7304/ITK/ITK.V.3/PP.00.9/07/2020   13 Juli 2020
Lampiran : -
Hal : **Izin Riset**

Yth. Bapak/Ibu Kepala MTs. Al-Munawwarah Binjai Timur

Assalamulaikum Wr. Wb.

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

Nama	: **Khairima Fathurahmi**
NIM	: **0304161019**
Tempat/Tanggal Lahir	: **Pkl. Brandan, 02 Juli 1998**
Program Studi	: **Pendidikan Bahasa Inggris**
Semester	: **VIII (Delapan)**
Alamat	: **Jl. Raimuna XIII No. 151/152, Prumnas Berngam Kelurahan Berngam Kecamatan Binjai Kota**

untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di MTs. Al-Munawwarah Binjai Timur, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul:

Improving Students' Writing Ability in Descriptive Text Through Scrapbook as the Media in Seventh Grade at MTs. Al-Munawwarah Binjai

Demikian kami sampaikan, atas bantuan dan kerjasamannya diucapkan terima kasih.

Medan, 13 Juli 2020
a.n. DEKAN
Wakil Dekan Bidang Akademik dan Kelembagaan

Digitally Signed

Drs. RUSTAM, MA
NIP. 196809201995031002

Tembusan:
- Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan

info : Silahkan scan QRCode diatas dan klik link yang muncul, untuk mengetahui keaslian surat

APPENDIX XII

MADRASAH TSANAWIYAH AL–MUNAWWARAH BINJAI
BADAN HUKUM NO. AHU–04092.50.10.2014

Alamat: Jl. Olah Raga No.2 Timbang Langkat Binjai Timur Binjai Telp. 081361145255 Kode Pos 20732
NSM: 121212750009   NPSN: 10264600

Nomor	: 111/MTs.YAM-B/VII/2020	Binjai, 16 Juli 2020
Hal	: **Izin Riset**	

Kepada Yth.,
Bapak Dekan Bidang Akademik dan
Kelembagaan Fakultas Ilmu Tarbiyah
dan Keguruan Universitas Islam
Negeri Sumatera Utara Medan
di-
Tempat

Assalamu'alaikum wr., wb..
Dengan Hormat,

Berdasarkan surat dari Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Sumatera Utara Medan, Nomor: B-7304/ITK/ITK.V.3/PP.00.9/07/2020 tentang pelaksanaan Riset dalam hal pengambilan data untuk penyusunan skripsi. Bahwasannya nama di bawah ini:

Nama	: KHAIRIMA FATHURAHMI
NIM	: 0304161019
Prodi	: Pendidikan Bahasa Inggris
Semester	: VIII (Delapan)

telah melakukan riset pengambilan data di MTs. Al-Munawwarah Binjai untuk penyusunan skiripsi dengan *"Improving Students' Writing Ability in Descriptive Text Through Scrapbook as the Media in Seventh Grade at MTs. Al-Munawwarah Binjai"*.

Demikian hal ini kami sampaikan untuk dapat digunakan sebagaimana mestinya.

