IMPROVING STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXT BY USING POP UP BOOK AT SMP SWASTA ISLAM NUR IHSAN TEMBUNG

A THESIS

Submitted to the Fakulty of Tarbiyah and Teacher Training, State Islamic University of North Sumatera Medan as a Partical fulfilment of the Requirements for the Degree of Sarjana Pendidikan

By:

FEBRINA OCTAVIA HARAHAP

34.15.4.186

DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF TARBIYAH SCIENCE AND TEACHERS' TRAININGSTATE ISLAMIC UNIVERSITY OF NORTH SUMATRAMEDAN

2020

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By:

FEBRINA OCTAVIA HARAHAP
34.15.4.186

Advisor I

Dr. Sholihatul Hamdah Daulay, S.Ag, M.Hum
NIP. 197506222003122002

Advisor II

Drs.H. A. Ramadhan, MA
NIP. 196601151994031002

DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH SCIENCE AND TEACHERS' TRAINING
STATE ISLAMIC UNIVERSITY NORTH SUMATRA MEDAN
2020

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Williem Iskandar Psr. V Medan Estate 20371 Telp. 6622925, Fax. 6615683

SURAT PENGESAHAN

Skripsi yang berjudul : "Improving Students'abilty in writing descriptive text by using Pop-up book at Smp swasta islam Nur Ihsan Tembung " oleh Febrina Octavia Harahap, yang telah dimunaqasyakan dalam sidang munaqasah Sarjana Strata (S1) Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Sumatera Utara Medan pada tanggal:

31 Agustus 2020 M
12 Muharram 1442 H

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
Fakultas Ilmu Tarbiyah dan Keguruan UIN SU Medan

Ketua

Dr. Sholihatul Hamidah Daulay, M.Hum
NIP. 19750622 200312 2 002

Sekretaris

Reflina,M.Pd
NIP. 1100000078

Anggota Penguji

1. **Dr. Sholihatul Hamidah Daulay, M.Hum**
   NIP. 19750622 200312 2 002
2. **Drs.H.A Ramadhan, M.A**
   NIP. 19660115 1994031 002
3. **Dr. H. Amiruddin,MS., MA., MBA., Ph.D**
   NIP. 19550828 198603 1 008
4. **Ernita Daulay,S.Pd.,M.Hum**
   NIP. 19801201 200912 2 003

Mengetahui
Dekan Fakultas Ilmu Tarbiyah dan Keguruan

Dr. Amiruddin Siahaan, M.Pd
NIP. 19601006 199403 1 002

PERNYATAAN KEASLIAN SKRIPSI

Yang bertanda tangan di bawah ini:

Nama : **Febrina Octavia Harahap**

NIM : **34.15.4.186**

Jurusan : **Pendidikan Bahasa Inggris**

Judul : **Improving Students' Ability In Writing Descriptive Text By Using Pop-up Book AT SMP SWASTA ISLAM NUR IHSAN TEMBUNG.**

Menyatakan dengan sepenuhnya bahwa skripsi yang berjudul di atas adalah asli dari buah pikiran saya, kecuali kutipan-kutipan yang disebutkan di dalamnya sebagai sumbernya.

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Medan, Januari 2020

Yang Membuat Pernyataan

Febrina Octavia Harahap

NIM. 34.15.4.186

Nomor : Istimewa

Lampiran : -

Perihal : Skripsi

a.n. **Febrina Octavia Harahap**

Medan, Februari 2020

Kepada Yth:

Bapak Dekan Fakultas Ilmu Tarbiyah

dan Keguruan UIN Sumatera Utara

Di-

Medan

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Setelah membaca, meneliti, mengoreksi dan memberi saran-saran perbaikan seperlunya terhadap skripsi saudari

Nama **: Febrina Octavia Harahap**

NIM **: 34.15.4.186**

Jurusan **: Penddikan Bahasa Inggris**

Judul **: Improving Students' Ability In Writing Descriptive Text By Using Pop-up Book AT SMP SWASTA ISLAM NUR IHSAN TEMBUNG.**

Dengan ini kami menilai skripsi tersebut dapat disetuji untuk diajukan dalam sidang munaqasyah skripsi pada Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara.

Medan, Februari 2020

Advisor I	Advisor II
Dr. Sholihatul Hamdah Daulay, S.Ag, M.Hum	Drs.H. A. Ramadhan, M.A
NIP. 197506222003122002	NIP. 196601151994031002

ABSTRACT

FEBRINA OCTAVIA HARAHAP, 34154186. IMPROVING STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXT BY USING POP-UP BOOK AT SMP SWASTA ISLAM NUR IHSAN TEMBUNG.

A Skripsi. Departement of English Education, FacultyTarbiyah Science and Teacher Training. The State Islamic University of North Sumatera, Medan, 2020.

Pop Up Book is the role of media is very important in the learning process. The presence of the Pop Up book media can support the learning process, facilitate students in understanding the learning material. This research was aimed to improve reading through Pop Up Book media the seventh grade students of SMP Swasta Islam Nur Ihsan. The present study aims to explore the influence of using pop-up book. The subject of this study was the XI grade students of senior high school which consisted of 31 students. The methode of this research was classroom action research (CAR) that consisted 2 cycle. The instruments used pre-test, post-test, observation and interview. This study used both quantitative and qualitative data.

Quantitatively, the data was obtained form the students' score of test. The result of the test of pre-test showed that the mean of the students' score was 69,51 which only 22,58% or 4 form 31 students who passed minimum passing grade(MPG). Qualitatively, the data was taken form observation and interview. In observation, the researcher observed the situation and condition before and after the treatment. And while interview, the researcher asked some question to the teacher and the students about their feeling responds before and after using pop-up book. Based on the result of data analysis there was improvement on students writing skills in each cycle and strengthened by the observation and the interview that showed the condition or situation of the class was students motivated, interested and enthusiastic during teaching learning process which using pop-up book.

Keywords: pop-up book, descriptive text, writing skills.

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In the name of Allah, the beneficent, and the Merciful. Praise and gratitude be to Allah for giving the strength and guidance for the writer, so that this skripsi can be finished accordingly. Peace and blessing be upon Prophet Muhammad SAW, his family, his relatives, and all his followers. The writing of this *skripsi* entitled "Improving Students' Ability In Writing Descriptive Text By Using Pop-up Book At SMP Swasta Islam Nur Ihsan Tembung. This thesis is written to fulfill one of the requirements to obtain the degree of *Sarjana Degree* at the Department of English Education, Faculty of Tarbiyah and Teachers Training, State Islamic University of North Sumatera.

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The writer realizes this thesis still has some weaknesses and mistakes. Therefore, the writer would like to accept any constructive suggestions.

Medan,Februari 2020

Febrina Octavia Harahap

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CHAPTER I
INTRODUCTION

A. The Background of Study

Writing as the basis for expressing ideas or thoughts with words. Writing can be very suitable as long as we have an idea and the means to achieve them. In writing, we need a lot of vocabulary, grammar, grammar mastery, and mastery paragraphs. Therefore, teachers should help students make good writing.

Many factors can affect students' ability in writing descriptive texts. Internally many factors which consist of motivation, interests, personality, language elements. Externally consists of the ability of teachers, school facilities, instructional media including learning strategies. ("Many factors can affect the ability of students to write descriptive text. Internally many factors which consist of motivation, interests, personality, language elements. Externally consists of the ability of teachers, school facilities, instructional media including learning strategies").[1]

The use of learning strategies is to improve the quality of students towards reliable. Based on observations of researchers, students are less interested and bored in the classroom subjects noisy some of which are noisy and do other activities, rather than paying attention and explain to the teacher. In addition, students passively involved in the learning process.

This problem occurs because students have difficulty writing descriptive text. Moreover teachers always using conventional methods, so that the interests of students lacking thus affecting his ability in writing descriptive texts.

[1]Trianto Ibnu Badar Al-Tabany (2014). *Mendesain Model PembelajaranInovatif, Progresifdan Kontekstual*. Jakarta : PrenadaMedia Group, p. 169.

Therefore, to overcome the above problems, the author proposes to use something new: Pop-Up Book Strategy Strategy.

Pop-Up Books strategy is an effective way for a student to study and learn together. Furthermore, this strategy is to improve students' ability in writing descriptive texts. In addition, students can be more active and thinking in learning opportunities. Pop-up books allow students to describe real things in a more enjoyable because of the movement. The main picture will get main beam of the surrounding elements, such as background, when the page is loaded. However, when it closed, being flat back without any damage. At the very least, the usual story books, though with a picture, the output 2D.

No folding technique used to create a storybook. Given the lack of media resources used in Islamic Private SMP Nur Ihsan, researchers found students require media and new material of interest in learning the English language, especially to cultivate the habit of reading students. Media in accordance with the needs of students are expected to meet the goal of attracting students and make them learn. Automatically they will pay attention to the learning process if interested in learning materials, especially the media.

Based on the explanation above, the writer would like to observe the usage of the learning cell learning strategy in the student's ability at writing descriptive text at MTs Islam Nur Ihsan Tembung. Due to of this interesting, the writer interests in doing research on topic with title, ***"Improving Student's ability at Writing Descriptive Text by Using Pop – Up Book at the First Year of SMP SWASTA ISLAM NUR IHSAN 2018/2019 Academic Year".***

B. The Identification of the Problem

From the background of the study written above, the researcher identifies problems as follows:

1) One factors comies with the students low interest from the students concerned. It could see from the classroom situation.
2) Many of them seldom do the homework, some of them got sleepy and did not pay attention in the teaching learning process.
3) Besides, the students' writing ability of analysis exposition text was low. In writing, they often lacked of vocabularies, had a lot of mistakes, and lacked ideas.

C. The Limitation of the Problem

Based on the identification of the above study, it is impossible researchers examined all the issues raised because of time constraints. Therefore, the authors limit the study on: students' ability in writing descriptive texts and use the book Pop - Up.

D. The Research Problem

Based on the problem limitation above, the research problem in this research was :

1. Can the student's ability at writing descriptive text be improved by using Pop-Up Bookat the first year of SMP SWASTA ISLAM NUR IHSAN.
2. How is the student's activity at writing descriptive text by using Pop-Up Book at the first year of SMP SWASTA ISLAM NUR IHSAN.

E. The Objective of the Study

Based on the formulation of study, the objectives of the research are:

1. To find out the improvement of the student's ability at writing descriptive text by using Pop-Up Book at the first year of SMP SWASTA ISLAM NUR IHSAN.
2. To know the improvement of student's ability at writing descriptive text by using Pop-Up Book at the first year of SMP SWASTA ISLAM NUR IHSAN.

F. The Significances of the Study

The finding of the research is hopefully in some ways.

1. Theoretically

a. The research can be used as reference for anybody else who has the same interest in the same field.

b. The research can be useful as the references in choosing the technique in teaching writing, especially descriptive text.

