IMPROVING STUDENT'S ABILITY IN WRITING DESCRIPTIVE TEXT USING PERSONAL PHOTOGRAPH AT THE SECOND GRADE OF SMP IT AL-HIJRAH DELI SERDANG IN ACADEMIC YEAR 2019/2020

A SKRIPSI

Submitted to the faculty of Tarbiyah and Teachers Training State Islamic University of North Sumatera as a Partial Fulfillment of the Requirements for S-1 Program

By:
Saidatunnur
34153121

DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH AND TEACHERS TRAINING
STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA
MEDAN
2019

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DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF TARBIYAH AND TEACHERS TRAINING

STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA

MEDAN

2019

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                                 Tarbiyah dan Keguruan

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Assalamu'alaikum Wr. Wb.

Dengan Hormat,

    Setelah membaca, meneliti dan memberi saran-saran perbaikan seperlunya terhadap skripsi mahasiswa.

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Judul : "Improving Student's Ability in Writing Descriptive text using

Personal Photograph at the Second Grade of SMP IT AL-

HIJRAH Deli Serdang in Academic Year 2019/2020".

    Maka kami menilai bahwa skripsi ini sudah dapat diterima dan dimunaqosyahkan pada sidang Munaqosyah Fakultas Ilmu Tarbiyah dan Keguruan UIN-SU Medan.

    Demikian kami sampaikan, atas perhatian saudara kami ucapkan terima kasih.

Wassalamualaikum Wr. Wb

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        Menyatakan dengan sebenar-benarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri, kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya. Apabila di kemudian hari terbukti atau dapat di buktikan skripsi ini hasil jiplakan, maka gelar dan ijazah yang di berikan oleh Univeritas batal saya terima.

Medan, 11 Agustus 2019
Yang membuat pernyataan

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ABSTRACT

SAIDATUNNUR. IMPROVING STUDENT'S ABILITY IN WRITING DESCRIPTIVE TEXT USING PERSONAL PHOTOGRAPH AT THE SECOND GRADE OF SMP IT AL-HIJRAH DELI SERDANG IN ACADEMIC YEAR 2019/2020.

Advisor I : Dr. Sholihatul Hamidah Daulay, S.Ag, M.Hum. Advisor II : Drs. H. A. Ramadhan, M.A

Key words: *Student's Ability, Writing Descriptive Text, Personal Photograph*

This research was aimed to improve the student's ability in writing descriptive text using personal photograph. This research was conducted at second grade of SMP IT AL-HIJRAH Deli Serdang in academic year 2019/2020. The subject of this research was 31 students of VIII-C class of Shafiyyah binti Huyay. This research applied qualitative and quantitative technique in analyzing data. The qualitative data were taken from interview, questionnaire, observation, field note, and documentation. The quantitative data were taken from the test, the test is concluded in pre-test, post-test1 and post-test 2. The data obtained was carried out in two cycles that conducted in four meetings. The result of analyzing data showed that there was improving on the student's ability in writing descriptive text from each cycle. The pre-test mean score showed 59.96. Where, there are 4 students who passed the criteria (12.1%) and 27 students who did not passed the criteria. After the implementation the personal photograph in first cycle there was an improving of the result on student's mean score that was 69.70. Where, there are 12 students who passed the criteria (38.7%) and 19 students who did not passed the criteria. Then, for the second cycle, there was improvement of student's mean score that was 77.38. Where there 28 students who passed the criteria (87.1%) and there are 3 students who did not passed the criteria. Student's response to the learning process was generally positive. In other words, Personal Photograph can improve the student's ability in writing descriptive text at second grade of SMP IT AL-HIJRAH Deli Serdang in academic year 2019/2020.

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Medan, August 11th 2019

Saidatunnur
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CHAPTER I

INTRODUCTION

A. Background of Study

English is an international language that is used by the people almost all countries in the world. Indonesia uses the English as a foreign language that has been learned by the students since in elementary school up to the university. In learning English subject, there are four aspects of skills that separated to be Writing, Reading, Listening and Speaking. The students must learn all of the English skills to master well the English language, especially the writing skill because it's very useful for academic purpose of students.

Writing is one of the four language skills. Writing is an important lesson to learn and a communication tool that people use to share the information. Harmer states that writing process is a way of looking at what people do when they are write the text.[1] Then Daulay also states that Writing is the expression of language in the form of letter, symbols, or words. The primary purpose of writing is communication.[2]

In other words, writing is a way to build the written text that used to communicate. In writing process the writer should explore their minds to find the good ideas to make the meaningful written. Writing is an ability to create the words and the ideas that are worth reading so that writing becomes an important skill to be mastered by the students. Most of the people need to learn writing in

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[1] J. Harmer, (2004), *How to teach English, (*Essex: Pearson Education), p.12

[2] Sholihatul Hamidah Daulay. *Et al*, (2018), Journal of Language, Literature and Education: *An Analysis of Inflectional Morphemes Errors in Writing A Text By Second-Year Student of Mas TPI Silau Dunia*, State Islamic University of North Sumatera, P.06

English for academic purpose. Because of that the students need to increase their ability in writing skills that are good for their academic values, and then the students understand how to communicate in written text and how to organize the text.

Furthermore, these skills will also help them to cater to professional writing environment after completing their degrees. Whether they become scholars or businesspersons, academic writing skills are fundamentally necessary since essays, reports, presentations and research papers should be written in the academic style. Thus, the proper usage of academic writing may present a polished and professional image.[3]

In the English Language Curriculum that applies at Senior High School there are twelve genres of text that students must be studied, then in Junior High School there are just five genres of text that must be studied. They are: Narrative text, Descriptive text, Recount text, Procedure text, and Report text. But this research will be focus on Descriptive text in Junior High School. Descriptive text is one of the texts which are taught in every level of Junior High School.

Anderson and Anderson in Yunita and Kusumarasdyati state that descriptive text as a description of a particular person, place, or thing.[4] Then in generic structure of the descriptive text use the identification to introduce the person, place, or thing and description to explain or describe the characteristic, habit, physical or the character of the person, place, or thing.

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[3] Rahmah Fithriani, Essay for LPDP Dissertation Scholarship: *The Urgency of English Writing Skill in Indonesia*, State Islamic University of North Sumatera, p.01

[4] Lifatur Rohmah Yunita and Kusumarasdyati, *The Effectiveness of Personal Photographs As Media to Enhance The Writing Ability of DescriptiveText of The Seventh Grader.* Faculty of Language and Art, State University of Surabaya, p.02

Based on the result of previous studies conducted by Reski Hidayati *Et al* shows that the students in some Junior High School in Indonesia has some problem during studying descriptive text such as the students are difficult to start their writing, they can't develop the writing well.[5] Then in Sri Budiyati also the students faced that they were not motivated and not interest or fell bored in writing.[6]

The problems above are in line with the information that I have obtained from the English Teacher in SMP IT AL-HIJRAH Deli Serdang that the students also have the problem during studying Descriptive text, such as:

1.) Some students were lazy to write descriptive text. The condition most likely influenced by topics that didn't attract them to it and also they didn't know how to create the words then organizes them to be a good writing.

2.) Some students were not motivated in writing descriptive text. It is may cause of the media that used in learning process. Based on the problems above the researcher was interested to solve the problem by using Personal Photograph as media to teach Descriptive Text.

Based on Daryanto : Gambar fotografi termasuk dalam gambar tetap atau *still picture* yang terdiri dari dua kelompok. Gambar datar tidak tembus pandang dan gambar tembus pandang. (Photograph is included in still picture that can consist of two groups. Non-transparent picture and transparent picture.)[7]

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[5] Reski Hidayati, *Et Al*, (2016), "*The Use Of Personal Photograph In Teaching Descriptive Text Writing To MtsN*", A Thesis (Pontianak: FKIP), p.02

[6] Sri Budiyati, (2017), "*The Effectiveness of Using Personal Photographs in Teaching Writing Recount Text at the Tenth Grade Students of Sma N 4 Purworejo In The Academic Year of 2016/2017*", A Thesis (Purworejo: Tarbiyah and Teaching Faculty), p.05

[7] Daryanto, (2017), *Media Pembelajaran,* (Bandung: Satu Nusa), p.109

Photograph also like pictures that have high artistic value which is colorful and importantly they are rich with information. Ahola stated that photograph is a result of the photographer's decision that it is worth recording that this particular event or this particular object has been seen.[8] Then Sudjana and Rivai stated that:

> Gambar atau foto merupakan salah satu media pembelajaran yang amat dikenal dalam setiap kegiatan pembelajaran. Hal ini disebabkan kesederhanaannya, tanpa memerlukan perlengkapan dan tidak perlu diproyeksikan untuk mengamatinya. (picture or photo is one of the learning media that very well-known in every learning activity. It is because of its simplicity, without needing equipment and not need to be projected to observe it).[9]

It is numerous situations to carry messages and communicate ideas. By using the personal photograph the student will be easier to memorize the events, time, places, and the peoples. Personal photograph can be a good media to make a good paragraph in writing Descriptive Text then improve student's ability in writing Descriptive Text.

The student's ability in writing descriptive text still not fulfill the specified target that teachers hope and much of them still lazy and less motivated in writing descriptive text. Then the Personal Photograph is a good media that close to the students, then will make them enjoying the study and encourage students to stringing words and ideas before become a more detail text.

Based on the explanation above the researcher interested to conduct this research entitled: "*Improving the student's ability in Writing Descriptive text using Personal Photograph at the second Grade of SMP IT AL-HIJRAH Deli Serdang.*"

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[8] S.K. Ahola, (2016), *Using Personal Photographs to Spark Narrative Writing.*
[9] Nana Sudjana and Rivai Ahmad, (2013), *Media Pengajaran*, (Bandung: Sinar Baru Algensindo), p.71

B. Identification of the Study

Regarding the background of the study above, the problems can be identified as follows:

The first problem that is faced by the students in writing activity that they were lazy to write descriptive text. That condition is most likely influenced by topics that do not interest them and also they do not know how to create the words and then organize them into good writing.

The second is some students are not motivated in writing descriptive text. It is may cause of the media that used in learning process.

C. Limitation of the Study

This study "Improving the Student's Ability in Writing Descriptive text using Personal Photograph" is study about what is the impact of using a media that called with Personal Photograph in teaching descriptive text in Second Grade students of SMP IT AL-HIJRAH Deli Serdang in academic year 2019/2020. In this study the method are applied in 31 students and give some test to know the increasing of their ability in Writing Descriptive Text.

D. Research Problem

The research problem of this paper is:

How does the student's ability in writing descriptive text improved by using Personal Photograph?

E. Objective of the Study

The research purpose of this paper is:

To know is the student's ability in writing descriptive text improved by using Personal Photograph.

F. Significance of the Study

This study will be useful for the reader to know the important of Personal Photograph in improving the writing skills of students. Then the English teachers can improve their teaching of writing descriptive text using Personal Photograph as media. This study will be one of the author's experiences in writing English while she is studying in the English Department.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Writing

1. Definition of Writing

According to Kane writing is a process of involving and to know how to handle the words and sentences and paragraph become a good writing. [10] Langan also stated writing is a realistic attitude to build on the idea and it is as way to communicate with others, discover what they want to write and explore their thought in writing. [11]

Writing is a kind of effort to transfer an oral language into written forms. The mastery of this language skills are tools in expressing ideas, mind and or sense in written form. [12] Then according to Utami Dewi writing is the expression of language in the form of letters, symbols, or words. The primary purpose of writing is communication. [13]

I can conclude that writing is an activity to create the words and the ideas to be sentences and paragraphs that will be a written text that use to communicate with other. With the writing the reader can communicate and understand the message of an author without speaking.