Binjai, 16 Juli 2020
Ka. MTs. Al-Munawwarah Binjai

Elza Martenelly, S.Pd

Tembusan:
Pertinggal

APPENDIX XIII

DAFTAR KEHADIRAN SISWA

DAFTAR HADIR SISWA KELAS VII
MTs. AL-MUNAWWARAH BINJAI
TAHUN PELAJARAN 2019-2020

HARI/ TANGGAL : _____

No	NAMA PESERTA UJIAN	TANDA TANGAN	KETERANGAN
1	AHZA MAULANA	1.	
2	AISYAH NABILA	2.	085370510013
3	ANGGUN TRISNA YENI	3.	0852 1214 5492
4	ANUGRAH KARUNIA	4.	
5	AZHAR ALFUADDI FADILLAH	5.	085833819834
6	DIAN	6.	
7	DINA OLIVIA	7.	
8	DINNY PRATIKA	8.	081265858877
9	ELLYZA PUTRI	9.	
10	FAJAR SETIAWAN	10.	
11	FARID FAHLEVI NASUTION	11.	
12	HERI ARDIANSYAH PUTRA	12.	
13	HERMAN PRAITNO	13.	
14	IBNU MUBAROKH	14.	
15	JUWITA SARI	15.	08 8879 58 740
16	M. GENTA TRI MAULANA	16.	
17	MAILA PUSPITA SARI	17.	083173609699.
18	PUTRI FEBRIYANTI	18.	08 96 36998179
19	RAFFI AHMAD	19.	0831 8380 4596
20	REVI HENDRAWAN	20.	
21	RIZKI NANDA PERDANA	21.	
22	SINDI FEBRIYANTI HARAHAP	22.	0895618395082
23	SISKA NURMA BELLA	23.	08 22 7649 1809
24	SUTAN MUHAMMAD RAVI	24.	
25	VIDRIYAH AYU SARTIKA	25.	0857 - 6072 - 2943
26	ZAHRA	26.	

Peneliti,
(Guru MTs. Al-Munawwarah Binjai)

KHAIRINA FATHURAHMI

APPENDIX XIV

<u>**PRE-TEST**</u>

Instruction (perintah) : Describe one teacher from the picture below! At least 5 paragraphs!

(Deskripsikan satu guru dari gambar di bawah! Paling sedikit 5 paragraf!)

Example   :

(I choose Ma'am Elza Martenelly to be object of my description text from the picture above)

My Civic Education teacher's name is Elza Martenelly

She is also a social studies teacher
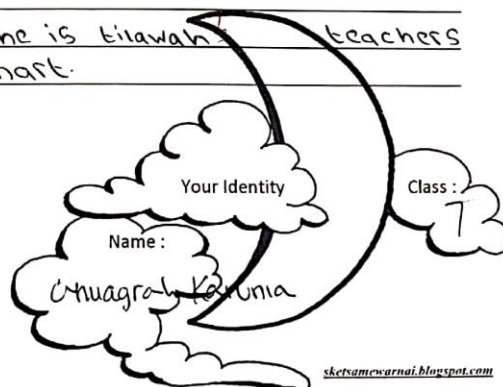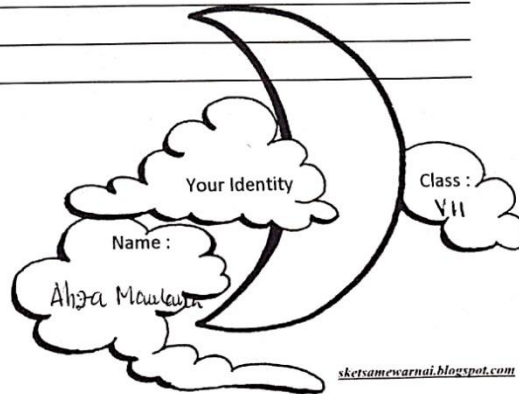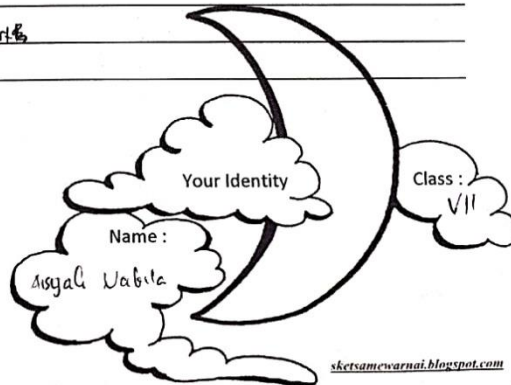
She is tall

She is beautiful

She is smart

Let's make your decription text! Don't forget to choose one teacher from the picture below (except Ma'am Elza Martenelly).

Khairima fathurahmi, She is beutiful
She is tall,
She is gramphy,
~~She is~~ KK mimi She is tilawah   teachers
KK mimi She is smart.

C : 21
O : 16
V : 16
G : 20
M : 3 +
    ──
    76

Your Identity   Class :
                        7
Name :
Cinuagrah Karunia

sketsamewarnai.blogspot.com

Instruction (perintah) : Describe one teacher from the picture below! At least 5 paragraphs!