2. Practically

a. For the researcher, the research can give a practice in developing her knowledge and skill in problem- solving processes.

b. The finding of the research can be used by teacher as a reference to improve their technique in teaching writing and to find the most msuitable technique for improving the student's ability at writing descriptive texts.

c. The finding of the research can be useful input for the students to improve their ability and to learn English especially writing skill.

d. For other researchers, this research can give general knowledge how to improve student's writing ability at descriptive text.

CHAPTER II
LITERATURE REVIEW

A. Theoretical Framework

In this chapter the writer tries to give the clear description of theoretical framework which covers the meaning and the general concept of Descriptive Textand Pop – Up Book.

1. Ability

Definition capability in this study, there are two related contexts. John. M. Echols and Hassan Shadily in Indonesian English Dictionary. This means that the ability is a talent, skills, strengths, interests, to do something that was also interpreted as intelligence. According C.P Syamsu Chaplin in the book, that intelligence is the ability to confront and adapt to situations quickly and effectively. This means that intelligence is one of the ways a person to solve a problem.

Writing is not just talking about grammar and vocabulary but also about the conceptual elements and assessment. Because of these difficulties, several attempts have been made to solve these problems; The goal is that writing becomes easier and interesting for the students to learn.

Allah SWT says in Al-Qur'an surah al-Alaq verse 4-5 as follows:

الَّذِي عَلَّمَ بِالْقَلَمِ (٤) عَلَّمَ الإِنْسَانَ مَا لَمْ يَعْلَمْ (٥)

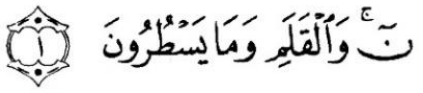
Meaning*:"Who taught (to write) with the pen? Taught man what he knew not.*[2]

[2]M. Taquiddin Al-Hilali and M. Mukhsin Khan, (1996), *The Noble Qur'an*, (Madinah Maktaba Darussalam),p.774

The word "Pen" in paragraph 4 and 5 letter al-Alaq means stationery (pen). This means that the pen is used for writing, and the results of the use of the pen in the form of a written text. With a pen (qalam). The discovery of pens and writing is the greatest gift of God. By using the appropriate media and engaging in teaching and learning English in the classroom, it is hoped learners will be easier to receive written materials from the teacher. Writing in this study are interested in using a personal letter as a medium of learning to write in class write essays written especially. By writing, one generation can transfer their knowledge to the next generation. It shows that the stationery and writing itself has an important role. English teachers have to solve the problem faced by learners in English.

Indirectly God implies that God will give his knowledge to manusia.Namun, God wants us to have the ability to read and write so that we can gain knowledge. But it did not necessarily grant it, may Allah sudden transfer knowledge directly to our brain.

Allah SWT said in Al-Qur'an surah Al-Qalam verse 1 as follows:



Meaning*: Noon. I swear by the pen and what the angels write*[3].

Writing is the act of putting the letters, symbols, or words on paper or a computer screen. It is a process to formulate and organize ideas with the right words to convey the purpose and present it in a piece of paper or computer.

[3]Quran.com, (2016) *The Noble Quran, Al Quran, Holy Quran* Pro Bono Project,p.68

According to Bram, writing is the process of creating meaning. Moreover, it is not as simple as we imagine because we are often more talk than write. Writing used to reveal and explain the ideas and feelings.

Writing is defined as a process, something that shows the process of changing the time that must be developed and practiced continuously. It is also supported that Writing is a medium of human communication that represents the language through recording or recording action of signs and symbols as well as a very complicated task. It can be said that writing is a process that what we write is often highly influenced by the constraints of the genre, then these elements must exist in the learning activities..

Meanwhile, in another sense, that Writing is a discovery process that involves a series of steps, without exercise, and one can assume that writing was difficult. This means the most complex skill to master is written by language learners.

Based on the above, it appears that learning to write is considered difficult, and students must develop a full understanding of the writing process so that they can express themselves more confidently, effectively and efficiently in order to produce the paper.

2. Writing

a. Definition of Writing

Understanding article has several meanings. According to John Langan in his book, writing it is treated as a process. This means that when you first write something, you have to think about what you will say and how you say it. So writing is never a one-step act; This is a process that has several steps. Therefore,

once you've finished writing, you reread what you've written and make changes and corrections.

Writing is a physical and mental action. Writing, one of the oldest technologies in the world, using a variety of tools, ranging from pencil or pen until the software program and video streaming capacity. Writing is a mental work to find ideas, to think about how to express it, and organize it into a statement and paragraphs that will be clear to the reader.[4]

According to Dewi Utami in his book, that writing is the expression in the form of letters, symbols, and words. This means that someone can reveal what is in his mind by using letters, symbols, or words that can be understood by the reader as a form of mind.

b. Writing Process

Writing as a productive skill needs as a process. Harmer stating that the writing process involves a series of steps to be followed to produce the finished paper. There are four main elements:[5]

1) Planning

Planning is the arrangements made to do something. The planning stage is important because at this stage is the process of writing ideas. This may involve making detailed notes.

2) Drafting

[4]ndrea A. Lunsford (2010), *The St. Martin's Handbook Sixth Edition*. New York : R. R Donnelley & Sons Company, p .24
[5]Ibid.

Drafting is the process of pouring all your ideas and thoughts into a piece of paper, which will be described roughly. This stage requires and editing to check the text. It is assumed as the first version of an article as a draft

3) Editing

How to revise and refine the first draft called editing by students. After he usually read what he wrote, whether it's ambiguous or confusing, the authors have produced drafts. Editing is an important part of preparing a paper to be read or published publicly. Richards and Willy stated that in the editing, the authors examine grammar, spelling, punctuation, diction, sentence structure, and accuracy of textual material support such as quotations, examples and the like.[6]

4) Final draft

The final draft is the product of a post. After the author of the draft edit them and make changes as necessary to produce a final draft. It may look very different from the original plan and the first draft, as much as possible in the process of editing.

3. Descriptive text

Descriptive text is a text which say what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

a. The Definition of Descriptive Text

Descriptive text is text that says what kind of a person or object. Describe means to draw, illustrate or describe the object, place, person that has the visual

[6]Jack C.Richards and Willy A. Renaldya, (2004), *Methodology in Language Teaching*, New York: Cambridge University Press, p. 318.

appearance of the object described. Description or descriptive etymologically derived from the word to describe.

Descriptive text is the text that says what kind of people or objects. Describe means to draw, illustrate or describe objects, places, people who have a visual display of the object described. Description or descriptive etymologically derived from the word to describe[7]

Descriptive text serves to describe something in detail so as to enable the reader to see, hear, feel and touch it directly involved in the incident. Context text of this type is a description of certain things, animals, people, or others, for example: the pet or people we know well. A good descriptive text includes many sensory details that paint a clear picture and attract all the senses of sight, hearing, touch, smell, and taste of the reader if necessary.

b. The Generic Structure of Descriptive Text

Descriptive text has structures as below:

a) Identification

In this generic structure introduces to the subject of description.

b) Description

In this section provide details on the features of the subject. Such as the nature, the nature, the depiction of the phenomenon in part, properties, or / and characteristics, size, physical appearance, abilities, habits, everyday life..

c. The Language Feature of Descriptive Text

Significant Grammatical feature of descriptive text are:

[7]Kusdianto Kusuma Rahman (Post on April 28, 2015). Definition and Characteristic Writing Descriptive Text). Retrived January 27, 2017 at 09.27 PM. From: http://www.idwrite.com/2015/04/definition-and-characteristic-of.html?m=1

a) Focus on specific participant (my English teacher, Andini's cat, my favorite place).
b) Use of Simple Present Tense.
c) Verb of being and having 'Relational Processes' (my mum is really cool, she has long black hair).
d) Use descriptive adjectives (strong legs, white fangs).
e) Use of detailed noun phrase to give information about the subject (a very beautiful scenery, a sweet young lady, very thick fur).
f) Use of action verb 'material processes' (it eats grass, it runs fast)
g) Use of adverbial to give additional information about behavior (fast, at tree house).
h) Use of figurative language (Jhon is as white as chalk).

d. Types of Descriptive Text

Most writing contains description. Following are a few types of writing that depend heavily on descriptive language:[8]

a) Descriptions of a person, place or thing contain sensory details that bring to life actual people, places, and things.
b) Observations describe an event the writer has witnessed. Often, the event takes places over an extended period of time.
c) Travel Brochures contain factual information as well as persuasive language to encourage tourism.
d) Character sketches describe fictional characters-their appearances, personalities, hopes and dreams.

[8]Joyce Amstrong Carrel (2001*), Writing and Grammar Communication and Action*. America : Prentice Hall, p.101

e. The Assessment of Writing Descriptive Text.

The purpose of classroom assessment is to improve student learning outcomes. Instructors use a variety of methods in the class to get feedback on student learning. There are nine categories of ratings write descriptive text is taken from the book Academic Writing: A Genre-Based Perspective. Each category is rated on a five-point scale. The highest value that may be obtained is 100 if the student got the highest score in each category

Table I. Assessment at writing descriptive text.

No	Performance Indicators	Scores				
		5	4	3	2	1
1	First paragraph introduces the topic clearly and grabs the reader's attention					
2	The content/idea of the text is in line with the topic/title					
3	Overall writing makes sense/has clear message.					
4	The text structure/generic structure meets the nature of					

	descriptive generic structure					
5	All paragraphs flow cohesively and Coherently					
6	The structural patterns follow the convention of the English language and in line with the descriptive text.					
7	The vocabulary and word choices are correctly and properly used.					
8	The words are correctly spelled.					
9	The text mechanics are correctly and properly used.					
Total Score						
Student's Score : total score/45x100						

4. Definition of Strategy

According toArends in TriantoIbnuBadar Al-Tabany's book, that independent learning (self-regulated learner) is the learners who can do something important and common characteristics, among others:[9]

a) Accurately diagnose a specific learning situation.

[9]Trianto Ibnu Badar Al-Tabany (2014), *Mendesain model pembelajaraninovatif, progresifdankontekstual*. Jakarta : Prenada media Group, p. 169

b) Having knowledge of effective learning strategies.

c) Can motivate yourself is not only with the value or the external motivator.

d) Being able to persevere in the task so that the task was completed.

e) Learn effectively and have a lasting motivation for learning.

Allah says in Al – Qur'an verse An – Nahl 125:

ادْعُ إِلَىٰ سَبِيلِ رَبِّكَ بِالْحِكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ ۖ وَجَادِلْهُمْ بِالَّتِي هِيَ
أَحْسَنُ ۚ إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ ۖ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ

Meaning: *Act (mankin Muhammad) to the master (ie Islam) with wisdom (ie with the Divine Inspiration and the Qur'an) and a pair of preaching and argue with them in ways that better, Truly, your Lord knows best who have strayed from his path, and He is Best aware of those who are guided. (Surah An - Nahl: 125)*[10].