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[10] Thomas S. Kane, (2000), *Essential Guide to Writing*, (New York: Oxford University Press), p.17

[11] John Langan, (2011), *College Writing Skills,* (United States of America: McGraw Hill), p.12

[12] JB. Heaton, (1988), *Writing English Language Test*, (Consultant Editors: New York), p.135

[13] Utami Dewi, (2013), *How to write,* Medan: La Tansa Press, p. 2

2. Purpose of writing

According to Dietsch there are three purposes of writing that describe the kinds of students writing; informative, expressive and persuasive.[14]

1) Informative writing is intended to give information, ideas, knowledge or directions. Example of informative writing includes describing events or experiences, analyzing concept, speculating on causes and effect and developing new ideas or relationship.

2) Expressive writing is intended to express the writer feelings, experience and opinion. This type of writing also has the purpose to entertain the reader. Example of expressive writing includes poems, diaries, journal writing, and fiction.

3) Persuasive writing has purpose to persuade and convince the reader that it is factual and reliable. This type of writing includes evaluation of a book, movie, consumer product, or controversial issues.

Based on the explanation above, the researcher decides what the primary purpose before writing something. They have to focus on the purpose of their writing since this will affect what language they choose and how they use it. When they have determined their purpose, they know what kind of information they need, how they want to organize and develop that information.

In Islam writing is one of the important skill that should be learned by the peoples. The verses that state the existence of writing was stated in Al-Qur'an.

Surah Al-Qalam verse : 1

ن~ وَٱلْقَلَمِ وَمَا يَسْطُرُوْن ١

[14] Betty Mattix Dietsch, (2005), *Reasoning and Writing Well: A Rhetoric, Research Guide, Reader, And Handbook,* (Ohio: Graw Hill Marion Technical College), p.7-8

Meaning: *" Nun, by the pen and by what they write"*[15]

Surah Al-Alaq verses: 4-5

<div dir="rtl">الَّذِي عَلَّمَ بِالْقَلَمِ ٤ عَلَّمَ ٱلْإِنْسَانَ مَاْلَمْ يَعْلَمْ ٥</div>

Meaning: *"Who was taugh (the writing) by the pen He was taugh man that*

which he knew not"[16]

Writing is one of the skill that must be learned because by the writing the knowledge will be spread. Writing is the process of communication that use the graphic symbol to express the idea, feeling, or thoughts. Both of the verses above have a relation in writing process as Hamka said on Tafsir Al-Azhar.

> Keduanya menarik perhatian manusia tentang pentingnya *qalam* atau pena dalam hidup manusia diatas permukaan bumi ini. Dengan *qalam*-lah ilmu pengetahuan dicatat sehingga manusia mengetahui ilmu pengetahuan dan membangun peradaban. (Those verses attract the human attention about the importance of pen in human life on this earth. By the pen the science is recorded then human know the science and build the civilization).[17]

3. Component of writing

Heaton stated that there are five significant components of writing; they are content, organization, vocabulary, grammar, and mechanic.[18]

1) Content

Kane stated that content should be clear so that the readers can understand the message conveyed and get information from it. A good content should be well unified and completed.[19]

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

[16] *Ibid.,* p.842

[17] Hamka, (2015), *Tafsir Al-Azhar*, (Depok: Gema Insani), p.263

[18] JB. Heaton, (1998), *Writing English Language Test*, (Consultant Editors: New York), p.135

[19] Thomas S. Kane, (2000), *Essential Guide to Writing,* (New York: Oxford University Press)

2) Organization

Heaton stated that organization is the ability to develop ideas and topic which relevant in a united form. Organization writing involves coherence, order of importance, general to specific, specific to general, chronological order and spatial pattern.[20]

3) Vocabulary

Hughes stated that vocabularies are collection of words that arranged into a sentences, paragraph, or essay. Good writing consists of appropriate words in order that there is no misunderstanding from the audiences when they read his writing.[21]

4) Grammar

Harmer stated that writer should master grammar in order that she can result good writing. Good writing is writing that has correct sentences, using appropriate tenses, words, and others.[22]

5) Mechanics

Kane stated that mechanics refers to the appearance of words, to how they are spelled or arranged on paper. Mechanics consists of capitalization, spelling, and punctuation.[23]

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[20] JB. Heaton, (1998), *Writing English Language Test*, Log. Cit

[21] Arthur Hughes, (2003), *Testing for Language Teachers* (Cambridge: Cambridge University Press), p.101.

[22] J. Harmer, (2004), *How to teach English,* (Essex: Pearson Education), p.35

[23] Thomas S. Kane, (2000), *Essential Guide to Writing,* (New York: Oxford University Press), p.15

B. Descriptive Text

1. Definition of Descriptive text

Descriptive text has the social function to describe particular person, place, or things.[24] Descriptive text is kinds of text which described in details. Based on the generic structure, descriptive text is divided into three parts. The first part is identification or participation which begins to identify the phenomenon to be described. The next part is the descriptions of particular person, place or things. It is also focused on specific participants including parts, qualities and characteristics of person or something that is described. The last is closure or summary of something that is described. The lexicon grammatical features of descriptive are noun, adjectives, noun phrase, present tense or past tense. If something described is exist until now use present tense but if something described is pass away or no longer exist use past tense.

There are some aspects that have to be evaluated in order get good Descriptive writing such as contents, organization, vocabulary, language use and mechanics.[25] Contents refer to the subject mastery being described or written. Organization refers to students' idea and details of descriptive structure to introduce the characterization. Vocabulary refers to the usage of the correct words function to express idea in composing a paragraph (adjectives, adverbs, nouns, and verbs).

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[24] Achmad Doddy, (2008), *Developing English Competencies for Senior High School*, (Jakarta: Pusat Perbukuan , Departemen Pendidikan Nasional), p.128

[25] JB. Heaton, (1998), *Writing English Language Test*, (Consultant Editors: New York), p.135

Oshima and Hogue stated that descriptive appeals to the senses, so it tells how something looks, feels, smells, tastes, and/or sound. The reader can imagine the object, place, or person in his or her mind.[26]

Wishon & Burks stated that descriptive is a text that helps the reader, through his/her imagination, to visualize a scene or a person, or to understand a sensation or an emotion.[27]

2. Generic Structure of Descriptive Text

Based on Mulyono the generic structure of descriptive paragraph consists of the identification that identifies the phenomenon and description that describes the parts, the qualities, and the characteristic of the phenomenon.[28]

According to Luber the generic structure of descriptive text are identification and description. Identification introduces to the subject of the description. Description gives details of characteristic features, such as qualities, size, physical appearance, ability, habit, etc.[29]

Referring decide that identification can be used as topic sentence of the paragraph. After stating the identification, the writer has to provide some descriptions so that the reader will be able to picture the idea.

[26] Alice Oshima and Ann Hogue, (1997), *Introduction to Academic Writing*, (United States of America: Pearson Longman). P.15

[27] George E. Wishon and Julia M. Burks, (1980), *Let's Write English,* (United States of America: Litton Educational Publishing), p.128

[28] Mulyono, (2009), *English Way 2*, (Jakarta: Quadra), p. 22

[29] Juliant Luber, (2014), *Descriptive Text*, (Retrieved on March 13th 2019).

C. Photographs

1. Photographs as a Learning Media

One of the learning media theories is Information Pick up Theory which develops most visual media, which one of the visual media is Personal Picture. This theory initiated by J. Gibson that perception depends entirely on information that is in a series stimulus.[30] By using the personal photograph the students can feel easier to write the text.

2. Definition of Personal Photographs

According to Hornby a picture can be painting, drawing, sketch, or any work art.[31] Photograph is term of the 'inside and outside' organized and embodied by the camera-those standing in front of the camera and behind it the moment the photograph is taken, and inside and outside the frame at the moment of photograph is viewed. [32]

In the condition I can conclude that a personal photographs is a picture of person or scene in printed form that captured in past event and recorded by someone that related with that picture.

It is observed that using pictures motivate the students to write a text. As Soekawarti in Syamsidar said there are any advantages in using media (picture; including photographs) they are[33]: a). To motivate the students. b). Avoid bored c). Teaching and learning activities become systematic d). To clarify what the teacher explained e). To make it easy in understanding the context.

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[30] Ambar, "*8 Teori Media Pembelajaran Menurut Ahli*" accessed from https://pakarkomunikasi.com,cdn.ampproject.org, (Retrieved on July 23 2019)

[31] A. S. Hornby, (2007), *Oxford Advanced Learner's Dictionary*, (New York: Oxford University Press), p.631

[32] Ariela Azoulay, (2010), *Philosophy of photography vol 1 number 1,* (Intellect Ltd Symphosium), P.11

[33] Syamsidar, (2004), *The Use of Picture Series in Improving Students' Writing Quantity*, (Bengkulu: Universitas Bengkulu), p.11

The personal photograph can be used by the teacher to improve student's ability in writing descriptive text. Personal photograph contain the student's own experience or memorable event in the past. Using this media the students easily will be give the comments, ideas, arguments, and descriptions because they was experienced that event. By writing their own experience through the photograph they will usually be active and prepare their vocabulary spontaneously in their minds and convey it naturally. As Raimes stated that the teacher can find a valuable resource in picture such as: drawing, photographs, poster, cartoons, magazine, advertisement, diagram, graph, and etc.[34]

It is good to motivate students in learning foreign language. So the students easier to memorize something by using pictures, because students do not imagine shape of the things.

3. Characteristics of good Photographs

Characteristic of good photographs has taken to chosen best photographs in teaching learning process, because it was contained purpose in learning process. There are characteristics of good photographs by Nana Sudjana on Sri Budiyati.[35]

1) Content in photographs cans supporting to purpose teaching learning.

2) Clearly in contrast and size in photographs.

3) The authentic of the photographs, shown the authenticity of the simple situation.

4) Simplicity, especially in determining the color will create a certain impression, have purely an esthetic value and contain practical value.

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[34] A. Raimes, (1983), *Techniques in Teaching Writing*, (New York: Oxford University Press), p.57

[35] Sri Budiyati, (2017), "*The Effectiveness of Using Personal Photographs in Teaching Writing Recount Text at the Tenth Grade Students of Sma N 4 Purworejo In The Academic Year of 2016/2017*", A Thesis (Purworejo: Tarbiyah and Teaching Faculity), p.26

D. Conceptual Framework

Writing is one of English skill that must be mastered by the students. It is not easy for the Second Grade students of SMP IT AL-HIJRAH Deli Serdang. The students still fell difficult and confuse of rules and the use schematic and general structure in writing. The students get bored in teaching learning process because conducted by the teacher method and media. As the result they are get low score in writing skill in English.

Teaching writing for students needs more attention from the teacher in order to be successful in learning English. The teacher need use media to be get students interactive and interest in teaching writing. Because one of factors that affect learning English in the motivation of the students to enjoy and to be interested studying English. In this study, using personal photograph is one of media that can use in teaching writing. The student can more interest and easy to remember their stories and tells experience from it. By using personal photographs, the teaching writing in recount text can be more effective and interesting. It is can be give positive effect in student's achievement in writing skill.