(Deskripsikan satu guru dari gambar di bawah! Paling sedikit 5 paragraf!)

Example :

(I choose Ma'am Elza Martenelly to be object of my description text from the picture above)

My Civic Education teacher's name is Elza Martenelly

She is also a social studies teacher

She is tall

She is beautiful

She is smart

Let's make your decription text! Don't forget to choose one teacher from the picture below (except Ma'am Elza Martenelly).

- my Civic education teacher's name is Buk emi Yulia
- She is also a social studies teacher
- She is ~~tall pendek~~ schol
- she is beautiful
- she is smart

C = 14
O = 18
V = 7
G = 12
M = 2
    ___ +
    53

Your Identity

Name :
Ahza Maulaun

Class :
VII

sketsamewarnai.blogspot.com

Instruction (perintah)   : Describe one teacher from the picture below! At least 5 paragraphs!

(Deskripsikan satu guru dari gambar di bawah! Paling sedikit 5 paragraf!)

Example   :

(I choose Ma'am Elza Martenelly to be object of my description text from the picture above)

My Civic Education teacher's name is Elza Martenelly

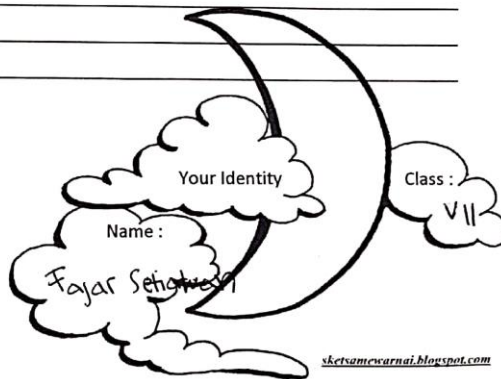She is also a social studies teacher

She is tall

She is beautiful

She is smart

Let's make your decription text! Don't forget to choose one teacher from the picture below (except Ma'am Elza Martenelly).

My Civic education teacher's name is martini

She is also a social studies teacher

She is schol

She is beautiful

She is ~~~~ ~~~~ smart

C : 14
O : 17
V : 7
G : 11
M : 2   +
      51

Your Identity

Class :
VII

Name :

Aisyah Nabila

sketsamewarnai.blogspot.com

<u>**PRE-TEST**</u>

Instruction (perintah) : Describe one teacher from the picture below! At least 5 paragraphs!

(Deskripsikan satu guru dari gambar di bawah! Paling sedikit 5 paragraf!)

Example :

(I choose Ma'am Elza Martenelly to be object of my description text from the picture above)

My Civic Education teacher's name is Elza Martenelly

She is also a social studies teacher

She is tall

She is beautiful

She is smart

Let's make your decription text! Don't forget to choose one teacher from the picture below (except Ma'am Elza Martenelly).

Al-Qur'an Hadis

My ~~Civil Education~~ teacher's name is Laly Halima lobis

She is also a social studies teacher

She is tall

She is beautiful

She is smart

C = 18
O = 13
V = 8
Q = 12
M = 3   +
____
54

Your Identity   Class :

Name :   VII

Fajar Setia

sketsamewarnai.blogspot.com

Instruction (perintah) : Describe one teacher from the picture below! At least 5 paragraphs!

(Deskripsikan satu guru dari gambar di bawah! Paling sedikit 5 paragraf!)

Example :

(I choose Ma'am Elza Martenelly to be object of my description text from the picture above)

My Civic Education teacher's name is Elza Martenelly

She is also a social studies teacher

She is tall

She is beautiful

She is smart

Let's make your decription text! Don't forget to choose one teacher from the picture below (except Ma'am Elza Martenelly).

I choose ma'am mis Fadilla to be object OF my description text From the picture abolu

She is short

She is beautiful, she is diligent.