From this verse we have to improve ourselves with the competencies, skills, attitudes, sourced from Allah, so as to improve the quality of education in various ways, such as the development and improvement of curriculum, teacher strategies, supporting materials, and improved methods of learning.

a. Pop-up Book

For young students who learn to read, it may be difficult to notice when the printed words found in traditional media. However there is a print format that can keep them interested, that pop-up books. The book moves and pop-up gives a new

[10]Muhammad Taqi-ud-Din Al Hilali and Muhammad Muhsin khan (Post on October 06, 2003), *The Noble Qur'an has been Translate into the Modern English Language.* Retrived November 07,2019 at 01.30 PM. From WWW/Alqur'an/EnglishTranslate.

perspective and enhance the reader's experience of everyday activities and surroundings.

Pop-up book is a book that offers the potential of motion and interaction through the use of mechanisms such as the paper folds, rolls, slides, tabs, or roda..Buku this kind is sometimes called 'the book moves' or 'interactive book'. It can be used effectively to promote a story, to motivate reading, and to stimulate interest in the subject being discussed.

According Dyk, pop-up books and have fun moving readers for nearly 800 years. Pop up artist and engineer paper is an inventive way to create a movement to change the printed page of the two-dimensional form into a three-dimensional folding paper experience. Dyk also stated that the shift from a static printed page to the three-dimensional mechanical book to change the dynamics between the reader and the words and illustrations. Strength pop-up books by Dyk is combining hand and eye, action and reaction, discovery and magic. Moreover, not only makes the learning experience more effective and interactive, but also memorable. [11]

Teachers have a standard for choosing books to use with students. Bluemel and Taylor suggest three main criteria for evaluating picture books and informational books. They also added criteria for some special features for pop-up formats. First, a moving book must do more than just wow the reader with its movements. It must be added to the story or information given in the book in one or more ways. So art in pop-up books should: amplify the text by bringing characters and /

[11]Dyk, S. V. et al. 2010. Paper Engineering: Fold, Pull, Pop and Turn. Brochure. *The Smithsonian Libraries Exhibition Gallery, National Museum of American History.* Washington, DC, p.334.

or settings to life, set the mood for the story through the use of colors such as warm or cool, bright, soft, or dark, and broaden the story by adding visual details not described in the story text.

Second, if categorized as books informational, it must be evaluated with the same criteria as all the nonfiction book the other, and then you have to ask about the truth of the information, the latest information (unless the book is history), the possibility of interest stimulation for further exploration of the topic

Finally, a pop-up book must also be assessed effectiveness as a moving art. Criteria to be considered include the quality of the paper techniques (how well the work piece can be moved), the complexity of the technique (is there any complexity, subtlety, ingenuity), technical relevance (if it expands the text rather than just beautify).[12]

if people believe that the main purpose of literature is to create a reader with a reading as a fun activity, inform, and inspire curiosity to learn more, then the pop-up book is certainly worthy to be called literature. Bluemel and Taylor stated that the pop-up book worthy of inclusion in the literature of children and young adults and is considered a distinct contribution to the field.

The use of pop-up books in the educational environment is very useful for teachers and students. Moving book is full of surprises. The reaction of the children when watching this kind of book is so priceless as they turn the pages. Bluemel and Taylor believes that even with a pop-up where the plot and characterization may be minimal and basic factual information as possible, the readers of these books show enthusiasm not often seen in reading a regular book.

[12] Trisnandari (2013) developed a pop-up book for English for Holiday students for teaching all skills (speaking, reading, listening, and writing). p:7-8.

Furthermore, they also say that the pop-up books of interest to most students, of students who are eager to those who have a history turned off by reading, for those who are hard to learn, so that they are grappling with a language other than the first. The enthusiasm can be channeled into a positive experience for students at every level.

Bluemel and Taylor suggests that teachers try to use pop-up book with small children to make them love books and reading. Pop-up book will help students to fill the gap between real-life situations and symbolic representations. For readers who are reluctant or children with learning disabilities, such media can help them understand the meaning through visual representation of interest. Even for older students, gifted and talented, this media can help them develop critical thinking skills and develop creativity.

B. Relevant Studies

Previously there has been some research on the development of pop-up books as a medium of learning and teaching English to children. This study is intended to create another popup media for easy reading.

1. The first study conducted by Khafidhoh (2011). The results showed that the use of pop-up book 26 managed to attract the attention of students. He reported that students enthusiastically participated in class as they learn to use the product and a more active.
2. A second study conducted by Firtstyani (2013). He focused design a pop-up book to teach listening skills for third grade students in elementary school. Research results show that students consider a pop-up book attractive and

interesting. The kids even asked him to teach them in school so that they can experience things more interesting.

3. The latter is a study conducted by Trisnandari (2013). In his research, he developed a pop-up book for students English for Holiday to teach all the skills (speaking, reading, listening, and writing). Media content and appearance is very interesting and attract the attention of students as they learn to use the media.

The conclusion of the relevant research above suggests that the visual medium can be a medium of effective English language learning for children. The study supports the idea of developing a pop-up book as a medium of teaching and learning English in a variety of skills. Researchers had previously recommended other researchers to develop a pop-up book to teach more English language skills to other students.

C. Conceptual Framework

Writing as a process of expressing ideas or thoughts with words. Writing can be very enjoyed for we have the ideas and the means to achieve them. In writing, we need to know a lot of vocabulary, arrangement of words, grammar mastery, and mastery paragraphs. Therefore, teachers should help students to make a good article. There are many factors that can affect students' low ability in writing descriptive texts, among others internally and externally. Internally composed of motivations, interests, personality, language elements.

Pop-up book as a medium of learning writing featuring an illustration of a text by providing an image as a supporter. These pictures allow students to remember and

understand it more easily. These media will also motivate more students to write for fun. The conceptual framework of this study are described in the following diagram.

CHAPTER III
RESEARCH METHOD

A. Research Design

The study design was a plan to guide decisions about when and how often to collect data, what data is collected, from whom to collect data and how to collect it, how to analyze the data. This research was conducted by applying classroom action research. Action research applied in this study to see an increase in students' ability in writing descriptive text using the pop-up book. Classroom action research can be interpreted as an action research conducted by teachers and researchers in the classroom or together with others by means of designing, implementing, and reflects the collaboration and participatory action aimed at improving the quality of the learning process in the classroom. through specific treatments in one cycle.

B. Subject of theResearch

The subjects were students of class VII consist of 30 students, 12 male and 17 female junior ISLAMIC PRIVATE NUR IHSAN year 2019/2020 which located on Jl. Together No.83A Medan, Banda Congratulations, district. Medan Tembung, Medan City Prov. North Sumatra. The reason the researchers chose the school because there is a problem in writing the descriptive text in the first class of the school.

C. The Technique for Data Collection

In this study, data were collected in the form of quantitative and qualitative data. In gathering quantitative and qualitative data, researchers gave a written test

to students as an instrument. On the test, students were asked to write about the person described.

Qualitative data is used to describe a situation during the learning process. Qualitative data include: interviews, observation sheets, diary notes and documentation. Interviews are useful to obtain information that has been carried out into the cycles of both students and teachers. Observation sheet is useful to know the reaction of the students and to see the developments since the adoption of learning strategies cells. Daily records contain the author's personal evaluation of the progress of the project class. The author interviewed the students to identify the weaknesses and problems in writing descriptive texts.

D. The Instrument for Data Collecting

Data Collectors instruments are the tools selected and used in the activities of researchers to gather these activities into a systematic and easily by it. Type of instruments used by researchers is:

a. Test

The test is a series of questions or training as well as means other people are used to measure the skills, knowledge or talent intelligence possessed by individuals or groups. The test used by the author is the pre-test and post-test. This instrument usually consists of a set of questions posed to each subject to determine the extent of a person's knowledge about something or material.

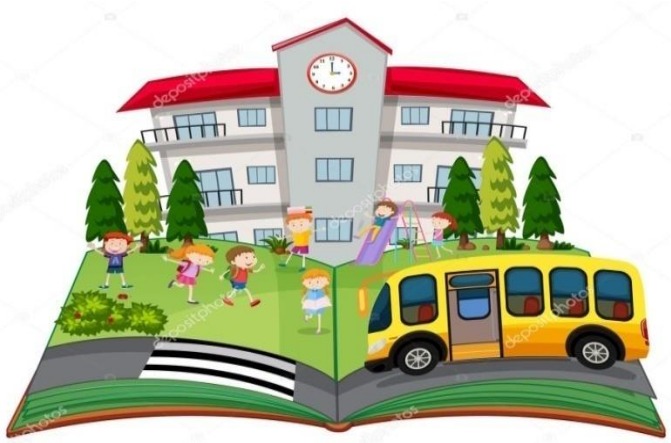


Figure 1. Pop-up book about school.

b. Interview

The interview is a conversation between teacher-researchers with participants in a study where teachers ask questions to the participants. In this case, interviews were conducted with someone to get information about students' ability in writing descriptive texts.

c. Observation

Observation is an action to observe carefully. Researchers observed by observing the teaching and learning activities in the classroom during the class. How teachers teach and how students' responses into an object of observation.

E. Research Procedure

Data collection procedures carried out by conducting two cycles. Each cycle consists of four stages: planning, action, observation, and reflection. Before the implementation of the first cycle performed a pre-test to determine the background of classroom learning and information about student writing descriptive text. The author interviewed the students and teachers of English in the classroom to get general information about the student's difficulties in writing the descriptive text. There is also a post-test at the end of the cycle. In every

meeting the authors conducted tests to see an increase in students in writing descriptive texts.

Cycle I

Author implement based on problems found in the pre-test. In the pre-test found students' difficulties in writing descriptive texts do not even know how to produce it, the first cycle of meetings held from 1 to 2 meetings..

a. Planning

Planning is the setting to do something. In the plan, considered everything related to the actions taken and prepare everything necessary in the learning process :

1) Preparing lesson plan
2) Conducting the test before done cycles as the instrument to know students basic skill at writing descriptive text.
3) The learning material and media (picture or other).
4) The writing test.
5) The instrument for collecting data such as dairy notes, interview sheet, observation sheet.

b. Action

The action is a step to apply all the things that are made in the planning stage. At this stage the teachers implement lesson plans in the learning process.

c. Observation

Observation is used to view and capture some of the effects caused by the action research. Therefore, observations have to be careful. In observation, researchers observed every action, comment, feelings, and behaviors that arise during the writing of descriptive text. The attitude of students while working on descriptive text.

d. Reflection

Reflection consisting of analysis, synthesis, interpretation, explanation and conclusion. Results of reflection is the revision of the planning has been done, and it can be used to improve the performance of teachers in the future. Thus, the research measures can not be implemented just in one meeting because it takes more time to work as a result of reflection after the planning cycle..

Cycle II

Siklus kedua adalah revisi pada siklus pertama. Ini berisi revisi yang harus dilakukan setelah mendapatkan kesimpulan pada siklus pertama. Siklus kedua memiliki fase yang sama seperti siklus pertama, ada perencanaan, tindakan, observasi dan refleksi. Tujuan dari siklus ini adalah untuk meningkatkan data pada siklus pertama.