E. Related Study

a. Dwi Nur Indah stated in her research entitled *"Improving Writing Recount Text By Using Photographs: A Case Study of The Eleventh Year Students of Sma Negeri 1 Batangan Pati in The Academic Year of 2009/2010"*. In her research Dwi found that the personal photograph is effective in teaching

writing recount text to the eleventh year students of SMA N 1 Batangan Pati in the academic year 2009/2010. It can be proved by the average score of the students who was taugh by using personal photograph is 76.8 that categorized as good. Then the average score of the students who was taugh without personal photograph is 64 that categorized as fair. Next, the t-test level significant t 0,05 shows that t- obtained value is 12,85 and t-table value is 1.98, so there is a significant difference in the student's achievement between teaching using personal photograph and without personal photographs.[36]

b. Hidayati, Apriliaswati, and Wardah (2015) stated in their research entitled "*The Use of Personal Photograph in Teaching Descriptive Text Writing to MTsN Jongkong*". It can be concluded that, first the use of personal photograph as media contributes a change of seventh grade students' score in descriptive text skill. Personal photograph could help the students to develop ideas, organized their sentence into good order, improve their vocabulary and accuracy in grammar use. Thus, it makes their writing better. This fact could be seen through the mean score of the students' post-test result that is 56.52, which was higher than the result of students' pre-test that is 33.91. The classification of students' writing changed from poor to average. Second, the interval score of students' pre-test and post-test is 22.61. It means students' achievement have been effective. Third, The significant different of this achievement could be also proven by t-test that is 3.29 was higher than t-table that is 2.074. The last, the effect size of the treatment is 0.658 (ES between

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[36] Dwi Nur Indah, (2010), "*Improving Writing Recount Text By Using Photographs: A Case Study of The Eleventh Year Students of Sma Negeri 1 Batangan Pati In The Academic Year of 2009/2010*", A Thesis (Semarang: Tabiyah and Teaching Faculity), p.61

0.51- 1.00). This is score categorized as moderate effect; it means that this media is good for seventh grade students in MTsN Jongkong.[37]

c. Hilda Safitri (2017) stated on her research entitled *"The use of Personal Photograph as Media in Teaching Writing Descriptive Text to the Second Grade Students of Mts Negeri Gowa".* The students ability in writing descriptive before given the treatment by using personal photograph was very low score. It was different from the students's writing ability after applying personal photograph by using five categories such as organization, vocabulary, mechanics, content, and grammar. This can be seen from the score of post-test that higher that score of pre-test (84,25>46,6) in experimental class. While the control class in post-test (69,2) and pre-test (46,7). The distance between post-test and pre-test score in experimental class that applied the personal photograph was higher that control class that unapplied the personal photograph. This proved that by applying personal photograph in teaching writing it was more effective to improve the student's ability.[38]

d. Sri Budiyati (2017) stated on her research entitled " *The effectiveness of using Personal Photographs in Teaching Writing Recount Text at the Tenth Grade Students of SMA N 4 Purworejo in the Academic year of 2016/2017*". The researcher use five general categories for evaluating writing as follows: organization, content, grammar, mechanics, and vocabulary. Based on the research findings the personal photograph is effective in teaching writing

[37] Reski Hidayati, Et Al, (2016), *"The Use Of Personal Photograph In Teaching Descriptive Text Writing To MtsN"*, A Thesis (Pontianak: FKIP), p.38

[38] Hilda Safitri, (2017). *"The Use of Personal Photograph as Media in Teaching Writing Descriptive Text tothe Second Grade Students of Mts Negeri Gowa"*, A Thesis (Makasar: Tarbiyah and Teaching Faculity), p.40

recount text. It can proved by the result of the mean score of the post test of the experiment group was higher than the mean score of post-test of control group (73.81>67.78) that distance score was 6.03. Then the t-value was higher that t-table (4.193>2.00). The result show that the use of personal photograph was effective to improve the students ability in writing recount text.[39]

F. Hypothesis

The hypothesis of the research as formulated as followed:

1) H_1: there is significant improvement in student's ability of writing descriptive text taught by using Personal photograph at the Second Grade of SMP IT AL-HIJRAH Deli Serdang.

2) H_0: there is no significant improvement in student's ability of writing descriptive text taught by using Personal Photograph at the Second Grade of SMP IT AL-HIJRAH Deli Serdang.

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[39] Sri Budiyati, (2017), "*The Effectiveness of Using Personal Photographs in Teaching Writing Recount Text at the Tenth Grade Students of Sma N 4 Purworejo In The Academic Year of 2016/2017*", A Thesis (Purworejo: Tarbiyah and Teaching Faculity), p.82

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research is conducting the following action research procedure since involved a substantive act with a research procedure to find the improvement. Stringer maintains that action research is systematic approach to investigation that enables people to find effective solutions to problems they confront in their everyday life.[40] Action Research focuses on specific situations and localizes solutions. Action Research provides the means by which people in schools, business and community organizations; teachers; and health and human services may increase the effectiveness of the work in which they are engaged.

The classroom action research is dynamic process, an action research process involve a cyclic sequence. There are four steps in cyclic sequence. Namely:

a. Planning : In this step, the researcher finds the problem of students and plan to what activity will be applied.

b. Action : The plan which has been designed is done in this phase. The method of improvement is applied. The action will be continuously done until the researcher finds the improvement.

c. Observation : This step is the effect of the actions that have been done. During the learning process, the collaborator observes what the students do.

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[40] Ernest T. Stringer, (2007), *Action Research Third Adition*, (New York: Sage Publication), p.1

d. Reflection : The evaluation of action will be applied. It can overcome the problems that appear in previous steps/cycle.
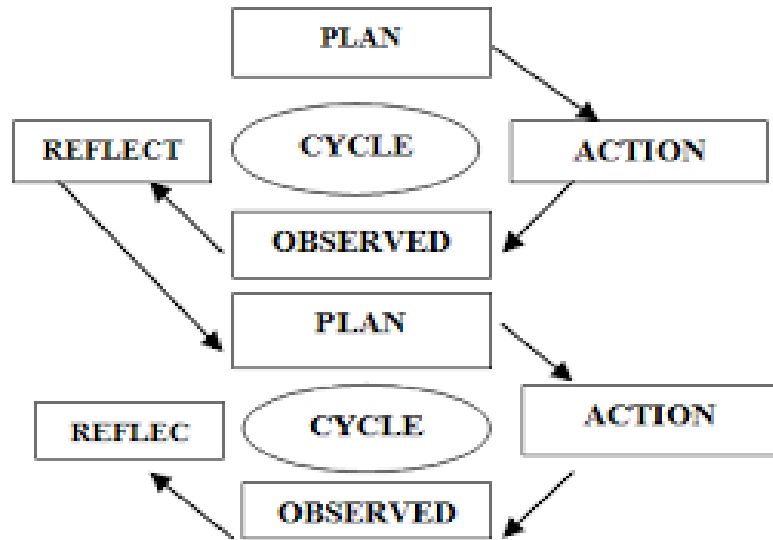
Figure 3.1. Action Research Cycle

B. Location of Study

This research is conducted in SMP IT AL-JIRAH Deli Serdang. The school is located at Jl. Perhubungan, Laut Dendang, Deli Serdang, Medan. This school is chosen as the field of the study based on the researcher has teaching learning experience, therefore the researcher knows the condition of this school and the students.

C. Subject of Study

The subject of this study are the second grade of VIII-C Class or Shafiyyah binti Huyay class of SMP IT AL-HIJRAH Deli Serdang in academic year 2019/2020. These subjects consist of 31 students in academic year 2019/2020.

D. Procedure of Data Collection

Before the Action Research the researcher the preliminary, to collect the data the researcher interviewing the English teacher, giving questionnaire and pretest to the student in the second grade of SMP IT AL-HIJRAH Deli Serdang.

After the preliminary study was conducted, the procedures of data collection of the study conducted within two cycles. Each cycle covering four stages; planning, action, observation, and reflection.

1. The First Cycle

a). Planning

Planning is an arrangement of doing something. In planning, it will be considered everything related to the action that did and it is also prepare everything that needed in teaching and learning process. There are many activities that will be done in planning, they are:

(1) Prepare the lesson plan for each meeting and preparing the material

(2) Prepare the teaching material of descriptive text

(3) Prepare the media in teaching of descriptive text

(4) Prepare the instrument for collecting data; interview, questionnaire sheet, and pre-test and post-test to measure student's writing achievement.

b). Action

In this phase, the researcher carries out acting phase based on lesson plan prepared in planning phase. The researcher acts as the English teacher who taught writing trough Personal Photograph, and teacher acts as the observer and collaborator. The implementation of the action involved two meetings in each

cycle. In learning process the teacher using Personal photograph. The implementation of the action can be seen in the following table:

Table 3.1.

The Schedule of the Classroom Action Research

Activities	Meeting	Date
Preliminary (conducting test before doing test-1)	-	July 23th 2019
Cycle 1 (conducting test-1 after pre-test)	1	July 24th 2019
	2	July 30th 2019
Cycle 2 (conducting the test-2 after test-1 and the last result)	3	August 06th 2019
	4	August 07th 2019

c). Observation

The observation is focused on the situation that happened in the class and all the students' activities during the teaching learning process, and the interaction between teacher and students.

d). Reflection

The reflection relate to the process and the effects of the action. It is also the evaluation of the action that was done. The evaluation covers evaluating student's descriptive scores and the result of observation which purpose to analyze the situation and make conclusion. The result of the reflection used to take further action for the next cycle.

2. The Second Cycle

From the evaluation in cycle I, the researcher was found the students score. The second cycle is the revision from the first cycle that has same phases with the first cycle; planning, action, observation, and reflection. This cycle is had a function to improve the data that was obtained from the first cycle.

D. Technique of Data Collection

This study applied quantitative and qualitative technique to collect the data.

1. The Qualitative Data

The qualitative data were taken from the interview, questionnaire sheet, field note, and documentation. Diary note showed that the students' interest to learn descriptive text by using pictures kept increasing even some problem occurred in the students such as paying not good attention while they were treated. So the progress of the mark was very low.

The qualitative data is used to describe the situation during teaching process. For gathering the qualitative data, the researcher use interview, questionnaire, field note and documentation as follows:

1.1 Interview

Interview is particularly useful for getting data behind the English teacher's experiences before classroom action research. It used to know students' difficulties in writing ability, and the technique used by teacher when writing activity. The interview also will be carried out after classroom action research to know the teacher's response toward the idea of Personal Photograph.

1.2 Questionnaire

`Questionnaire sheets will be used to know students' opinions, perceptions and responds about the application learning material in teaching-learning of descriptive text. The questionnaire sheet will be distributed to the students at the first meeting to survey their ability in English, their understanding to the topic about Descriptive text and also to find out whether they will be interested study English or no.

1.3 Observation

In this case, the researcher observe the students directly in the classroom and get the description about the student's activity and participation in learning writing process.

1.4 Field Note

Field notes will be written down in every meeting during conducting the research. They will be used to describe the writer's thoughts and feelings about teaching learning process. The fill notes will be analyzed in order to know all the things that contain the writer's personal evaluation about the running class.

1.5 Documentation

Documentation is an image or photograph that shows the activities of students and the teacher during the teaching learning process.

2. The Quantitative Data

The quantitative data were taken from the result of written test which was carried out in two cycles. Improving the students' writing descriptive text using personal photograph can be seen from the mean of the students' pre-test, post-test cycle I, and post-test cycle II. Sugiyono on his book stated that:

Data kuantitatif merupakan hasil pengukuran variable yang dioperasionalkan dengan menggunakan instrumen dan data kualitatif merupakan dokumen pribadi, catatan lapangan, ucapan dan tindakan responden dokumen dan lain lain yang ditemukan dilapangan penelitian. (Quantitative data is the the results of measurement variables are operationalized using instruments and qualitative is personal documents, field notes, respondent's words and action and others that was found in the field of research.[41]

In collecting quantitative data, the subjective test will be conducted by the writer in order to measure students' ability in writing descriptive text.

2.1 Test

Test was a method of measuring a person's ability or knowledge in a given domain. A test is set of question or exercise or other instrument is used to measure skill, knowledge, intelligent, and aptitude of an individual or a group.

E. Techniques of Analysis Data

Data analysis is specific aspect of the reflectivity of action research. The research point of view was in the data analysis result. The researcher use descriptive analysis and percentages. The descriptive analysis the data of point written in the lesson plan, while percentages was used to analyze the teacher's or the student's answer of the questionnaires and the writing test.