She teacher is english and art

my enbit english teacher's name is miss Fadillah.
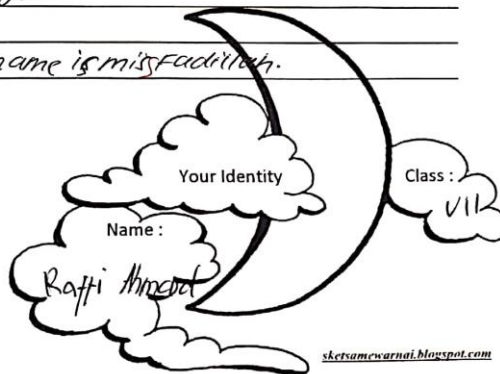
C : 17
O : 13
V : 12
Q : 7
M : 3 +
_____
52

Your Identity

Class : VII

Name : Rafti Ahmad

Instruction (perintah) : Describe one teacher from the picture below! At least 5 ~~paragraphs~~ sentences!

(Deskripsikan satu guru dari gambar di bawah! Paling sedikit 5 ~~paragraf!~~ Kalimat)

Example :

(I choose Ma'am Elza Martenelly to be object of my description text from the picture above)

My Civic Education teacher's name is Elza Martenelly

She is also a social studies teacher

She is tall

She is beautiful

She is smart

Let's make your decription text! Don't forget to choose one teacher from the picture below (except Ma'am Elza Martenelly).

My English and art teacher's name is Fadillah

She is also a social Studies teacher

She is Short
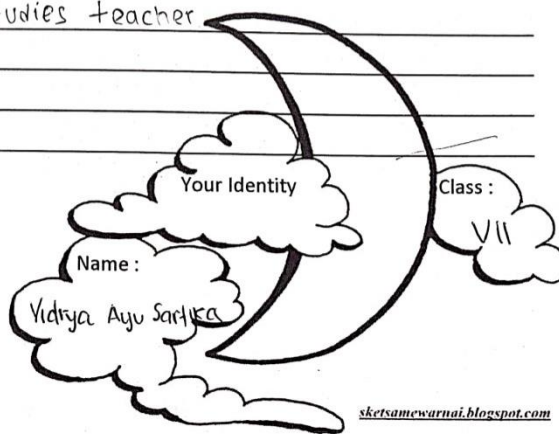
She is beautiful

She is Smart

C : 27
O : 18
G : 23
V : 17
M : 5

90

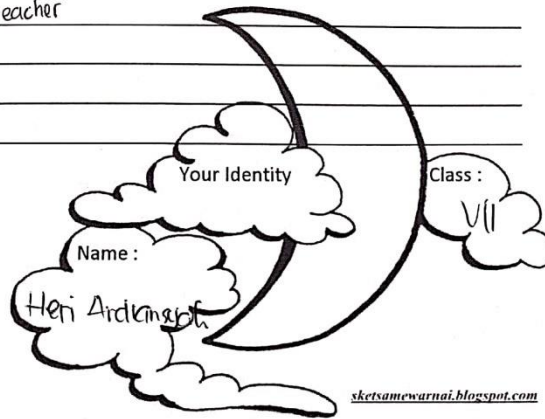Your Identity

Class :
VII

Name :
Vidrya Ayu Sartika

sketsamewarnai.blogspot.com

Instruction (perintah) : Describe one teacher from the picture below! At least 5 paragraphs!

(Deskripsikan satu guru dari gambar di bawah! Paling sedikit 5 paragraf!)

Example :

(I choose Ma'am Elza Martenelly to be object of my description text from the picture above)

My Civic Education teacher's name is Elza Martenelly

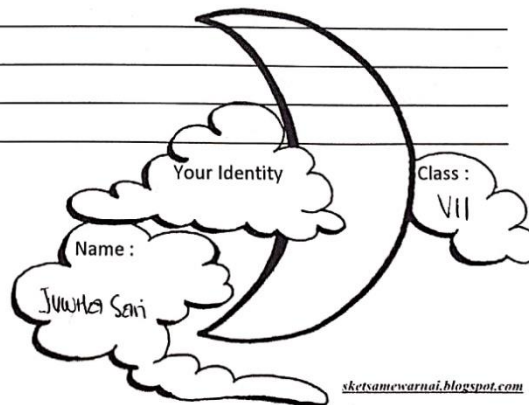She is also a social studies teacher

She is tall

She is beautiful

She is smart

Let's make your decription text! Don't forget to choose one teacher from the picture below (except Ma'am Elza Martenelly).