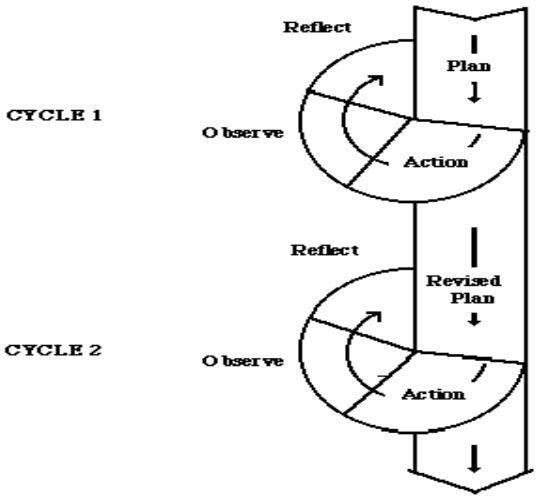


Figure 1. Cyclical Model of Action Research by Kemmis and Mc Taggart

F. Technique of Data Analysis

This study uses qualitative and quantitative data. Quantitative data were analyzed by calculating the writing test scores. Qualitative data were analyzed from the observation sheet, interview, documentation to describe the increase in the students' ability in writing descriptive text using the pop-up book. The average value is calculated in each test students write in two cycles to see an increase in students in writing descriptive texts.

To know the mean of the student's score in ach writing evaluation, the following formula:

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

Where:

$\bar{X}$: The mean of the student

$\sum X$: The total of scores

N : The number of students.

Next, to categorize the number of the students who were competent in recount writing, the following formula was applied:

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

Where:

P : the percentage of those who got point up to 75

R : the number of those who got point up to 75

T : the total number of the students

CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

The findings of this research exist in the preliminary study, the first cycle and the second cycle.

1. Preliminary Study

Before conducting the first cycle, the researcher did a preliminary study. This preliminary study is intended to know the students‟ improvement in writing. In this preliminary study, the researcher gave writing test, interview, and observation. Writing test is used to evaluate students‟ improvement and how the result of the scores that they improved. The English teacher made 75 as *Kriteria Kelulusan Minimum* (Minimum Passing Grade) in English lesson. The number ofthe students who took the test was 26 from the result of writing test in pre-test, the total score of the students was 1,472 and the mean of the students‟ score 56, 61

Based on the test result, it is indicated that the students‟ improvement in writing was low. It can be seen from the mean score of the students was 1.472 and the percentage of the students‟ score of the diagnose test was 7 students who passed or got score up to 75, it was only 26, 92%. On the other hand, 19 students failed or didn’t get score up to 75 and it was 73, 08%. This data can be seen in the appendix. The quantitative data above was strengthened by the qualitative data taken from the result of every meeting and the interview. The interview was done before conducting the first cycle.

It was found out that the teachers problem in teaching writing descriptive text were the inappropriate use of teaching medium . The interview also found that student still had difficulties to know the vocabulary and wording in a writing descriptive text . It is shown from the result of interview with the English teacher as follow : They are difficult to arrange the words by words, they are also difficult to know meaning the word. “They are interest in study of English, but the students still low especially in writing.

From the result of interview with the English teacher showed that the students still low in writing the descriptive text and the translate the words. It was also strengthened by the result of interview with the students as follows: “Pembelajaran bahasa Inggris dalam writing itu sulit, karena terkadang tidak tahu bahasa inggris dari kata-kata yang ingin di buat.” From the opinion with the first student showed that the student still difficult to know the meaning of the word.”Pembelajaran bahasa inggris dalam writing ada susah dan gampangnya. Susahnya kalau tidak banyak mengetahui vocabulary. “From the opinion with the second student showed that the student felt difficult to answer the question based of the text. “Pembelajaran bahasa inggris dalam writing susah, bingung dalam mengartikan dan menuliskannya,” From the opinion with the third student showed that the student still difficult to write descriptive.

From those opinion above it can be concluded that students‟ achievement in writing was not good yet, so that score of the test in writing test still low. The students are not be able to comprehend the descriptive text as a whole.

From the data above, it can be proven that showed when the researcher looked at turned out to the students were doing a noise in the classroom, not focus, and always ask permission to go out of class.

Based on the analysis result, it can be concluded that the students‟ achivement in writing descriptve text was not good yet and low doing action research in pre-test. So, post-test continued in the first cycle.

2. Cycle I

In this cycle, the researcher conducted four steps: planning, action, observation, and reflection. In this cycle, there was two meetings which were conducted to the students. A test was given in the end of learning process. The steps of this cycle were:

a. Planning

In this step, the researcher arranged all of the preparations before conducting the research. The activities which were done by the researcher were: all instruments such as observation sheet, interview question, test had been well prepared. To make improvement in their competence in writing, through pictures would be applied. Then the lesson plans and writing texts were prepared. Learning sources and the learning media were prepared. In this research, the researcher would be as the teacher .

b. Action

The first meeting in the cycle one was conducted on Monday, September 09th 2019. It was followed by 26 students. The researcher began the class by greeting, having students pick up trash under their chairs, reciting Basmallah together and checked the studentsattandance andexplain the aim of the lesson.

After that, the researcher explain about descriptive text and gave example of descriptive text, explain about the text and through picture at the whiteboard by using paper which has photocopy as a learning media. and the students were asked to write about the physical animal randomly. Most of them could not write text well.

Therefore, the student had some problem which difficult in writing text and the student they lack of vocabularies and they were unable to write. and the researcher asks students to find the physical of animal in the example of text. The student still confused to find physical at the animal . The researcher gave a chance to the student ask some question related to the material. The researcher motivated the student for learning seriously. The researcher gives instructions to students about text to find physical through picture. The researcher tells the keywords or tells students important sentences related in the text and to facilitate students in doing the text and the researcher also motivated the student for learning.

In the end of the lesson, the researcher reviewed the material and gave a chance to the students to ask some questions related to the material and the researcher also explained the planning for the next meeting and the researcher reminds the students don't forget to bring a dictionary for tomorrow.

The second meeting was conducted on Wednesday, September 11th and followed by 26 students. In the learning activity the researcher reviewed the last material. After that, the researcher gave a test to the students individually. The student were given 1 sheet of paper containing picture animal that want to be explained about the physical animal question related to the descriptive text.

And then , the researcher asks the student about descriptive to find out whether they are already know the generic structure of descriptive text related in the test . and the researcher tell some physical of picture . Then, the researcher asks the students to open dictionary and the researcher gave 30 minutes for them to finished their job. Before , answering questions the researcher asked the student to write the text related to the picture . Most of them could not write text well. Therefore , the student had some problem which difficult in descriptive text and the student they lack of vocabularies and they were unable to write. In the end of the lesson, the researcher reviewed the material and gave a chance to the students to ask some questions related to the material and the researcher also explained the planning for the next meeting.

c. Observation

Observation proposed to find out information action by the writer in the classroom. The observation was done to observe what the students had done during the teaching learning process. It was about the behavior, attitude, and all activities during the action process. Thus, the result of observation was collected as the data, which is used as a basic reflection.

In this phase , there were two kind of the observation result, they were collected by quantitative and qualitative , the writer gave the test in the first cycle. The result of test in the first cycle show that the achievement of students increased when used the picture in learning process. The teacher could improve the students‟ achievement in writing descriptive text .

Quantitatively, the result of test in cycle I it showed that, the total score of the students was 1771 and the number of students who successes the test still

13 from 26 students, the mean of the students‟ descriptive text score of the test was 68,11. It can be seen that the students‟ descriptive text score in test cycle I was increased but still low. The percentage of the students descriptive text score was 50% consists of 13 students who successes and got the score 75 or more. So, the test in the first cycle was categorized unsuccessful. This data can be seen in appendix .

The quantitative data above was also strenghtened by the qualitative data taken through interview. Interview was also done after implemented the picture to the English teacher and some students who got the low and high value during learning process. The result of interview with the students as follow:

1.(Reseacher) Apakah yang kalian fikirkan setelah belajar writing bahasa Inggris dengan menggunakan picture ?, (S1) Setelah belajar dengan menggunakan picture saya bias mengingat objectnya secara mudah. (S2) lebih semangat dan happy.

2.(Reseacher) Apakah belajar menggunakan picture bias meningkatkan kemampuan menulis bahasa Inggris anda?. (S1) Iya, bias tapi saya masih bingung, karena vocabulary saya masih kurang (S2) Iya, through picture ini sangat cocok sekali untuk meningkatkan writing . The transcription of interview could be seen in apppendix .

Based on the interview above, there was improving of the students‟ writing. The result showed the improvement of the students‟ score from the diagnosa test to the cycle I. In the diagnosa test, the students who got the score 68,1 or morewere 7 of 26 students (26,92%). In test of cycle I, the students who got the score 56,6 or more were 13 of 26 students (50 %). The improvement of the

diagnosa test can be seen in 76, 92%. It could be concluded that the students‟ writing improved but not successfully. So, the researcher was conducted cycle II.

From the students‟ response and the students writing text score above, the researcher stated to continue in cycle two hopefully be better than before. The second cycle was held to achieve the improvement score of the students in writing descriptive.

d. Reflection

Reflection was an evaluation from the action which has been done before. It is used to help the researcher made decision by analyze the situation and the students difficulties or in understanding the lesson. Through the reflection, the researcher knew the result of the students after did the test.

Based on the result of the score of the test in cycle I and also observation, action of improvement was needed. Actually, students‟ score in test of cycle I was improved than the score of diagnose test. But, it needed more improvement in their reading comprehension because some of them still confused to understanding descriptive text.

3. Cycle II

Based on the result of the first cycle, the researcher continued to do thesecond cycle. The first cycle indicated that students writing descriptive text was still low. It happened because of the students got difficulties to write the generic of descriptive text and much of their writing descriptive text score still not achieved the minimum passing grade.

a. Planning

In this step, the researcher prepared the new material that was enclosed inlesson plan. The researcher prepared lesson plan an emphasized teaching-learning process in teaching writing descriptive text. The researcher focused to solve problem found in cycle I especially related to the language used, the use of writing descriptive text , and also the way to motivate students to be more active. The action plans of cycle II are as follows. In addition, to know the improvement the students‟ writing descriptive text, the researcher prepared the instrument of second cycle to collect data .

b. Action

The first meeting in the second cycle was conducted on Monday, September 16th 2019. It was followed by 26 students. The researcher began the class by greeting, having students pick up trash under their chairs, reciting *Basmallah* together and checked the students attandance and explain the aim of the lesson. After that, the researcher explain about descriptive text and gave example of descriptive text, explain about the text and through picture at the whiteboard by using paper which has photocopy as a learning media. and the students were asked to write about the physical animal randomly. Most of them could not write text well. Therefore, the student had some problem which difficult in writing text and the student they lack of vocabularies and they were unable to write. and the researcher asks students to find the physical of animal in the example of text. The student still confused to find physical at the animal. The researcher gave a chance to the student ask some question related to the material. The researcher motivated the student for learning seriously. The

researcher gives instructions to students about text to find physical through picture. The researcher tells the keywords or tells students important sentences related in the text and to facilitate students in doing the text and the researcher also motivated the student for learning. In the end of the lesson, the researcher reviewed the material and gave a chance to the students to ask some questions related to the material and the researcher also explained the planning for the next meeting and the researcher reminds the students don't forget to bring a dictionary for tomorrow.