1. The Qualitative Data

Qualitative data analysis is a process that systematically used to find out the conclusion that can be useful for others. The Observation and Field note will be analysis using the Miles and Hubberman analysis model. According to Miles and

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[41] Sugiyono, (2018), *Metode penelitian kuantitatif, kualitatif dan R & D,* (Bandung :Alfa beta) , p.23

Hubberman in Sugiyono there are three activities in data analysis namely data reduction, data display, and Conclusions/ Verification.[42]

    a. Data reduction

The data obtained from the field is quite a lot, for that it is necessary to note carefully and in detail. Reduction activities This data is summarize, choosing subject matter, focusing on things that are important, look for themes and patterns and discard the no need.

    b. Data Display

Presentation of data is usually a narrative text. Through the presentation of these data, then the data is organized, structured the pattern of relationships that will be more easily understood.

    c. Conclusion/ verification

The third step in the analysis of qualitative data according to Miles and Huberman is the conclusion and verification.
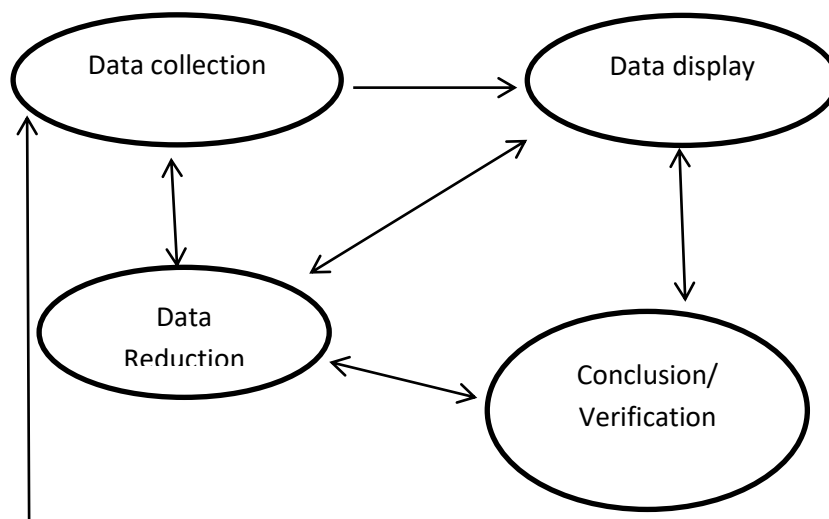
Figure 3.2. The components in analysis of data

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[42] *Ibid.,* p.337-345

2. The Quantitative Data

The student's score of pre-test and post-test are obtain from the process are used to see the improvement of understanding and the student's achievement. Scoring and classifying the students' writing ability as suggested by Brown (2004).[43] Here are explained the detailed of the explanation above with its criteria:

Table 3.2

Analytic scale for rating composition writing task

Component of Writing	Classification	Score	Criteria
Organization **- introduction** **- body** **- conclusion**	Excellent to good	20-18	Appropriate title, effective inductor paragraph, topic is stated, leads to body, transitional expression used; arrangement of material shows plan (could be outline by reader), supporting evidence given for generalization: conclusion logical and complete.
	Good to adequate	17-15	Adequate title, introduction and conclusion; body of essay is acceptable, but some evidence may be lacking some ideas aren't fully develop; sequence is logical but transitional may be absent or misused.
	Adequate to fair	14-12	Mediocre or scant introduction or conclusion; problems with the order of ideas in body; the generalization may not be fully supported by the

			evidence given; problems of organization interfere.
	Unacceptable-not	11-16	Shaky or minimally recognizable introduction; organization can barely be seen; severe problems with ordering of ideas; lack of supporting evidence; conclusion weak or illogical effort at organization.
	College-level work	5-1	Absence of introduction or conclusion; no apparent organization of body; severe lack of supporting evidence; writer has not made any effort to organize the composition (could not be outline by reader).
Punctuation, spelling and Mechanics	Excellent to good	20-18	Correct use of English writing conventions; left and right margins, all needed capitals, paragraph, indented, punctuation and spelling very neat.
	Good to adequate	17-15	Some problems with writing conventions or punctuation; occasional spelling errors; left margin correct; paper is neat and legible.
	Adequate to fair	14-12	Uses general writing conventions but has errors; spelling problems distract reader; punctuation errors interfere with ideas.
	Unacceptable-not	11-6	Serious problems with format of paper;

			parts of essay not legible; errors in sentence punctuation and final punctuation; unacceptable to educated readers.
	College-level work	5-1	Complete disregard for English writing conventions; paper illegible; obvious capitals missing, no margins, and severe spelling problems.
Grammar	Excellent to good	20-18	Native-like fluency in English grammar; correct use of relative clauses, preposition, modals, article, verb forms, and tense sequencing; no fragments or run- on sentence.
	Good to adequate	17-15	Advanced proficiency in English grammar; some grammar problems don't influence communication, although the reader is aware of them no fragments or run on sentence.
	Adequate to fair	14-12	Ideas are getting through to the reader, but grammar problems are apparent and have a negative effect on communication; run-on sentences or fragments presents.
	Unacceptable-not	12-6	Numerous serious grammar problems interfere with communication of the writer's ideas; grammar review of some areas clearly needed; difficult to read sentences.
	College-level work	5-1	Severe grammar problems interfere greatly with the message; reader can't understand what the writer was trying

			to
			say; unintelligible sentence.
Content	Excellent to good	20-18	Essay addresses the assigned topic, the ideas are concrete and thoroughly developed: no extraneous material, essay reflects thought.
	Good to adequate	17-15	Essay addresses the issues but misses some points; ideas could be more fully developed; some extraneous material is present.
	Adequate to fair	14-12	Development of ideas not complete or essay is somewhat off the topic; paragraphs aren't divided exactly right.
	Unacceptable-not	11-6	Ideas incomplete; essay does not reflect careful thinking or was hurriedly written; inadequate effort in area of content.
	College-level work	5-1	Essay is completely inadequate and does not reflect college-level work; no apparent effort to consider the topic carefully.
Style and quality expression	Excellent to good	20-18	Precise vocabulary usage of parallel structures; concise; register well.
	Good to adequate	17-15	Attempts variety; good vocabulary; not wordy; register ok; style fairly concise.
	Adequate to fair	14-12	Some vocabulary misused; lack awareness of register; may be too

			wordy.
	Unacceptable-not	11-6	Poor expression of ideas problems in vocabulary; lack variety of structure.
	College-level work	5-1	Inappropriate use of vocabulary; no concept of register or sentence variety.

Calculating the collected data in answer the test, the researcher used formula to get the mean score of the students as follows:

a). The formula used in calculating the mean score of the student's answer by Arikunto.[44]

$$\overline{X} = \frac{\sum x}{N}$$

Where:

$\overline{X}$: Mean score

$\sum x$: Sum of all score

N : Total number of the respondent

b). Then there is a formula by Sudijono to categorize the number of students who passed the test based on Minimum Mastery Criterion-*Kriteria Ketuntasan Minimum (KKM) 70* , the writer applied the following formula:[45]

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[44] Suharsimi Arikunto, (2011), *Dasar-Dasar Evaluasi Pendidikan* (Jakarta: PT. Bumi Aksara), p.155.
[45] Anas Sudijono, (2008), *Pengantar Statistik Pendidikan*, (Jakarta: Raja Grafindo Persada), p.43

$$P = \frac{F}{N} \times 100\%$$

Where:

P : The percentage of those who got the points up to 70

F : The number of those who got the points up to 70

N : The total number of students who do the test

In analyzing students' scores of writing from pre-test up to post-test score in cycle 1 and cycle 2, the writer uses formula:[46]

$$P = \frac{Y1-Y}{Y} \times 100\%$$

Where:

P = Percentage of Students' Improvement

y = Pre- test Result

y1 = Post-test 1 Result

$$P = \frac{Y2-Y}{Y} \times 100\%$$

Where:

P = Percentage of Students' Improvement

y = Pre- test Result

y2 = Post-test 2 Result

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[46] David E. Meltzer, (2008), *The Relationship between Mathematics Preparation and Conceptual Learning Gains in Physics: A Possible Hidden Variable in Diagnostic Pretest Scores*, (Iowa: Department of Physics and Astronomy), p. 3.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Research Findings

1. Findings of the Preliminary Study

a. The Result of Pre-Interview

The pre-interview used unstructured interview in conducting preliminary study. It was held on Tuesday, July 23rd 2019 started at 10.10 A.M. and finished at 11.00 A.M. as the Researcher I asked the teacher some questions which divided into three categories. They are the general condition in English class especially in writing class, the difficulty faced by students in writing ability, and the strategy used by the teacher to solve students' difficulties in writing ability.

The first category discussed about the general condition in English class. The teacher said that every student has a different attitude when learning English. Most of students who did not like English class because they gained low competence in English, and still faced obstacle in following the English lesson. Moreover, the teacher stated that most of them were hardly to pass the Minimum Mastery Criterion- *Kriteria Ketuntasan Minimal (KKM) 70 (seventy).* (See item numbers 1, 2 and 3 in interview)

Second category discussed about the students' difficulties in writing ability. The teacher told that writing skill was one of the most difficult faced by students in learning English. The teacher mentioned the difficulties for some students in writing skill because students are confused on generating ideas, organizing into paragraph, and less vocabulary. Consequently, they are lazy and

not motivated to do the task of writing and lack of their score in passing the KKM. (See item numbers 4, 5 and 6 in interview)

The third category is related to the teacher's strategy in teaching writing previously to solve the students' difficulties in writing ability. It was found that in teaching Descriptive Text the teacher often use the story telling and the textbook as the media. At last, I ask for the teacher's opinion about using *Personal Photograph* as a media in teaching Descriptive text and she was sure about that; it might be able to improve students' ability in writing descriptive text. (See item numbers 7, 8, 9, and 10 in interview page)

The conclusion of the interview in term of the students' difficulties in writing was the students' of VIII-C class still have difficulties in writing, especially in develop the ideas, use the vocabularies and organizing ideas into paragraph.

b. The Result of Pre-Questionnaire

The pre-questionnaire was conducted to know about the students' response about English lesson especially writing descriptive text. The questionnaire was given to the students in the second year of VIII-C class on Tuesday, July 23rd 2019. The description of the pre-questionnaire as follow:

1. The students' response toward the English lesson.

The result showed that 58.06% of the students like English lesson, 22.58% of the students felt fair to the English lesson and 19.35% of the students did not like English lesson. It can be concluded that most of the students of VII-C class like English lesson.

*2. **The students' response toward the English Writing skill.***

It showed that 32.35% of the students like English Writing skill, 41.93% of the students felt fair to the English Writing skill, and 25.80% of the students did not like English Writing skill. It was indicated that most of the students of VIII-C class should be given the innovation in studying in order to change their feeling become interest in English Writing skill.

*3. **The student's ability in writing descriptive text.***

51.61% of the students assumed that writing descriptive text was difficult. Meanwhile, 19.35% of the students consider that writing descriptive text was not difficult skill. It meant that most of the students of VIII-C class still got difficulties in writing skill.

*4. **The students' response toward the difficulty in writing.***

The result showed that 29.03% of the students felt can be overcome the difficulty, 25.80% of the students felt fair to the difficulties in writing, and 45.16% of the students was not overcome the difficulties. It was indicate that some students of VIII-C class still got difficulties in writing skill.