My teacher's name is Martini

She is SCIENCE /IPA teacher

She is short

She is beautiful

She is smart

C : 28
O : 18
U : 16
G : 22
M : 4
88

Your Identity

Name :
Heri Ardiansot

Class :
VII

sketsamewarnai.blogspot.com

Instruction (perintah) : Describe one teacher from the picture below! At least 5 paragraphs!

(Deskripsikan satu guru dari gambar di bawah! Paling sedikit 5 paragraf!)

Example :

(I choose Ma'am Elza Martenelly to be object of my description text from the picture above)

My Civic Education teacher's name is Elza Martenelly

She is also a social studies teacher

She is tall

She is beautiful

She is smart

Let's make your decription text! Don't forget to choose one teacher from the picture below (except Ma'am Elza Martenelly).

my theacher's name is Layli.

She is also (Prakarya)

she is tall

she is beautiful.

She is smart.

C : 26
O : 19
v : 17
q : 21
M : 2
_____ +
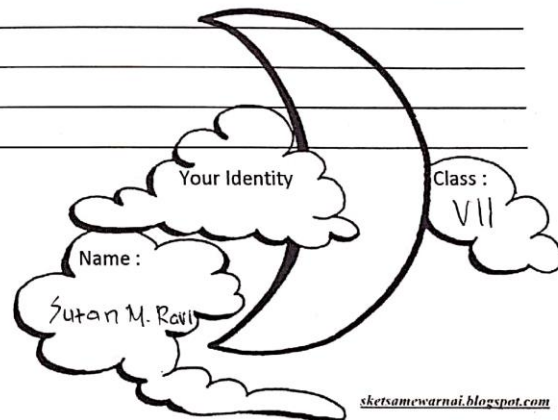(85)

Your Identity

Class :
VII

Name :

Juwita Sari

sketsamewarnai.blogspot.com

Instruction (perintah) : Describe one teacher from the picture below! At least 5 paragraphs!

(Deskripsikan satu guru dari gambar di bawah! Paling sedikit 5 paragraf!)

Example :

(I choose Ma'am Elza Martenelly to be object of my description text from the picture above)

My Civic Education teacher's name is Elza Martenelly

She is also a social studies teacher

She is tall

She is beautiful

She is smart

Let's make your decription text! Don't forget to choose one teacher from the picture below (except Ma'am Elza Martenelly).

Buk emi, she is my teacher's (Fiqih)

She is smart

She is beatiful

She is short

she is a pious person

she is Generous

she is Patients

she is Nice

C : 27
O : 18
V : 20
G : 21
M : 4
(90)

Your Identity

Class :
VII

Name :

Sutan M. Ravi

sketsamewarnai.blogspot.com

Instruction (perintah)   : Describe one teacher from the picture below! At least 5 paragraphs!

(Deskripsikan satu guru dari gambar di bawah! Paling sedikit 5 paragraf!)

Example   :

(I choose Ma'am Elza Martenelly to be object of my description text from the picture above)

My Civic Education teacher's name is Elza Martenelly

She is also a social studies teacher

She is tall

She is beautiful

She is smart

C : 27
O : 19
V : 19
G : 21
M : 4
90 .

Let's make your decription text! Don't forget to choose one teacher from the picture below (except Ma'am Elza Martenelly).

Buk martini, She is my teacher = LPA

She is Smart

She is Short

She is Poius Person

She is Fat

She is Kind-heart

She is Patient

She is nice

She is serious

She is humble

Your Identity

Class : VII

Name : Anugerah K.

sketsamewarnai.blogspot.com

APPENDIX XV

Foto bersama Kepala Madrasah (tengah), Ka. TU (sebelah kanan ibu Kepala

Madrasah), Wakil Kepala Madrasah (kanan), guru bidang studi bahasa Inggris

(sebelah kiri Kepala Madrasah)