The second meeting was conducted on Wednesday, September 18th and followed by 26 students. In the learning activity the researcher reviewed the last material. After that, the researcher gave a test to the students individually. The student were given 1 sheet of paper containing picture animal that want to be explained about the physical animal question related to the descriptive text. And then, the researcher asks the student about descriptive to find out whether they are already know the generic structure of descriptive text related in the test and the researcher tell some physical of picture .

Then, the researcher asks the students to open dictionary and the researcher gave 30 minutes for them to finished their job. Before, answering questions the researcher asked the student to write the text related to the picture . Most of them could not write text well. Therefore, the student had some problem which difficult in descriptive text and the student they lack of vocabularies and they were unable to write. In the end of the lesson, the researcher reviewed the material and gave a chance to the students to ask some questions related to the material and the researcher also explained the planning for the next meeting.

c. Observation

The observation was done in the second cycle. All the activities during theteaching learning process had been observed. They were as follows: 1) Most of the students were active and interested while learning, 2) The mean score of the students was categorized success is 79,5.

Quantitatively, the result of test in the cycle II, it showed that the total score of the students was 2,067 and the number of students who success the test was 20 students, and the mean of the students reading descriptive text through picture score of the test was 79,5. It could be concluded that the students descriptive text score in the test cycle II was improved. The percentage of the students‟ score was 76,92% consist of 20 students successes and achieved score 75 or up 75. So, the test in cycle II was categorized successful. The data can be seen in appendix .

Based on the data observation, there was an improvement in the teaching learning process. The teacher could improve the students‟ writing descriptive text. The result of test in cycle II , it showed that the total score of the students was 2,067 and the number of the students who took the test was 26. So, the mean of the students‟ score of the test was 79,5. It can be seen that the students‟ score in reading was increased. The percentage of the students‟ score of the test in cycle II was 20 students who passed or got score up to 75, it was 76,92 %. On the other hand, 6 students failed or didn’t get score up to 75 . So, test in cycle II was categorized successfully. This data can be seen in the appendix .

Based on data above, the result showed the improvement of the students‟ score from the test in cycle I to the test in cycle II . In the test in cycle I, the students who got the score 75 or more were 13 of 26 students (50 %). In the test in cycle II, the students who got the score 75 or more were 20 of 26 students (76,92 %). The improvement of the test in cycle I to the cycle II was about 99,5%. In this also used to test the hyphothesis in the research, from the computation above , it could be seen that coefficient of to observed = 1,697 and ttable to df = N-1 = 31-1 = 30, with fact level α = 0,05 was . In the coefficient of to observed (1,697) > table (147.24). Thus, alternative hyphothesis (Ha) could be received. Based on finding, alternative hyphothesis (Ha) saying that Pop-up book Strategy could be improved the students‟ reading. This data can be seen in the appendix.

d. Reflection

In this phase, all students had been able to do text Pop-up book as the strategy to understanding meaning of the text. Students‟ reading comprehension had been improved. From the observation result of every meeting, it could be concluded that teaching learning process in which applied could be run well.

Based on the reflection of this cycle, it was not needed to conduct the third cycle. The cycle of this research could be stopped because the students‟ reading comprehension had been improved.

B. Discussion

This research was conducted to find out the implementation of Pop-up book Strategy improving the students‟ writing comprehension. The result indicated that there was an improvement in the students‟ reading by using Pop-up book Strategy. The mean of the students‟ score in the diagnose test was 66.45. It was low because only 4 students who got the score 75 and more. The mean of the students‟ score test in cycle I was 69,51. It was higher than the diagnosa test. The mean of the students‟ score test in cycle II was 79.83. It was higher than the test in cycle I.

Then, the percentage of the students who got the score 75 and more in the diagnosa test was 4 of 31 students (12,90%). The percentage of the students‟ who got the score 75 and more test in cycle I (22,58%) and test in cycle II (64,51%). The improvement of the competent students percentage from the diagnosa test to test in cycle II was 99%. It indicated that the improvement of the students‟ achievement in reading in narrative text was significant.

Based on the result of the qualitative data which was taken from the observation sheet an the interview report, it was found that the class ran effectively. The students paid attention to the teacher during the teaching learning process. They were also spirit in reading and enjoying the learning process. Then, it can be said that the qualitative data was also showed the improvement of the teacher‟s and the stuednts‟ activities during the teaching learning process. It indicated that the application of Pop-up Book startegy could motivate the students became more enthusiastic in learning writing in descriptive text.

From the explanation above, it could be concluded that the result of the research showed that the application of pop up book strategy could improve the students "achievement reading in narrative text. It could be provent by the quantitative data which showed the students" score got better from the test in cycle I and cycle II. It also could be provent by the qualitative data which showed that the teacher got better in controlling the class and the students were more active and anthusiastic learning writing in descriptive text.

Table 1. Result The Student'S Score for Pre-tes and Post-test.

No.	Initial of Students	Pre-test 1	Pre-test 2	Post-test 1	Post-test 2	KKM	Criteria
1.	NKN	30	35	60	75	75	Success
2.	ASN	30	35	60	75	75	Success
3.	AS	30	35	60	75	75	Success
4.	RY	30	35	60	75	75	Success
5.	RG	35	35	60	75	75	Success
6.	BAA	35	40	60	75	75	Success
7.	FMH	35	40	60	75	75	Success
8.	NYM	40	40	60	75	75	Success
9.	MRAA	40	40	60	75	75	Success

10.	SSH	40	40	65	75	75	Success
11.	MRA	40	40	65	75	75	Success
12.	MAR	40	40	65	80	75	Success
13.	HRD	40	45	65	80	75	Success
14.	ARR	40	50	65	80	75	Success
15.	MRP	45	50	65	80	75	Success
16.	NL	45	50	65	80	75	Success
17.	NAZM	45	50	65	80	75	Success
18.	MFL	45	50	70	80	75	Success
19.	MIDZ	45	50	70	80	75	Success
20.	DA	50	50	70	80	75	Success
21.	MAILS	50	55	70	85	75	Success
22.	DS	50	55	70	85	75	Success
23.	AFS	50	55	70	85	75	Success
24.	RAH	50	55	70	85	75	Success
25.	GE	50	55	70	85	75	Success
26.	KS	55	55	75	85	75	Success

27.	IAD	55	55	75	85	75	Success
28.	**NT**	55	60	75	85	75	Success
29.	**FIN**	55	60	75	85	75	Success
30	**YS**	55	60	75	85	75	Success
Total (ξ^x)		**43,500**	**47,167**	**66,500**	**79,833**		**Success**

CHAPTER V
CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the result of the research, it could be concluded that teaching Writing through picture could improve the students' writing descriptive text.In the preliminary study, quantitatively showed that score of the students was 1472 and the mean of the students‟ score 56,61. The percentage of the students‟ score of the test was 7students who passed or got score up to 75, it was only 12, 90 %. There was 19 students who got failed or didn't get score up to 75 and it was 87,09%. Qualitatively showed from the result of observation and the interview, it can be proven that the students‟ improvement in writing was not good yet and low in writing test of the diagnose test.

The mean of the students‟ score of the test was 68,11. The percentage of the students‟ score of test in cycle I was 13 students who passed and got score 75 or up to 75 it was only 50 %. On the other hand, 13 students failed or didn't get score up to 75 and it was 50%. So, test in cycle I was categorized improved. Qualitatively, showed from the result of observation and interview, it can be concluded that the students felt enjoyable, easier, and interesting to learn through picture.

In the cycle II, quantitatively showed that the total score of the student was 2067 and the meant of the student " score of the test was 79,5. The percentage of the students " score of the test in the cycle II was 20 students who passed and got score 75 or up to 75 it was only 76,92%. On the other hand, 6 students

failed or didn't get score up to 75 it was only 23,07%. So, test in cycle II was categorized successfully.

B. Suggestions

The result of this research showed that through picture could improve the students' writing descriptive text. Therefore the following suggestion were offered:

1. For the teacher, it is useful to through picture as one of the alternative way in teaching writing in descriptivetext to make a variation in teaching writing in descriptive text so that the students do not get bored in learning English especially in writing in descriptive text .
2. For school, it encourage the teacher to apply picture as a media in teaching and learning English.
3. For the other research, it is very useful as the information in conducting in depth research which is realated to this research.

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Appendix I

LESSON PLAN

Cycle I

School : SMP SWASTA ISLAM NUR IHSAN

Subject : English

Class / Semester : VII-A / 1

Text : Descriptive Text

Skill : Writing

Time : 1 x 45 Minutes

Meetings : I

A. Core Competence

KI 1 : Living and practicing the teachings of his religion.

KI 2 : Living and practicing honest behavior, discipline, responsibility, caring (mutual cooperation, cooperation, tolerance, peace), courtesy, responsiveness and pro-active and showing attitude as part of the solution to various problems in interacting effectively with the social environment and nature and in placing themselves as a reflection of the nation in world association.

KI 3 : Understand, apply, analyze factual, conceptual, procedural knowledge based on their curiosity about science, technology, art, culture, and humanities with humanity, nationality, state and civilization insights related to the causes of phenomena and events, and apply procedural knowledge in a specific field of study according to their talents and interests to solve problems.

KI 4 : Processing, reasoning, and presenting in the concrete and abstract realms related to the development of what he learned in school

independently, and being able to use methods according to scientific rules.

B. Basic Competence

KD 3.10 : Analyzing social functions, text structures, and linguistic elements from Descriptive texts on topics that are commonly discussed, in accordance with the context of their use.

KD 4.14 : Captures the meaning in Descriptive texts on topics that are commonly discussed.

C. Indicator

3.10.1 Identify simple present tense and conjunctions of descriptive text.

3.10.2 Describe simple present tense and conjunctions of descriptive text.

4.14.1 Arrange descriptive text.

D. Learning Objective

At the end of this subject, the students are expected to be able to write a text based on the grammatical features of descriptive text.

E. Learning Material

1. Descriptive text

- Definition : derived from the word describe.
- Simple sentence:

- *My favorite animal in the farm is this….*
- *Her/his name is….*
- *He/she likes to eat….*
  He/she likes to stay…..