*5. **The teacher's style when teaching writing descriptive text.***

The result was 29.03% of the students felt interest in the way of the teacher teach, 38.70% of the students felt fair, and 32.25% of the students was not interest about it. It indicates that some students of VIII-C class needed the innovation to develop teaching learning strategy. (The detail result of questionnaire can be seen in appendixs).

c. The Result of Pre-Test

The pre-test had done before the Classroom Action Research (CAR). It was conducted on Tuesday, July 23rd 2019. The students assigned to write descriptive text based on people theme. To get the result of pretest, firstly, the writer calculated the mean score:

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

$$X = \frac{1859}{31}$$

$$X = 59.96$$

After that, to get the class percentages which pass the KKM 70 in 75% of 31 students, the writer use the formula:

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

$$P = \frac{4}{31} \text{ x } 100\%$$

$$P = 12.1\%$$

Based on the result of the pre-test, the data showed that the mean score of pre-test was 59.96. There were only 4 students who derived the score above the KKM meanwhile the other 27 students were below that criterion. From that analyzing, it could be seen that almost of the VIII-C students' writing ability was still very low.

2. Findings of the First Cycle

a. Planning

In the first stage of the first cycle the researcher made a planning for the action based upon the problems faced by students toward writing ability. In this case, the writer determined the selected material and exercises into a lesson plan

using Personal Photograph. The writer also prepared field notes to observe the students' activities in teaching learning process. And the writer also prepared the post-test 1 to collect the data; to know whether there are some students' improvement scores from pre-test to post-test.

b. Acting

For the action of the first cycle was done on July 24th, and 30th 2019. The writer implemented the teaching learning process based on the lesson plan had been made. In the first meeting, the researcher started to motivate the students and to convey what materials that would like to be learned by students and explain the concept of Personal Photograph. The researcher taught Descriptive text through Personal Photograph and asked the students to make personal descriptive text based on their photograph and collected it. In the second meeting, the researcher discussed the test with the students and evaluated most-student's error. Finally the researcher gave the students post-test 1 and observe the student's participation to get the student's reflection data.

c. Observing

In this phase, the observer observed the researcher activity when teaching learning process. Related to the students' response, some students just chatted with their friend when gave a task and also there are some students who did not finished yet their task. Next, the situation of the classroom was bit noisy it caused by the voice of the teacher isn't loud when explain the material. But, from the observation in student's participation in cycle 1 was well enough. The students can take lesson well.

The average of student's achievement in this cycle is 69.70 and where just 38.7% students were passed the KKM or just 12 students who passed the KKM. Meanwhile there 19 students did not pass the KKM.

d. Reflecting

Based on the result of observation toward teaching learning process in this cycle the conclusion of implementing the action was the researcher tried to modify the action in order students' writing descriptive text ability and in order 70% of students in the class could pass the KKM because in the result of post-test 1 showed only 38.7% of students who passed the KKM. Meanwhile, field notes showed that the teaching learning activities has done well although there were some problems that should be solved. From the reflecting phase, there must be more efforts to improve students' writing ability through Personal Photograph. It needed to be improved again in the next cycle.

3. Findings of The second Cycle

a. Planning

The planning phase of the second cycle was implemented into a lesson plan. In this case, the researcher modified the previous lesson plan based on the result of reflecting phase in the first cycle. The researcher prepared lesson plan there were not significant differences with the previous lesson plan. The material still related to descriptive text but it is focus on the personal descriptive text. However, there were some modifications in the second cycle; that was the teacher needed to give interesting explanation by using picture related to the topic to the students in class presentation and asked students to bring dictionary. The

researcher also prepared field notes to note the classroom activities, and also prepared the post-test 2 to collect the data.

b. Acting

The action of the second cycle was done on August 06th, and 07th 2019. In the first meeting, the writer introduce the material by using picture and explain the material more detail and with louder voice, then asked the students to make Descriptive text facilitated by the dictionary based on their own personal photograph and collected it. In the second meeting the researcher discussed the task with the students and evaluated most-student's error. Finally the researcher gave the students post-test 2 to get the student's reflection data and get the result observation of student's participation during the learning activities.

c. Observing

In the second cycle, generally the class condition in learning process was better than the previous cycle. It could be seen from the result of field notes that the students who were able to focus and to pay attention on the teacher explanation and when they followed the writing lesson, they enjoyed doing exercises. Then, most of them were enthusiastic to show their own photograph and make the description of that on the topic given by the teacher. Then, the students seen could understand easily because the teacher's explanation was not so low. Automatically, it led a good feedback from students' response in conveying their ideas and students were helped by the teacher to comprehend the text. Next, students did not give up when they found unfamiliar words because they could look up in their dictionary as suggested their teacher. In other word, the participation of students in cycle 2 was very good.

Based on the result of the post-test 2, the mean score of the class in writing descriptive text gained 77.38 and 87.1% students was passed the KKM, in which there were 27 students who passed the KKM.

d. Reflecting

The reflection of Classroom Action Research (CAR) was carried out after getting the result of field notes and post-test 2. The writer and the teacher felt satisfied in as much their efforts to improve the students' writing ability had been realized. The result of the posttest 2 showed that 87.1% of the students got the score above the KKM. So it has met criterion of success that up to 70% of the students must get the score above the KKM. Therefore, the writer and the teacher decided to stop the Classroom Action Research (CAR) because it had already succeeded.

According to the result of the evaluation between the writer and the teacher, it could be assumed that the implementing of Classroom Action Research in Improving Students' Ability in Writing Descriptive text using Personal Photograph was appropriate with the planning that had been discussed by the writer and the teacher previously. Every action in this research was planned as good as possible so that the activities in writing descriptive text could be achieved well.

4. Findings after Implementing the Action

The findings after implementing the action consisted of three parts. Those were the result of post-interview, post-questionnaire and the result of post-test. For further descriptions as following:

a. The Result of Post-Interview

After using the Personal Photograph, the researcher carried out the unstructured interview with the teacher. It was conducted on Tuesday, 20_{th} August 2019. It started at 10.00 A.M and finished a 10.50 A.M. First criterion talked about the general condition in writing class during implementing the action. It was found that the students' condition were better rather than before carrying out the Classroom Action Research (CAR). In this sense, they looked enthusiast in using Personal Photograph and they felt easier to write their text (see items number 1 and 2 in interview page).

The second category was the difficulty of the students in using Personal Photograph during Classroom Action Research (CAR) and its solution. It was observed that most of the students difficult in appearing the adjective or the clause because they lack of vocabulary. The observer suggested for the students to bring dictionary (see items number 4, 5, 6, 7 and 8 in interview page).

The last criterion is about the opinion of Personal Photograph. The teacher said that Personal Photograph was a good media in teaching descriptive text. It might be able to improve the students' writing; it could be an alternative media and could motivate the English teacher to use it (see items number 3, 9 and 10 in interview page).

b. The Result of Post-Questionnaire

The questionnaire was given to the students in the second grade of VIII-C class on Tuesday, August 20th 2019. This questionnaire has five questions. The following was the description of the result of post-questionnaire.

1. *The students' response toward teaching learning writing through Personal Photograph*

The result of the questionnaire showed that 61.29% of the students like using Personal Photograph, 22.58% of the students felt fair, and 16.12% did not like using Personal Photograph. It indicated that most of students like to learn writing Descriptive text using Personal Photograph.

2. *Personal Photograph help the students in understanding the descriptive text*

64.51% of the student felt the Personal Photograph can make them easier to understand the descriptive text, 19.35% felt fair and 16.12% of the students felt difficult to understand the descriptive text although using Personal Photograph. It can be said that the Personal Photograph can make them easier to understand the descriptive text.

3. *Personal Photograph help the students to be more creative in finding the idea*

It showed that 61.29% of the students felt helpful in learning writing Descriptive text by using Personal Photograph, 29.03% of the students felt fair about it and 9.67% of them felt the Personal Photograph can't help them. This meant almost of the students agree that Clustering Technique could help them more creative in finding the idea.

4. The students' response toward learning writing descriptive text

64.51% of the students like writing descriptive text, 22.58% of the students felt fair toward writing descriptive text, and 12.90% of the students did not like it. It indicated that the students feeling toward learning writing descriptive text was better.

5. *Teacher's style during teaching writing descriptive text through Personal Photograph.*

The result showed that 70.96% of the students were interested in the teacher style during the action, 19.35% of the students felt fair about it, and 9.67% of the students were not interested in teacher style during the action. It indicated that the teacher had done the action well (the detail result of post-questionnaire can be seen in appendix).

c. The Result of Post-Test

The result of post-test 1 showed that the mean score of the class derived 69.70 in which there were 12 students who passed the KKM 70 (seventy). The following were the detail results of students' writing in the first cycle:

The writer needs to calculate the mean score firstly, to know the result of students' writing. The mean score derived from the following formula:

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

$$X = \frac{2161}{31}$$

$$X = 69.70$$

To get the class percentages which pass KKM 70 (seventy), the writer use the formula:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{12}{31} \times 100\%$$

$$P = 38.7\%$$

The data showed that the mean score of post-test 1 was 69.70. There were only twelve students or 38.7% of the students who got the score above the KKM meanwhile the other 19 students were below that criterion.

There was a slight improvement of students' mean score from the students' writing on the preliminary study to the students' writing descriptive text on the first cycle. The improvement percentage derived from the formula:

$$P = \frac{y1-y}{y} \text{ x } 100\%$$

$$P = \frac{69.70-59.96}{59.96} \text{ x } 100\%$$

$$P = 16.2\%$$

The data showed that the mean score of the previous score was 59.96 and the mean score of the students' writing on the first cycle was 69.70. That means that there was 16.2% of mean score improvement (the detail of all students' scores in the first cycle can be seen in appendix).

The following were the detail results of students' writing in the first cycle: The calculation of the mean of students' score in writing post-test 2 gained 77.38. It was derived from:

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

$$X = \frac{2399}{31}$$

$$X = 77.38$$

Then, The calculation of class percentage about the students who passed the KKM:

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

$$P = \frac{27}{31} \text{ x } 100\%$$

P = 87.1%

Finally, the calculation of the improvement percentage is gained from the following formula:

$$P = \frac{y2-y}{y} \text{ x } 100\%$$

$$P = \frac{77,38-59,96}{59,96} \text{ x } 100\%$$

P = 29.1%

Based on the result of the students' writing, there was better improvement of students' mean score from the students' writing in the preliminary study to the students' writing in the second cycle. The mean score for the first one was 59.96 and the mean score of writing post-test 2 in the second cycle was 77.38. It means that there was 29.1% of mean score improvement. The students who passed the KKM were 27 students or 87.1% into class percentage. It indicated that the first criterion of success has been achieved. The following was the table of students' writing score.