2. Grammar

- Simple present tense : S +like+s/es S + to be

3. Vocabulary

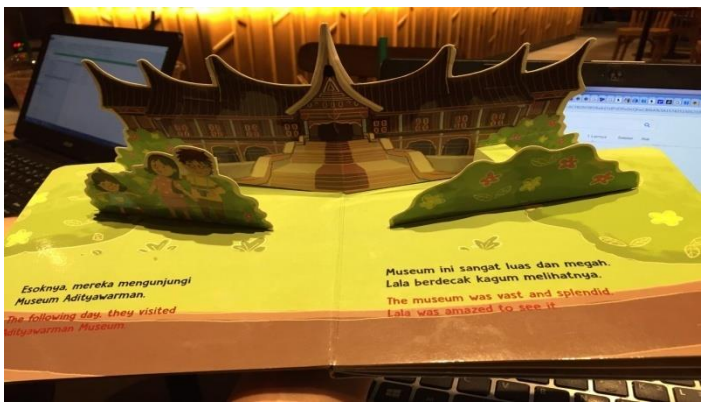
Verb:
- visited
- saw /see
- Asked
- Look

Noun:
- house
- School
- Batang Arau's river
- Siti Nurbaya's Bridge
- Woonden Ships
- City
- Malin Kundang's Stone
- Beach
- Statue

Adjective:
- Beautiful
- Cool

Pronoun:
- Grandparents
- Lala

4. Example of Descriptive Text



G. Teaching and Learning Activities

Teacher's Activity	Students' Activity
Pre- teaching (10 Minutes)	
The teacher greets the students	Students give response to theteacher
The teacher intoduces and gives motivations related to the materials.	Students response.
While teaching (70 minutes)	
The teacher gives an example of Descriptive text (Laptop as a students's friend) and explains to the students about social functions, generic structures, and grammatical features of Descriptive text.	Students listen to the teacher
The teacher devides the students into some groups.	The Students sit in group.
The teacher asks them to make Descriptive text based on the outline.	The students write an Descriptive text.
The teacher ask them to share their writing to other groups.	The students present the Descriptive text in front of the class.
The teacher and the students discuss the final writing of Descriptive text.	
Post- Teaching (10 Minutes)	
The teacher and the students conclude the lesson together	
Teacher give feedback and reinforcementto the students about Descriptive text.	Students get feedback and reinforcement about Descriptive text from the teacher.
The teacher give motivation to the students who still get difficulties in	Students listen to the teacher.

writing Descriptive text.	
Teacher tell the students to learn about Descriptive text more at home.	Students response teacher.
Teacher closes the meeting by saying goodbye.	

H. Assessment

Categories	Score	Criteria
Content	30-27	Very good to excellent Knowleageable- suitantive- trough development of topic sentence - relevnt to the assigned topic.
	26-22	Average to good Some: knowledge of subjct – edaqete range, lmied development of topic sentence- mostly relevant the topict sentence
	21-17	but lack details. Fair to poor: Limited knowledge of subject, edequete range, title substance, inadequete development of topic.
	16-13	Very poor: Does not show knowledge of subject, non- substantive, not pertinet, or not enough to evaluate
Organizatio n	20-18	Excellent to very good Fluent expression, ideas Clearly stated/supported, succient, well organized, logiical sequencing , cohesive.
	17-14	Good to average: Somewhat choppy, loosely organized but but main ideas stant out, limeted support, logical but incomplete sequencing.

	13-10 9-7	Fair to poor: Non-fluent, ideas confusedor disconnected, lack logical sequencing and development. very poor : Does not communicate, no organization, or not enough to evaluate.
Vocabulary	20-18 17-14 13-10 9-7	Excellent to very good : Exact word, effective word/ idiom, choice, but meaning not obscured. Good to average : Adequete range, occasional errors of words, idiom form, choice, usage meaning confused,or obscured. Fair to poor: Limited range, frequent errors of word/ idiom form, choice, usage, meaning confused, or obscured. Very poor: Essencially translation, little knowledgeable of English vocabulary, idioms, word form or not enough to evaluate.
Language use/ Grammar	25-22	Excellent to very good.: Effective complex construction, few errors of agreement, tense, number, word order/ uction, articeles, pronouns and prepositions.

Medan,2 November 2019

Mengetahui,

Guru Pamong

Anggi Rialnita Lubis, M.Pd

Mahasiswa,

Febrina Octavia Harahap

NIM. 34154186

Appendix II

LESSON PLAN 2

Cycle II

School : SMP SWASTA ISLAM NUR IHSAN

Subject : English

Class / Semester : VII-A / 1

Text : Descriptive Text

Skill : Writing

Time : 1 x 45 Minutes

Meetings : 2

A. Core Competence

KI 1 : Living and practicing the teachings of his religion.

KI 2 : Living and practicing honest behavior, discipline, responsibility, caring (mutual cooperation, cooperation, tolerance, peace), courtesy, responsiveness and pro-active and showing attitude as part of the solution to various problems in interacting effectively with the social environment and nature and in placing themselves as a reflection of the nation in world association.

KI 3 : Understand, apply, analyze factual, conceptual, procedural knowledge based on their curiosity about science, technology, art, culture, and humanities with humanity, nationality, state and civilization insights related to the causes of phenomena and events, and apply procedural knowledge in a specific field of study according to their talents and interests to solve problems.

KI 4 : Processing, reasoning, and presenting in the concrete and abstract realms related to the development of what he learned in school independently, and being able to use methods according to scientific rules.

B. Basic Competence

KD 3.10 : Analyzing social functions, text structures, and linguistic elements from Descriptive texts on topics that are commonly discussed, in accordance with the context of their use.

KD 4.14 : Captures the meaning in Descriptive texts on topics that are commonly discussed.

C. Indicator

3.10.1 Identify simple present tense and conjunctions of descriptive text.

3.10.2 Describe simple present tense and conjunctions of descriptive text.

4.14.1 Arrange descriptive text.

D. Learning Objective

At the end of this subject, the students are expected to be able to write a text based on the grammatical features of descriptive text.

E. Learning Material

1. Descriptive text

- Definition : derived from the word describe.
- Simple sentence:

- *My favorite animal in the farm is this….*
- *Her/his name is….*
- *He/she likes to eat….*
  He/she likes to stay…..

2. Grammar

- Simple present tense : S +like+s/es S + to be

3. Vocabulary

Verb:

- visited
- saw /see
- Asked
- Look

Noun:

- house
- School
- Batang Arau's river
- Siti Nurbaya's Bridge
- Woonden Ships
- City
- Malin Kundang's Stone
- Beach
- Statue

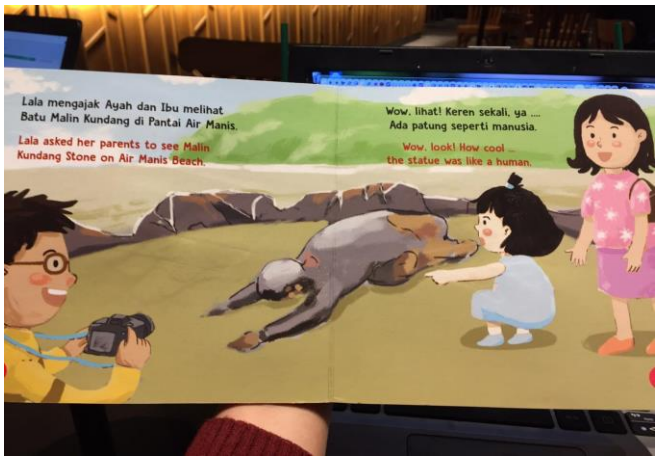
Adjective:

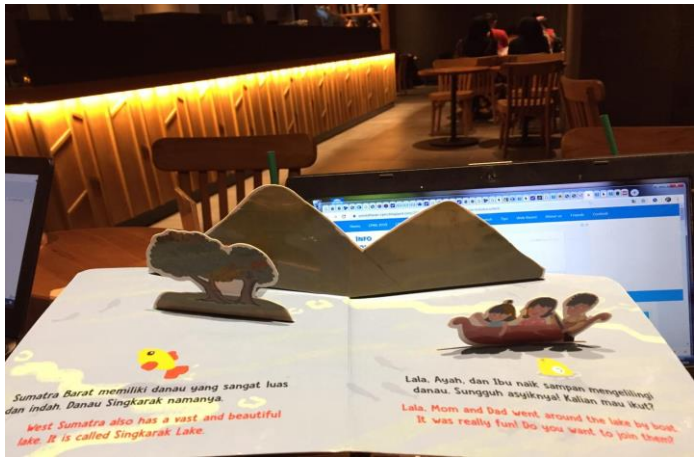
- Beautiful
- Cool

Pronoun:

- Grandparents
- Lala

4. Example of Descriptive Text





A. Teaching Strategy

Pop-Up Books Strategy

B. Teaching and Learning Activities

Teacher's Activity	Students' Activity
Pre- teaching (10 Minutes)	
The teacher greets the students	Students give response to theteacher
The teacher intoduces and gives motivations related to the materials.	Students response.
While teaching (70 minutes)	
The teacher gives an example of Descriptive text (Laptop as a students's friend) and explains to the students about social functions, generic structures, and grammatical features of Descriptive text.	Students listen to the teacher

The teacher devides the students into some groups.	The Students sit in group.
The teacher asks them to make Descriptive text based on the outline.	The students write an Descriptive text.
The teacher ask them to share their writing to other groups.	The students present the Descriptive text in front of the class.
The teacher and the students discuss the final writing of Descriptive text.	
Post- Teaching (10 Minutes)	
The teacher and the students conclude the lesson together	
Teacher give feedback and reinforcementto the students about Descriptive text.	Students get feedback and reinforcement about Descriptive text from the teacher.
The teacher give motivation to the students who still get difficulties in writing Descriptive text.	Students listen to the teacher.
Teacher tell the students to learn about Descriptive text more at home.	Students response teacher.
Teacher closes the meeting by saying goodbye.	

C. Assessment

Categories	Score	Criteria
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		– edaqete range, lmied development of topic sentence- mostly relevant the topict sentence
	21-17	but lack details.
		Fair to poor: Limited knowledge of subject, edequete range, title substance, inadequete development of topic.
	16-13	Very poor: Does not show knowledge of subject, non- substantive, not pertinet, or not enough to evaluate
Organization	20-18	Excellent to very good
		Fluent expression, ideas Clearly stated/supported, succient, well organized, logiical sequencing , cohesive.
	17-14	Good to average: Somewhat choppy, loosely organized but but main ideas stant out, limeted support, logical but incomplete sequencing.
	13-10	Fair to poor: Non-fluent, ideas confusedor disconnected, lack logical sequencing and development.
	9-7	very poor : Does not communicate, no organization, or not enough to evaluate.
Vocabulary	20-18	Excellent to very good : Exact word, effective word/ idiom, choice, but meaning not
	17-14	obscured.
		Good to average : Adequete range, occasional errors of words, idiom form, choice, usage meaning confused,or obscured.
	13-10	Fair to poor: Limited range, frequent errors of word/ idiom form, choice, usage, meaning

		confused, or obscured.
	9-7	Very poor: Essencially translation, little knowledgeable of English vocabulary, idioms, word form or not enough to evaluate.
Language use/ Grammar	25-22	Excellent to very good.: Effective complex construction, few errors of agreement, tense, number, word order/ uction, articeles, pronouns and prepositions.