Table. 4.1

Student's writing Score of Pre-test, Post-test 1, and Post-test 2

No	Name	Score		
		Pre-test	Post-test 1	Post-test 2
1	Aisyah Fitri	70*	78*	82*
2	Aisyah Umri	58	68	75*
3	Almira Syarif	64	70*	76*
4	Alya Hasanah	71*	79*	84*
5	Amelia silvia	52	62	75*
6	Chantiqa Harumi	70*	75*	83*
7	Cut Dwinar	63	69	78*
8	Dhia Adzani	65	68	80*

9	Dwi Ananda	61	67	72*
10	Dwi Rahma	57	78*	81*
11	Fairuz Nahdah	61	85*	91*
12	Hazelina Yukiko	58	61	66
13	Jihan Magfirah	57	65	70*
14	Jihan Qanita	54	60	68
15	Kazzaraya Nazwa	75*	91*	95*
16	Khalizah Az-zahra	60	69	79*
17	Khiran Savira	50	65	77*
18	Nabila Sofia	65	68	78*
19	Nada Fadhilah	61	73*	85*
20	Nayla Vania	64	80*	83*
21	Nia Addurumafis	62	68	76*
22	Nurkhaliza	57	74*	86*
23	Putri Ajeng	59	70*	80*
24	Rachelya Ardifannisa	60	67	78*
25	Ramiza Alya	53	56	66
26	Rizha Nurafiqah	56	65	71*
27	Shafa Aulia Hani	58	69	76*
28	Siti Chardin Salwa	60	68	73*
29	Syifa Nazla	60	75*	82*
30	Tengku Naila	48	53	60
31	Zaskia Intan	50	65	73*
Total		**1859**	**2161**	**2399**
Mean		**59.96**	**69.70**	**77.38**

The student who passed the KKM (70)

B. Discussion

The students' improvement in the writing ability from the preliminary study to the second cycle was recapped in Figure below:
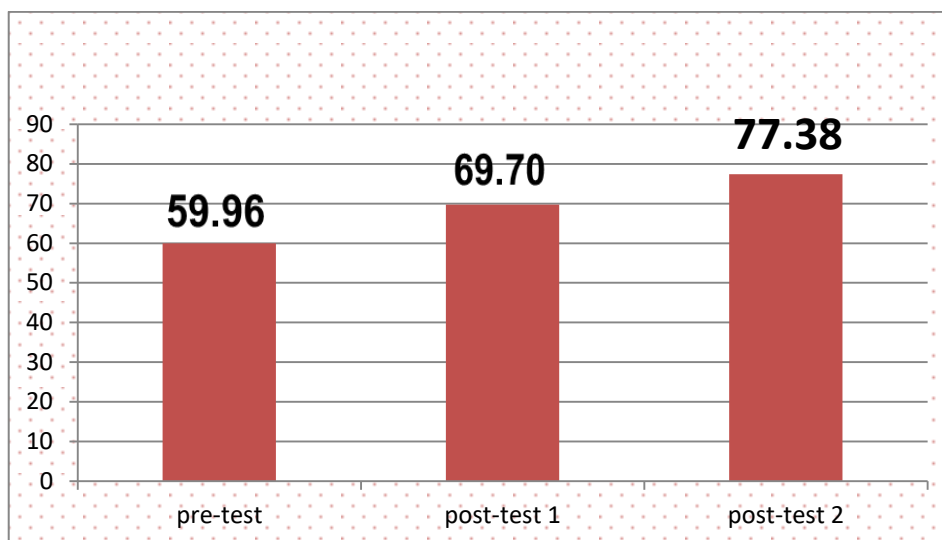
Figure 4.1 The Improvement of student's mean score

In the preliminary study, the mean score of students on writing test before carrying out Classroom Action Research (CAR) is 59.96. It is the students' writing score before they use Personal Photograph. Meanwhile, the class percentages which pass the KKM are 12.1%. It means that there are only four students who are able to pass the KKM 70 (seventy) and there are 27 students are out of the target.

Furthermore, the mean score in the post-test of cycle 1 is 69.70. It means that there is some students' score improvement from the previous test that is 16.2%. Meanwhile, the class percentages which pass the KKM in post-test 1 are 38.7%. It shows there are 12 students who pass the KKM and there are 19 students whose score still under KKM.

However, it is still needed more improvement because it could not achieve the criterion of success classroom action research (CAR), that is 70% from the class percentage. That is why the writer and the teacher continue to the second cycle.

Next, the mean score in the post-test of the second cycle is 77.38. It shows the students' improvement mean score 7.68 (77.38 – 69.70) or 29.1% students' improvement in the score percentage from the preliminary study (59.96) to the post-test 2 (77.38). Meanwhile, the class percentages which pass the KKM are 87.1%. It means there are 27 students whose score pass the KKM and there are 4 students are under the target of KKM. This class percentage shows some improvements 87.1% from the preliminary study (12.1%) or post-test 1 (38.7%) in the class percentage. The post-test of cycle 2 has fulfilled the target of Classroom Action Research (CAR) success, that is above 70% of the students could pass the KKM. Automatically, it can be said that the Classroom Action Research (CAR) is success and the cycle is stopped.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research carried out in second grade of VIII-C Class of Shafiyyah Binti Huyay of SMP IT AL-HIJRAH DELI SERDANG in academic year 2019/2020, it can be concluded that the implementation of Personal Photograph can improve student's ability in writing descriptive text. It can be proved from the following information:

1. Related to the achievement the data, the improvement could be seen from the increase of students' mean writing score from 59.96 or 12.1% of the class percentages which pass the KKM in the preliminary study, and 69.70 or 38.7% of the class percentages which pass the KKM in the first cycle, to 77.38 or 87.1% of the class percentages which pass the KKM in the second cycle.

2. From the result of questionnaire showed that students gave positive responses to the implementation of Personal Photograph in the teaching learning process of writing descriptive text. Moreover, Personal Photograph would be alternative media in teaching writing descriptive text.

3. From the result of field notes and observation, it showed that the class condition during teaching learning process creates the positive atmosphere in the classroom, and also makes students easy in finding the ideas.

B. Suggestion

After the writer carried out the research, the writer gives some suggestion as follows:

1. The teachers should not teach the students monotonously and in low voice, because it can make them bored and noisy

2. The teacher should use various techniques in the classroom because it can motivate their students and they will not get boring easily

3. Personal Photograph can be applied in English teaching learning process, especially as one of the attempt of improving student's ability in writing descriptive text. By using Personal Photograph the students more easy to find the idea.

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APPENDIXES

HASIL WAWANCARA

Kepada Guru Bahasa Inggris (SMP IT Al-HIJRAH)

Pewawancara : Saidatunnur

Narasumber : Ida Fitria, S.Pd.I

Jabatan : Guru Bahasa Inggris

Hari/ Tanggal : Selasa, 23 Juli 2019

Waktu : 10.10 – 11.00 WIB

Tempat : Ruang Guru SMP IT AL-HIJRAH

1. **Tanya : Bagaimana sikap siswa Ibu terhadap proses pembelajaran Bahasa Inggris di kelas?**

Jawab : Setiap siswa memiliki sikap yang berbeda-beda saat saya mengajar Bahasa Inggris di kelas. Sebagian besar siswa dikelas cukup perhatian dengan materi yang saya sampaikan, tetapi saya harus tetap mengawasi keadaan siswa saat saya penyampaian materi berlangsung agar mereka memberikan perhatiannya penuh kepada penjelasan materi. Kadang siswa yang saya ajar aktif dikelas hal tersebut dikarenakan materi yang saya ajarkan disukai mereka, selebihnya biasa saja tidak ada yang terlalu menonjol dalam nilai Bahasa Inggris

2. **Tanya : Berapa Nilai KKM untuk pelajaran Bahasa Inggris?**

Jawab : Nilai KKM untuk Bahasa Inggris adalah 70 (tujuh puluh), jadi siswa yang tidak memenuhi KKM akan diberikan Remedial.

3. **Tanya : Apakah siswa-siswa sudah mencapai nilai KKM?**

Jawab : 70% siswa saya sudah mencapai KKM, dan 30% lainnya belum mencapai tetapi mereka mau berusaha untuk mencapai KKM sering saya menanyakan kesulitan yang mereka hadapi saat proses belajar mengajar berlangsung.

4. **Tanya : Diantara 4 Skill (Listening, Speaking, Reading, Writing), mana yang dianggap paling sulit oleh siswa?**

   Jawab : Dari ke-empat skill (listening, speaking, reading, dan writing) yang paling sulit ya writing. Kemampuan writing mereka masih kurang, padahal banyak jenis teks yang yang harus dipelajari sampai jenjang Sekolah Menengah Atas (SMA).

5. **Tanya : Apa yang menjadi penyebab kesulitan siswa dalam writing?**

   Jawab : Kurangnya pemahaman siswa terhadap tenses, sehingga tulisan yang dihasilkan sulit dipahami tensesnya. Selain tenses, kurangnya kosakata yang mereka kuasai serta pola pikir Bahasa Indonesia mereka yang masih terbawa saat menerjemahkan Bahasa Indonesia ke Bahasa Inggris.

6. **Tanya : Dari beberapa jenis teks yang dipelajari apakah Deskriptif teks temasuk pelajaran yang sulit bagi siswa?**

   Jawab : Iya, dalam menulis teks deskriptif anak-anak juga masih harus selalu diingatkan tentang generic strukturnya.

7. **Tanya : Teknik apa yang digunaka dalam mengajarkan teks Deskriptif?**

   Jawab : Storytelling.

8. **Tanya : Media apa yang digunakan dalam mengajarkan   teks Deskriptif?**

   Jawab : Buku Paket, Papan tulis dan spidol.

9. **Tanya : Kendala apa yang dialami saat mengajarkan teks Descriptif?**

   Jawab : Ada beberapa kendala yang saya hadapi saat mengajar descriptive text tapi yang paling berat adalah kemalasan siswa jika diberi tugas baik untuk di kelas, jika tidak saya beritahu hukuman mereka akan bermalas-malasan mengerjakan tugas. Padahal semakin mereka sering mencoba pasti akan mudah bagi mereka nantinya.

10. **Tanya : Apakah menurut Ibu Personal Photograph bisa menjadi Media alternative untuk mengajarkan teks Deskriptif dan meningkatkan kemampuan siswa?**

    Jawab : Dikarenakan siswa saya visual learner, saya pikir Personal Photograph bisa membuat ide-ide tentang topic yang akan ditulis menjadi lebih terpikirkan dan tidak membuat anak-anak berfikir panjang dalam menentukan tema tulisan mereka. Saya pernah mendengar Media ini sepertinya akan berhasil.

Medan, July 23rd 2019

Interviewer   Interviewees

Saidatunnur   **Ida Fitria, S.Pd.I**

HASIL WAWANCARA

Kepada Guru Bahasa Inggris (SMP IT AL-HIJRAH)

Pewawancara   : Saidatunnur

Narasumber   : Ida Fitria, S.Pd.I

Jabatan   : Guru Bahasa Inggris

Hari/ Tanggal   : Selasa, 20 Agustus 2019

Waktu   : 10.00 – 10.50

Tempat   : Ruang Guru SMP IT AL-HIJRAH

1. **Tanya : Apa pendapat ibu, setelah meilhat pembelajaran *Descriptive text* dengan menggunakan *Personal Photograph*?**

   Jawab : Saya melihat para siswa termotivasi dan terlihat lebih bersemangat dalam pembelajaran writing, apalagi ketika anak-anak membuat memperlihatkan Foto orang tercinta mereka yang pastinya mereka sangat kenal ciri dan kebiasaannya sehingga mereka bersemangat untuk mendeskripsikannya.

2. **Tanya : Bagaimana kondisi siswa ibu dalam pembelajaran *Descriptive text* setelah menggunakan *Personal Photograph*?**

   Jawab : Saya merasa senang melihat perkembangan kemampuan siswa dalam menulis, apalagi melihat hasil dari nilai writing mereka yang menunjukkan peningkatan.

3. **Tanya : Apakah Ibu merasa termotivasi setelah melihat penggunaan *Personal Photograph* dalam pembelajaran *Descriptive text* di kelas?**

Jawab : Tentunya saya merasa termotivasi untuk menggunakan media ini dalam mengajarkan teks deskriptif, karena aktifitasnya sangat bagus. Membimbing siswa dalam menentukan ide-ide sebelum mereka memulai menulis dengan kalimat-kalimat berkaitan dengan gambar. Dan pastinya siswa jadi lebih kreatif dalam mengembangkan ide yang ada dipikirannya.

4. **Tanya : Bagaimana kemampuan pemahaman *Descriptive text* siswa ibu setelah menerapkan *Personal Photograph* sebagai salah satu metode pengajaran *Descriptive text*?**

   Jawab : Kemampuan siswa dalam keterampilan menulis menjadi lebih baik. Awalnya mereka terkendala dalam menentukan ide tentang apa yang akan mereka tulis, dengan bahan/gambar yang mereka kenal siswa menjadi lebih mudah menentukan idenya.

5. **Tanya : Menurut pendapat ibu, bagaimana aktifitas belajar mengajar yang dilaksanakan dalam pembelajaran *descriptive text* dengan menggunakan *Personal Photograph*?**

   Jawab : Aktifitas belajar mengajar menggunakan clustering technique lebih produktif karena siswa dapat dengan mudah atau terbantu dalam membuat paragraph sehingga hasil tulisan yang dihasilkan lebih banyak dan bervariasi.

6. **Tanya : Kendala apa yang terlihat ketika belajar *descriptive text* menggunakan *Personal Photograph*?**

   Jawab : Kendala yang terlihat yaitu ketika siswa harus mengeluarkan ide mereka dalam bentuk kata sifat atau klausa. Kebanyakan mereka kekurangan vocabulary sehingga mereka kesulitan dalam menemukan kosakata yang mereka maksud.

7. **Tanya : Menurut ibu, bagaimana cara mengatasi kendala tersebut?**

    Jawab : Bisa dengan menggunakan kamus.

8. **Tanya : Menurut Ibu bagaimana partisipasi siswa ketika pembelajaran** *Descriptive text* **menggunakan** *Personal Photograph* **berlangsung?**

    Jawab : Partisipasi siswa cukup baik dalam proses pembelajaran di kelas. Sebagian besar siswa cukup antusias dan santai dalam mengembangkan paragraph mereka. Jadi partisipasi siswa cukup bagus dan terkontrol.

9. **Tanya : Apakah strategi pembelajaran dengan media Personal Photograph efektif diterapkan pada pembelajaran skill writing?**

    Jawab : ya, saya melihat media Personal Photograph ini cukup efektif dalam pembelajaran skill writing karena dapat membantu siswa dalam mengeluarkan ide dan menyusun ide tersebut dalam sebuah paragraph. Media ini cukup dengan kehidupan siswa sehinggan mereka senang melakukannya.

10. **Tanya : Menurut ibu, apakah media pengajaran Personal Photograph dapat meningkatkan kemampuan menulis teks deskriptif siswa dalam bahasa Inggris?**

    Jawab : ya, saya kira Personal Photograph dapat meningkatkan kemampuan menulis siswa karena dapat mempermudah siswa dalam mengeluarkan ide dan menyusun ide tersebut hingga tersusun menjadi paragraph. Selain itu juga dapat terlihat pada nilai siswa yang menunjukan perbaikan dari setiap siklus.

Medan, August 20th 2019

Interviewer   Interviewees

Saidatunnur   **Ida Fitria, S.Pd.I**

Appendix 3

THE RESULT OF QUESTIONNAIRE

IN PRELIMINARY STUDY

No	Question	Score			Percentage		
		Ya	Kadang -kadang	Tidak	Ya	Kadang -kadang	Tidak
1	Apakah anda menyukai pelajaran Bahasa Inggris?	18	7	6	58.06	22.58	19.35
2	Apakah anda menyukai skill menulis dalam pelajaran bahasa inggris?	10	13	8	32.25	41.93	25.80
3	Apakah menulis teks desktiptif pelajaran yang sulit bagi anda?	16	9	6	51.61	29.03	19.35
4	Apakah anda dapat mengatasi kesulitan dalam menulis teks deskriptif?	9	8	14	29.03	25.80	45.16
5	Apakah anda mudah memahami materi teks deskriptif dengan cara pengajaran saat ini?	9	12	10	29.03	38.70	32.25

THE RESULT OF QUESTIONNAIRE

IN LAST CLASSROOM ACTION RESEARCH

No	Question	Score			Percentage		
		Ya	Kadang-kadang	Tidak	Ya	Kadang-kadang	Tidak
1	Apakah anda menyukai pembelajaran menulis teks deskriptif dengan media Personal Photograph?	19	7	5	61.29	22.58	16.12
2	Apakah belajar menulis teks deskriptif dengan media Personal Photograph lebih mudah difahami?	20	6	5	64.51	19.35	16.12
3	Apakah belajar menulis teks deskriptif dengan Personal Photograph membantu anda dalam menentukan topik/ ide?	19	9	3	61.29	29.03	9.67
4	Apakah anda menyukai pelajaran menulis deskriptif teks bahasa inggris?	20	7	4	64.51	22.58	12.90
5	Apakah cara guru mengajarkan teks deskriptif dengan media Personal Photograph menyenangkan?	22	6	3	70.96	19.35	9.67

RENCANA PELAKSANAAN PEMBELAJARAN

SIKLUS 1

I. IDENTITAS

Satuan Pendidikan : SMP IT AL-HIJRAH

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII/Ganjil

Tema : *People*

Aspek/Skill : *Writing*

Alokasi Waktu : 2 x 40 menit

Jenis Teks : Deskriptif teks

Tahun Pelajaran : 2019/2020

II. STANDAR KOMPETENSI

Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sederhana berbentuk *descriptive text* dan *recount text* untuk berinteraksi dengan lingkungan sekitar.

III. KOMPETENSI DASAR

Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk *descriptive text* dan *recount text.*

IV. INDIKATOR

- Mengidentifikasi konsep tentang writing

- Mengidentifikasi penggunaan bahasa dalam penulisan teks deskriptif

- Menuliskan teks deskriptif dengan tema "person" sesuai foto yang

telah siswa persiapkan.

V. TUJUAN PEMBELAJARAN

Pada akhir pembelajaran siswa dapat:

1. Menentukan ciri kebahasaan teks deskriptif

2. Menyusun teks deskriptif

3. Menulis teks deskriptif

VI.MATERI PEMBELAJARAN

Teks Deskriptif adalah teks yang menjelaskan gambaran seseorang atau benda. Tujuannya adalah untuk menggambarkan atau mengungkapkan orang, tempat atau benda tertentu.

Struktur Descriptive Text (generic structure) adalah :

1. **Identification** (identifikasi) adalah pendahuluan , berupa gambaran umum tentang suatu topik.

2.**Description** (deskripsi) adalah berisi ciri-ciri khusus yang dimiliki benda, tempat, atau orang yang dideskripsikan.

Ciri-ciri Descriptive Text :

- Menggunakan *simple present tense*

- Menggunakan *attribute verb*, seperti *be (am, is, are)*

- Hanya fokus pada satu objek tersebut.

Contoh Teks descriptive:

My Beloved Mother

I love my mother so much. Because she loves me more than anything. She very important for my life maybe I cannot live without her in this world. (identification)

My mother's name is khadijah, she is 49 years old. She is short and little fat. She is beautiful and she has brown skin. Her hand is so soft and I love to kiss her chick. She is very good in cooking fried rice and I like to eat it. She like wears brown t-shirt and almost all of her t-shirt was brown.(description)

VII. Metode/ media Pembelajaran:

Demonstration and Discussion/ Gambar

VIII.Langkah-Langkah Kegiatan:

a. Kegiatan Pendahuluan

- Memberi salam dan tegur sapa.

- Tanya jawab berbagai hal terkait kondisi siswa.

- Memberi motivasi kepada siswa.

- Penjelasan tentang topik yang akan dibahas.

b. Kegiatan inti

- Guru menjelaskan materi tentang teks deskriptif

- Membahas schematic structure teks berbentuk deskriptif.

- Membahas ciri kebahasan teks berbentuk deskriptif.

- Guru meminta siswa untuk membuat teks deskriptif secara individu berdasarkan masing-masing gambar yang dibawa siswa.

- Guru membimbing siswa membahas dan mengoreksi kesalahan yang terdapat pada teks.

c. Kegiatan penutup

- Menyimpulkan materi pembelajaran.

- Menanyakan kesulitan siswa selama Kegiatan Belajar Mengajar.

Medan, 24 Juli 2019

Peneliti

Saidatunnur

34.15.3.121

RENCANA PELAKSANAAN PEMBELAJARAN

SIKLUS 2

I. IDENTITAS

Satuan Pendidikan	: SMP IT AL-HIJRAH
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII/Ganjil
Tema	: *People*
Aspek/Skill	: *Writing*
Alokasi Waktu	: 2 x 40 menit
Jenis Teks	: Deskriptif teks
Tahun Pelajaran	: 2019/2020

II. STANDAR KOMPETENSI

Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive text* dan *recount text* untuk berinteraksi dengan lingkungan sekitar.

III. KOMPETENSI DASAR

Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk *descriptive text* dan *recount text*.

IV. INDIKATOR

- Mengidentifikasi konsep tentang writing

- Mengidentifikasi penggunaan bahasa dalam penulisan teks deskriptif

- Menuliskan teks deskriptif dengan tema "person" sesuai foto yang

telah siswa persiapkan.

V. TUJUAN PEMBELAJARAN

Pada akhir pembelajaran siswa dapat:

1. Menentukan ciri kebahasaan teks deskriptif

2. Menyusun teks deskriptif

3. Menulis teks deskriptif

VI.MATERI PEMBELAJARAN

Teks Deskriptif adalah teks yang menjelaskan gambaran seseorang atau benda. Tujuannya adalah untuk menggambarkan atau mengungkapkan orang, tempat atau benda tertentu.

Struktur Descriptive Text (generic structure) adalah :

1. **Identification** (identifikasi) adalah pendahuluan , berupa gambaran umum tentang suatu topik.

2. **Description** (deskripsi) adalah berisi ciri-ciri khusus yang dimiliki benda, tempat, atau orang yang dideskripsikan.

Ciri-ciri Descriptive Text :

- Menggunakan *simple present tense*

- Menggunakan *attribute verb*, seperti *be (am, is, are)*

- Hanya fokus pada satu objek tersebut (my English teacher, Andini's cat, my favorite place).

- Menggunakan "descriptive adjectives" (strong legs, white fangs).

- Menggunakan prasa kata benda yang detail untuk memberikan informasi terhadap subyek (a very beautiful scenery, a sweet young lady, very thick fur).

- Menggunakan kata kerja yang menunjukkan aksi " proses material" (it eats grass, it runs fast)

- Menggunakan bahasa figuran (John is as white as chalk).

Kosa kata yang berkaitan dengan penampilan pribadi:

Heigh	Body	Age	Hair	Face	Eyes
Tall	Slim	Young	Long	Round	Big
Short	Thin	Old	Short	Oval	Brown
	Fat	Teenager	Bald	Square	Round
	Muscular		Straight	Wringkles	Blue
			Curly	Pale	Green
			Wavy	Bearded	Hazel
			Black	Shaved	Bright
			Blond		Slanting

Contoh Teks descriptive:

My favorite singer

   A teenager in this picture has a full name Muhammad Ulul Azmi Askandar Al-Abshor. He is often called Gus Azmi by most people. Gus Azmi is a singer of Sholawat that very favored especially by teenagers. Gus Azmi is a student who lives in a boarding school in East Java. (identification)

   Gus Azmi has a handsome face with brown skin typical of Indonesia. In the photo he is wearing a black shirt and white striped fitted with a white cap that covers almost all of her hair. He wears round glasses was look too match her small face. He has a pointed nose and thick eyebrows were awesome, while his moles located above his right lip make it look sweet when smiling. Gus Azmi is sitting among the people and wearing a bag with black belt. (description)

VII. Metode/ media Pembelajaran:

Demonstration and Discussion/ Gambar

VIII.Langkah-Langkah Kegiatan:

a. Kegiatan Pendahuluan

- Memberi salam dan tegur sapa.

- Tanya jawab berbagai hal terkait kondisi siswa.

- Memberi motivasi kepada siswa.

- Penjelasan tentang topik yang akan dibahas.

b. Kegiatan inti

- Guru menjelaskan materi tentang teks deskriptif

- Membahas schematic structure teks berbentuk deskriptif.

- Membahas ciri kebahasan teks berbentuk deskriptif.

- Guru meminta siswa untuk membuat teks deskriptif secara individu berdasarkan masing-masing gambar yang dibawa siswa.

- Guru membimbing siswa membahas dan mengoreksi kesalahan yang terdapat pada teks.

c. Kegiatan penutup

- Mengumpulkan tugas yang diberikan

- Menyimpulkan materi pembelajaran.