Medan,2 November 2019

Mengetahui,

Guru Pamong

Anggi Rialnita Lubis, M.Pd

Mahasiswa,

Febrina Octavia Harahap

NIM. 34154186

Appendix III

OBSERVATION SHEET

Process of Teaching English on Descriptive Text by Using Pop-Up Book

(Cycle I)

School : SMP SWASTA ISLAM NUR IHSAN

Name of Researcher : Febrina Octavia Harahap

Class/semester : VII-A/1

Please give a checklist (V) honestly based on your observation by following the guidance of assessing score: 4 = very good, 3 = good, 2 = fair, 1 = poor

No	Observation Items	Score				Notes
		4	3	2	1	
1.	Apperception: Checking students' attendance					
	Explaining the aim of learning					
	Giving questions as a stimulus					
2.	Explanation of subject matter: Personal Descriptive Text					
3.	Explanation of Grammer Descriptive Text					
4.	The ability in conducting steps of Quick on the Draw Strategy: Preparing 5 sets of questions on papers or cards					

	Dividing class into group of 4					
	Starting by saying 'Go' and one person from each group takes the first question only and runs back with it to the group					
	Checking the answer sheet of group which is taken by the second person					
	Discussing all the questions with students and make written notes					
5.	Technique of dividing groups					
6.	Organization of discussion activity: Stopping students who are talking in class					
	Making the situation of class fun					
	Encouraging students to actively deliver questions					
7.	Delivery of questions or quiz during learning process					
8.	The ability in evaluating: Questions are suitable with indicators					
	Task given is appropriate with the allocation time provided					
	Teacher supervises students in doing the task closely					
9.	Giving appreciation to individual and groups					
10.	Deciding the individual and group assessment					
11.	Summarizing subject matter					
12.	Closing the lesson					

	TOTAL		

Description:

3,1-4,0 = very good

2,1-3,0 = good

1,1-2,0 = fair

0,1-1,0 = poor

Mengetahui,

Guru Pamong

Anggi Rialnita Lubis, M.Pd

Mahasiswa,

Febrina Octavia Harahap

NIM. 34154186

APPENDIX IV

OBSERVATION SHEET

Process of Teaching English on Descriptive Text by Using Pop-Up Book

(Cycle 2)

School : SMP SWASTA ISLAM NUR IHSAN

Name of Researcher : Febrina Octavia Harahap

Class/semester : VII-A/1

Please give a checklist (V) honestly based on your observation by following the guidance of assessing score: 4 = very good, 3 = good, 2 = fair, 1 = poor

No	Observation Items	Score				Notes
		4	3	2	1	
1.	Apperception: Checking students' attendance					
	Explaining the aim of learning					
	Giving questions as a stimulus					
2.	Explanation of subject matter: Personal Descriptive Text					
3.	Explanation of Grammer Descriptive Text					
4.	The ability in conducting steps of Quick on the Draw Strategy: Preparing 5 sets of questions on papers or cards					
	Dividing class into group of 4					

	Starting by saying 'Go' and one person from each group takes the first question only and runs back with it to the group					
	Checking the answer sheet of group which is taken by the second person					
	Discussing all the questions with students and make written notes					
5.	Technique of dividing groups					
6.	Organization of discussion activity: Stopping students who are talking in class					
	Making the situation of class fun					
	Encouraging students to actively deliver questions					
7.	Delivery of questions or quiz during learning process					
8.	The ability in evaluating: Questions are suitable with indicators					
	Task given is appropriate with the allocation time provided					
	Teacher supervises students in doing the task closely					
9.	Giving appreciation to individual and groups					
10.	Deciding the individual and group assessment					
11.	Summarizing subject matter					
12.	Closing the lesson					
	TOTAL					

Description:

3,1-4,0 = very good

2,1-3,0 = good

1,1-2,0 = fair

0,1-1,0 = poor

Mengetahui,

Guru Pamong

Anggi Rialnita Lubis, M.Pd

Mahasiswa,

Febrina Octavia Harahap

NIM. 34154186

Appendix V

Interview Sheet before the First Cycle

1. Transcript of interview with the English teacher before treatment

Researcher : Bagaimana kondisi kelas saat pembelajaran bahasanInggris berlangsung? Apakah mereka aktif memakai bahasa Inggris?

Teacher : Siswa kurang aktif dalam belajar, terus merasa malu kalo disuruh menggunakan bahasa Inggris. Mereka masih bingung gimana ngucapkan kata dalam bahasa Inggris, jadi mereka takut kalo mau ngomong nanti pengucapannya salah.

Researcher : Menurut ibu kesulitan apa saja yang dihadapi siswa dalam belajar pronunciation?

Teacher : Banyak siswa yang kesulitan mengucapkan kata dalam bahasa Inggris, bahkan alphabet dalam bahasa inggris saja mereka masih sering salah. Siswa kadang merasa kurang percaya diri untuk berbicara bahasa inggris karna pengucapannya yg jelek ditambah ketertarikan mereka dalam belajar bahasa inggris itu kurang. Jadinya seperti itu, mereka kurang semangat kalo lagi belajar di dalam kelas

Appendix VI

1. Transcript of interview with the English teacher after Cycle 1

Researcher : Menurut ibu apakah ada peningkatan dalam belajar siswa setelah menggunakan teknik yang saya gunakan ?

Teacher : terdapat peningkatan ya dalam belajar pronunciation juga ketertarikan mereka untuk tau bagaimana pengucapan itu meningkat walau gak semua murid merasakan itu

Researcher : Selain itu apa saja yang meningkat dalam diri siswa yang ibu rasakan selama pembelajaran?

Teacher : Mereka jadi semangat ya, diajari pengucapannya berulang-ulang, terus antusiasme mereka dalam menanggapi pertanyaan-pertanyaan juga sangat bisa dirasakan peubahannya.

2. Transcript of interview with the students after Cycle 1

With student 1

Researcher : Bagaimana pendapatmu tentang cara mengajar miss pake teknik drilling ini?

Students 1 : Bagus miss karna kita ngulang-ngulang bacanya, tapi ya walau masih sering salah dan bingung juga cara ngucapkannya

Researcher : Apa yang kamu rasakan setelah belajar pronunciation menggunakann teknik yang miss gunakan?

Student 2 : Asik, seru juga miss buat kita jadi fokus memperbaiki pengucapan yg salah.

Appendix VII

1. Transcript of interview with the English teacher after treatment

Researcher : Bagaimana pendapat ibu tentang teknik mengajar yang saya terapkan, yaitu penggunaan *Drilling Technique* terhadap peningkatan kemampuan pengucapan siswa dalam bahasa inggris ?

Collaborator : Teknik ini sangat baik digunakan untuk memperlancar dan memperbaiki speaking siswa khususnya untuk siswa yang baru belajar dan mengenal bahasa Inggris, akan lebih mudah bagi siswa untuk mengingat dan mengucapkan kata dalam bahasa Inggris. Jika tehnik ini digunakan secara lebih maksimal, maka akan memberikan hasil yang signifikan.

Researcher : Berdasarkan pengamatan ibu, bagaimana proses belajar mengajar selama saya menerapkan teknik ini?

Collaborator : Selama proses pembelajaran dengan menggunakan teknik ini, respon siswa kelas 7A sangat baik, para siswa lebih semangat dan antusias untuk belajar bahasa Inggris. Proses belajar menjadi lebih baik, keadaan kelas menjadi lebih aktif dan tidak membosankan.

Researcher : Menurut ibu, apakah *Drilling Technique* ini dapat meningkatkan pencapaian pengucapan siswa dalam bahasa inggris?

Collaborator : Ya pastinya tehnik ini dapat meningkatkan pengucapan siswa dalam bahasa Inggris bisa dilihat dari peningkatan mereka dalam pronunciation.

2. Transcript of interview with the students after treatment

With Student 1

Researcher : Bagaimana belajar sama miss tadi?

Students 1 : Enak miss, bacanyaannya diajari berulang-ulang habis itu kita baca sendiri buat latihan.

Researcher : Suka sama teknik yang miss gunakan gak?

Students 1 : Suka…

With Student 2

Researcher : Kamu sekarang sudah paham kan bagaimana cara pengucapan dalam bahasa inggris?

Student 2 : Paham miss sedikit-sedikit.

Researcher *:* Cara belajar sama miss gimana menurut kamu?

Students 2 : Suka sama cara belajarnya miss dan mulai paham gimana mengucapkan kata dalam bahasa inggris

With Student 3

Researcher :Dengan teknik drilling, kalian mengikuti apa yang diucapkan ataupun dibacakan oleh ibu agar kalian terbiasa mengucapkan kata-kata didalam bahasa inggris. pernah gak sebelumnya kalian belajar dengan menggunakan teknik seperti ini?

Students 3 : Pernah miss, tapi cuma untuk ngingat vocabulary aja

Researcher : Selama menggunakan teknik ini, apa saja yang meningkat dalam belajar pronunciation kalian?

Student 3: Saya jadi tau cara ngucapin kata dalam bahasa inggris miss, terus tentang intonasi membuat kita paham dengan apa yang diucapkan orang waktu ngomong.

2. Transcript of interview with the students before treatment

With student 1

Researcher : Kamu suka pelajaran bahasa Inggris gak?

Student 1 : Sedikit-sedikit miss

Researcher : Pernah belajar pronunciation gak dikelas?

Student 1 :Pernah Miss.

Researcher : Menurutmu gimana belajar pronunciation? Gampang atau susah?

Student 1 : Susah miss karna beda tulisan beda pengucapannya

With Student 2

Researcher : Pernah diajari pengucapan dalam bahasa Inggris gak? Gimana menurutmu?

Student 2 : Pernah tapi jarang. Susah miss belajar itu.

Researcher : Kenapa? Apa yang membuat kamu sulit belajarnya?

Student 2 : Karna bahasa inggris itu susah miss, jadi kadang kurang semangat belajarnya apalagi belajar ngomongnya"

With Student 3

Researcher : menurutmu bagaimana cara belajar yang digunakan ibu guru dalam belajar bahasa Inggris? suka gak?

Student 3 : Biasa aja sih miss

Researcher : Kamu suka belajar bahasa inggris dengan cara ngajar ibu guru

Student 3 : kurang sih miss, karna kadang buat kita bingung jadi kadang semangat kadang enggak belajarnya"

Appendix VIII

TEST SHEETS

Task for pre-test

Instruction: Come to the front with your friend to play the roles of the speakers in the conversation and choose one of the situations you want!

STUDENT WORKSHEET

1. Write your name, class, and student number on the top corner of your answer sheet.
2. You are expected to write an Descriptive text about "My Holiday in ....." based on your knowledge.
3. Time allotment is 60 minutes.

Good Luck!

STUDENT WORKSHEET

1. Write your name, class, and student number on the top corner of your answer sheet.
2. You are expected to write an Descriptive text about "My Holiday in ...." based on your knowledge.
3. Time allotment is 60 minutes.

Good Luck!

Task for post-test 1

Come to the front with your friend to play the roles of the speakers in the conversation and choose one of the situations you want!

STUDENT WORKSHEET

4. Write your name, class, and student number on the top corner of your answer sheet.
5. You are expected to write an Descriptive text about "My Holiday in ....." based on your knowledge.
6. Time allotment is 60 minutes.

Good Luck!

STUDENT WORKSHEET

4. Write your name, class, and student number on the top corner of your answer sheet.
5. You are expected to write an Descriptive text about "My Holiday in ...." based on your knowledge.
6. Time allotment is 60 minutes.

Good Luck!

Task for post-test 2

Come to the front with your friend to play the roles of the speakers in the conversation and choose one of the situations you want!

STUDENT WORKSHEET

7. Write your name, class, and student number on the top corner of your answer sheet.
8. You are expected to write an Descriptive text about "My Holiday in ....." based on your knowledge.
9. Time allotment is 60 minutes.

Good Luck!

STUDENT WORKSHEET

7. Write your name, class, and student number on the top corner of your answer sheet.
8. You are expected to write an Descriptive text about “My Holiday in ....” based on your knowledge.
9. Time allotment is 60 minutes.

Good Luck!

Appendix IX

The students' score on Pre-Test 1

N0	NAMA	A1B2	A1B2^2	F	Zi	Fzi	Szi	| Fzi-Szi |
1	NKN	30	900	4	-1,643	0,050	0,133	0,083
2	ASN	30	900		-1,643	0,050	0,133	0,083
3	AS	30	900		-1,643	0,050	0,133	0,083
4	RY	30	900		-1,643	0,050	0,133	0,083
5	RG	35	1225	3	-1,035	0,150	0,233	0,083
6	BAA	35	1225		-1,035	0,150	0,233	0,083
7	FMH	35	1225		-1,035	0,150	0,233	0,083
8	NYM	40	1600	7	-0,426	0,335	0,467	0,132
9	MRAA	40	1600		-0,426	0,335	0,467	0,132
10	SSH	40	1600		-0,426	0,335	0,467	0,132
11	MRA	40	1600		-0,426	0,335	0,467	0,132
12	MAR	40	1600		-0,426	0,335	0,467	0,132
13	HRD	40	1600		-0,426	0,335	0,467	0,132
14	ARR	40	1600		-0,426	0,335	0,467	0,132

15	MRP	45	2025	5	0,183	0,572	0,633	0,061
16	NL	45	2025		0,183	0,572	0,633	0,061
17	NAZM	45	2025		0,183	0,572	0,633	0,061
18	MFL	45	2025		0,183	0,572	0,633	0,061
19	MIDZ	45	2025		0,183	0,572	0,633	0,061
20	DA	50	2500	6	0,791	0,786	0,833	0,048
21	MAILS	50	2500		0,791	0,786	0,833	0,048
22	DS	50	2500		0,791	0,786	0,833	0,048
23	AFS	50	2500		0,791	0,786	0,833	0,048
24	RAH	50	2500		0,791	0,786	0,833	0,048
25	GE	50	2500		0,791	0,786	0,833	0,048
26	KS	55	3025	5	1,400	0,919	1,000	0,081
27	IAD	55	3025		1,400	0,919	1,000	0,081
28	NT	55	3025		1,400	0,919	1,000	0,081
29	FIN	55	3025		1,400	0,919	1,000	0,081
30	YS	55	3025		1,400	0,919	1,000	0,081
Jumlah		1305	58725	30	L-Hitung			0,132
Mean		43,500			L-Tabel			0,1618
SD		8,216						

Appendix X

The students' score on Pre-Test 2

No	NAMA	A2B1	A2B1^2	F	Zi	Fzi	Szi	| Fzi-Szi |
1	NKN	35	1225	5	-1,435	0,076	0,167	0,091
2	ASN	35	1225		-1,435	0,076	0,167	0,091
3	AS	35	1225		-1,435	0,076	0,167	0,091
4	RY	35	1225		-1,435	0,076	0,167	0,091
5	RG	35	1225		-1,435	0,076	0,167	0,091
6	BAA	40	1600	7	-0,845	0,199	0,400	0,201
7	FMH	40	1600		-0,845	0,199	0,400	0,201
8	NYM	40	1600		-0,845	0,199	0,400	0,201
9	MRAA	40	1600		-0,845	0,199	0,400	0,201
10	SSH	40	1600		-0,845	0,199	0,400	0,201
11	MRA	40	1600		-0,845	0,199	0,400	0,201
12	MAR	40	1600		-0,845	0,199	0,400	0,201
13	HRD	45	2025	1	-0,256	0,399	0,433	0,034
14	ARR	50	2500		0,334	0,631	0,433	0,198
15	MRP	50	2500	7	0,334	0,631	0,667	0,036

16	NL	50	2500		0,334	0,631	0,667	0,036
17	NAZM	50	2500		0,334	0,631	0,667	0,036
18	MFL	50	2500		0,334	0,631	0,667	0,036
19	MIDZ	50	2500		0,334	0,631	0,667	0,036
20	DA	50	2500		0,334	0,631	0,667	0,036
21	MAILS	55	3025	7	0,924	0,822	0,900	0,078
22	DS	55	3025		0,924	0,822	0,900	0,078
23	AFS	55	3025		0,924	0,822	0,900	0,078
24	RAH	55	3025		0,924	0,822	0,900	0,078
25	GE	55	3025		0,924	0,822	0,900	0,078
26	KS	55	3025		0,924	0,822	0,900	0,078
27	IAD	55	3025		0,924	0,822	0,900	0,078
28	NT	60	3600	3	1,514	0,935	1,000	0,065
29	FIN	60	3600		1,514	0,935	1,000	0,065
30	YS	60	3600		1,514	0,935	1,000	0,065
Jumlah		**1415**	**68825**	**30**	**L-Hitung**			**0,201**
Mean		**47,167**			**L-Tabel**			**0,1618**
SD		**8,477**						

Appendix XI

The students' score on Post-Test I

No	NAMA	A1B1	A1B1^2	F	Zi	Fzi	Szi	| Fzi-Szi |
1	NKN	60	3600	9	-1,195	0,116	0,300	0,184
2	ASN	60	3600		-1,195	0,116	0,300	0,184
3	AS	60	3600		-1,195	0,116	0,300	0,184
4	RY	60	3600		-1,195	0,116	0,300	0,184
5	RG	60	3600		-1,195	0,116	0,300	0,184
6	BAA	60	3600		-1,195	0,116	0,300	0,184
7	FMH	60	3600		-1,195	0,116	0,300	0,184
8	NYM	60	3600		-1,195	0,116	0,300	0,184
9	MRAA	60	3600		-1,195	0,116	0,300	0,184
10	SSH	65	4225	8	-0,276	0,391	0,567	0,175
11	MRA	65	4225		-0,276	0,391	0,567	0,175
12	MAR	65	4225		-0,276	0,391	0,567	0,175
13	HRD	65	4225		-0,276	0,391	0,567	0,175

14	ARR	65	4225		-0,276	0,391	0,567	0,175
15	MRP	65	4225		-0,276	0,391	0,567	0,175
16	NL	65	4225		-0,276	0,391	0,567	0,175
17	NAZM	65	4225		-0,276	0,391	0,567	0,175
18	MFL	70	4900	8	0,644	0,740	0,833	0,093
19	MIDZ	70	4900		0,644	0,740	0,833	0,093
20	DA	70	4900		0,644	0,740	0,833	0,093
21	MAILS	70	4900		0,644	0,740	0,833	0,093
22	DS	70	4900		0,644	0,740	0,833	0,093
23	AFS	70	4900		0,644	0,740	0,833	0,093
24	RAH	70	4900		0,644	0,740	0,833	0,093
25	GE	70	4900		0,644	0,740	0,833	0,093
26	KS	75	5625	5	1,563	0,941	1,000	0,059
27	IAD	75	5625		1,563	0,941	1,000	0,059
28	NT	75	5625		1,563	0,941	1,000	0,059
29	FIN	75	5625		1,563	0,941	1,000	0,059
30	YS	75	5625		1,563	0,941	1,000	0,059
Mean		66,500	133525				T-hitung	0,184
SD		5,438					T-tabel	0,1618

Appendix XII

The students' score on Post-Test 2

No	NAMA	A2B1	A1B2^2	F	Zi	Fzi	Szi	| Fzi-Szi |
1	NKN	75	5625	11	-1,137	0,128	0,367	0,239
2	ASN	75	5625		-1,137	0,128	0,367	0,239
3	AS	75	5625		-1,137	0,128	0,367	0,239
4	RY	75	5625		-1,137	0,128	0,367	0,239
5	RG	75	5625		-1,137	0,128	0,367	0,239
6	BAA	75	5625		-1,137	0,128	0,367	0,239
7	FMH	75	5625		-1,137	0,128	0,367	0,239
8	NYM	75	5625		-1,137	0,128	0,367	0,239
9	MRAA	75	5625		-1,137	0,128	0,367	0,239
10	SSH	75	5625		-1,137	0,128	0,367	0,239
11	MRA	75	5625		-1,137	0,128	0,367	0,239
12	MAR	80	6400	9	0,039	0,516	0,667	0,151

13	HRD	80	6400		0,039	0,516	0,667	0,151
14	ARR	80	6400		0,039	0,516	0,667	0,151
15	MRP	80	6400		0,039	0,516	0,667	0,151
16	NL	80	6400		0,039	0,516	0,667	0,151
17	NAZM	80	6400		0,039	0,516	0,667	0,151
18	MFL	80	6400		0,039	0,516	0,667	0,151
19	MIDZ	80	6400		0,039	0,516	0,667	0,151
20	DA	80	6400		0,039	0,516	0,667	0,151
21	MAILS	85	7225	10	1,215	0,888	1,000	0,112
22	DS	85	7225		1,215	0,888	1,000	0,112
23	AFS	85	7225		1,215	0,888	1,000	0,112
24	RAH	85	7225		1,215	0,888	1,000	0,112
25	GE	85	7225		1,215	0,888	1,000	0,112
26	KS	85	7225		1,215	0,888	1,000	0,112
27	IAD	85	7225		1,215	0,888	1,000	0,112
28	NT	85	7225		1,215	0,888	1,000	0,112
29	FIN	85	7225		1,215	0,888	1,000	0,112

30	YS	85	7225		1,215	0,888	1,000	0,112
Mean		79,833	191725	30			T-hitung	0,239
SD		4,251					T-tabel	0,1618
		2395						

Appendix XIII

Documentation

BIOGRAPHY

The writer's name is Febrina Octavia Hrp. She was born on Octover 3rd 1997 in Mampang at North Sumatera, Indonesia. She is 23 years old. She is Indonesian and a Muslim. Everyone calls her Febri or Via. She is the third daughter from the 4 little brothers and sisters of H. Pebrijal Hrp and Hj. Julinar Nst.

Her formal education started from 2003-2009 in primary school, SDN 112224 in Kota Pinang. Then from 2009-2012, she continued her study in SMP Pondok Pesantren Al Mak'shum Rantau Prapat. And she finished from her study in MAN 2 Model Medan from 2012-2015, and she graduated from English Education Department of State Islamic University of North Sumatera.