- Menanyakan kesulitan siswa selama Kegiatan Belajar Mengajar.

Medan, 06 Agustus 2019

Peneliti

Saidatunnur

34.15.3.121

Appendix 7

The Score of Students in Preliminary Test

No	Name	Score					Total score
		O	**M**	**G**	**C**	**S**	
1	Aisyah Fitri	14	13	12	16	15	70*
2	Aisyah Umri	12	10	10	13	13	58
3	Almira Syarif	13	12	12	13	14	64
4	Alya Hasanah	14	15	12	15	15	71*
5	Amelia silvia	10	8	10	12	12	52
6	Chantiqa Harumi	12	15	14	14	15	70*
7	Cut Dwinar	12	11	12	14	14	63
8	Dhia Adzani	12	14	12	12	15	65
9	Dwi Ananda	12	11	12	13	13	61
10	Dwi Rahma	12	10	12	11	11	57
11	Fairuz Nahdah	12	10	13	13	13	61
12	Hazelina Yukiko	13	10	10	12	13	58
13	Jihan Magfirah	12	10	10	12	13	57
14	Jihan Qanita	11	10	10	11	12	54
15	Kazzaraya Nazwa	15	13	14	15	16	75*
16	Khalizah Az-zahra	12	11	10	13	14	60
17	Khiran Savira	10	10	9	10	11	50
18	Nabila Sofia	12	12	11	15	15	65
19	Nada Fadhilah	12	13	12	12	12	61
20	Nayla Vania	12	13	12	14	13	64
21	Nia Addurumafis	12	12	11	14	13	62
22	Nurkhaliza	12	11	12	11	11	57
23	Putri Ajeng	11	11	12	12	13	59
24	Rachelya Ardifannisa	12	11	13	11	13	60
25	Ramiza Alya	12	10	9	11	11	53
26	Rizha Nurafiqah	12	11	10	11	12	56
27	Shafa Aulia Hani	12	12	10	12	12	58
28	Siti Chardin Salwa	12	12	12	11	13	60
29	Syifa Nazla	11	12	10	13	14	60
30	Tengku Naila	10	9	9	10	10	48
31	Zaskia Intan	10	10	9	10	11	50
TOTAL		**370**	**352**	**346**	**386**	**402**	**1859**
MEAN		**11,93**	**11,35**	**11,16**	**12,45**	**12,96**	**59,96**

Appendix 8

The Score of Students in Post-Test 1

No	Name	Score					Total score
		O	M	G	C	S	
1	Aisyah Fitri	15	15	15	17	16	78*
2	Aisyah Umri	13	12	13	14	16	68
3	Almira Syarif	13	13	13	15	16	70*
4	Alya Hasanah	16	15	15	16	17	79*
5	Amelia silvia	12	10	12	14	14	62
6	Chantiqa Harumi	14	15	14	16	16	75*
7	Cut Dwinar	13	12	12	16	16	69
8	Dhia Adzani	13	16	12	14	13	68
9	Dwi Ananda	13	14	12	14	14	67
10	Dwi Rahma	14	16	14	17	17	78*
11	Fairuz Nahdah	15	15	13	16	17	85*
12	Hazelina Yukiko	13	12	11	12	13	61
13	Jihan Magfirah	13	13	11	14	14	65
14	Jihan Qanita	12	12	10	13	13	60
15	Kazzaraya Nazwa	18	18	17	19	19	91*
16	Khalizah Az-zahra	13	12	12	16	16	69
17	Khiran Savira	13	14	13	12	13	65
18	Nabila Sofia	13	13	12	15	15	68
19	Nada Fadhilah	14	14	13	16	16	73*
20	Nayla Vania	16	16	14	17	17	80*
21	Nia Addurumafis	14	13	12	14	15	68
22	Nurkhaliza	16	14	13	15	16	74*
23	Putri Ajeng	14	13	12	16	15	70*
24	Rachelya Ardifannisa	12	12	13	15	15	67
25	Ramiza Alya	12	9	11	11	13	56
26	Rizha Nurafiqah	12	13	11	14	15	65
27	Shafa Aulia Hani	14	13	12	14	16	69
28	Siti Chardin Salwa	13	13	13	14	15	68
29	Syifa Nazla	15	14	13	16	17	75*
30	Tengku Naila	12	11	9	10	11	53
31	Zaskia Intan	13	12	11	14	15	65
TOTAL		**423**	**414**	**388**	**456**	**471**	**2161**
MEAN		**13,64**	**13,35**	**12,51**	**14,70**	**15,19**	**69,70**

Appendix 9

The Score of Students in Post-Test 2

No	Name	Score					Total score
		O	M	G	C	S	
1	Aisyah Fitri	17	14	16	18	17	82*
2	Aisyah Umri	15	15	12	16	17	75*
3	Almira Syarif	14	13	16	16	17	76*
4	Alya Hasanah	16	17	18	17	17	84*
5	Amelia silvia	15	14	13	16	17	75*
6	Chantiqa Harumi	16	17	16	17	17	83*
7	Cut Dwinar	15	14	14	17	18	78*
8	Dhia Adzani	16	16	14	17	17	80*
9	Dwi Ananda	13	14	12	16	16	72*
10	Dwi Rahma	17	16	14	17	17	81*
11	Fairuz Nahdah	18	17	17	19	20	91*
12	Hazelina Yukiko	11	12	15	13	15	66
13	Jihan Magfirah	14	12	15	14	15	70*
14	Jihan Qanita	13	13	12	15	15	68
15	Kazzaraya Nazwa	19	19	17	20	20	95*
16	Khalizah Az-zahra	13	16	17	17	16	79*
17	Khiran Savira	15	14	15	16	17	77*
18	Nabila Sofia	14	15	16	17	17	78*
19	Nada Fadhilah	17	16	16	18	18	85*
20	Nayla Vania	17	16	16	17	17	83*
21	Nia Addurumafis	15	15	14	16	16	76*
22	Nurkhaliza	18	17	17	17	17	86*
23	Putri Ajeng	16	15	16	17	16	80*
24	Rachelya Ardifannisa	15	16	15	16	16	78*
25	Ramiza Alya	12	13	11	15	15	66
26	Rizha Nurafiqah	12	15	14	15	15	71*
27	Shafa Aulia Hani	16	13	14	17	16	76*
28	Siti Chardin Salwa	12	13	14	17	17	73*
29	Syifa Nazla	17	16	16	16	17	82*
30	Tengku Naila	13	13	10	12	12	60
31	Zaskia Intan	12	16	14	15	16	73*
TOTAL		**463**	**462**	**456**	**506**	**513**	**2399**
MEAN		**14,93**	**14,90**	**14,70**	**16,32**	**16,54**	**77,38**

Appendix 10

Pre-test and the key answer

Pre-test

Name   :
Class   :
Date   :
Instructions

1. Write your name, class and date on the left top of your work sheet
2. Look the picture of " Gus Azmi"
3. Write the Describe text about "Gus Azmi"

Key answer:

A teenager in this picture has a full name Muhammad Ulul Azmi Askandar Al-Abshor. He is often called Gus Azmi by most people. Gus Azmi is a singer of Sholawat that very favored especially by teenagers. Gus Azmi is a student who lives in a boarding school in East Java.

Gus Azmi has a handsome face with brown skin typical of Indonesia. In the photo he is wearing a black shirt and white striped fitted with a white cap that covers almost all of her hair. He wears round glasses was look too match her small face. He has a pointed nose and thick eyebrows were awesome, while his moles located above his right lip make it look sweet when smiling. Gus Azmi is sitting among the people and wearing a bag with black belt.

Appendix 11

Post-test 1 and the key answer

Post-test 1

Name   :
Class   :
Date   :
Instructions
1. Write your name, class and date on the left top of your work sheet
2. Look the picture of "Shakir Daulay"
3. Write the Describe text about "Shakir Daulay"

Key Answer:

  A teenager who are in this photo is a young man named Shakir Daulay. He is an actor and singer of Sholawat who much favored by the teens and also the parents. This Actor and singer who came from Aceh has a brother who is very similar to him, which his brother is actor too, he is quite popular as well.

  The photo appears that Shakir is sitting on a chair equipped with a wooden table into place a heavy book on top of it. When Sitting Shakir holding a blue cup complete with a small plate of the same color. He is wearing a long-sleeve t-shirt with a mix of white and maroon color that looked comfortable to wear. A knit hat that covers his head and ears looks right to his style. His thick eyebrows adding to the handsome face of the idol this one.

Appendix 12

Post-test 2 and the key answer

Post test-2

Name   :
Class   :
Date   :
Instructions

1. Write your name, class and date on the left top of your work sheet
2. Look the picture of "Atta Halilintar"
3. Write the Describe text about "Atta Halilintar"

Key answer:

Atta Halilintar is a name of big YouTuber from Indonesia. His full name is Muhammad Attamimi Halilintar and everyone calls him Atta. He is the first YouTuber who got the Diamond Play Buttom in Shoutheast Asia. He is the first children of 11 sisters and brothers and his family are calls with Gen Halilintar. Now he is the CEO of AHHA CORP.

Atta likes the red, white and black color and he is 170 cm tall. In this picture he wears the red hoodie with the black lines in the soldier. The black legging that he wears is so fit with the hoodie. He also wears the white shoes and blalck glasses. His hair is so cool in blue color that equipped with the black headband. On his pose he looked leaning on a half-wall.

Appendix 13

The observation sheet of student's activity Cycle 1

No	Activity	Cycle 1		Average	Description
		Meeting 1	Meeting 2		
1	All of the students come ontime	4	4	4	Very good
2	The students pay attention to the teacher's explanation	2	3	2.5	Enough
3	The students ask question to the teacher if there is something unclear	2	2	2	Enough
4	The students can answer the question from the teacher	2	2	2	Enough
5	The students can describe picture	1	2	1.5	Bad
Total		11	13	12	

Notes:

1: Bad   2: Enough   3: Good   4: Very Good

The students activity result can be calculated by:

Score: $\frac{total\ of\ average}{number\ of\ activity}$: $\frac{12}{5}$: 2.4 : 2 (Enough)

In this case, it can be stated that the student's following the learning activity well enough.

Appendix 14

The Observation Sheet of Student's Activity Cycle 2

No	Activity	Cycle 2		Average	Description
		Meeting 1	Meeting 2		
1	All of the students come on time	4	4	4	Very Good
2	The students pay attention to the teacher's explanation	3	4	3,5	Good
3	The students ask question to the teacher if there is something unclear	3	4	3,5	Good
4	The students can answer the question from the teacher	4	4	4	Very Good
5	The students can describe picture	3	4	3,5	Good
Total		17	20	18.5	

Notes:

1: Bad   2: Enough   3: Good   4: Very Good

The students activity result can be calculated by:

Score: $\frac{total\ of\ average}{number\ of\ activity} : \frac{18.5}{5} : 3.7 : 4$ (Very Good)

In this case, it can be stated that the student's following the learning process very well and the students had improvement in participation and interest in joining the learning process because the learning process in cycle II was better in the cycle I.

Appendix 15

FIELD NOTES

Cycle/Meeting : I / 1 (One)

Day/Date : Wednesday/ July 24th 2019

Time : 13.00– 13.40

Theme / Sub theme : Descriptive Text/ People

I. Happens in the classroom

From the student's side

- Some students who sitting in the back make some noise and not pay attention to the teacher explanation.

- Some of them tried to cheat with her friend when teacher give the task.

From the teacher's side

- The teacher chose the good media through Personal Picture

- The teacher's voice is too low made the students less concentration.

II. Things to consider

From the student's side

- Students need clear explanation of the material using Personal Photograph

- Students need to explore their vocabulary hard. Some students don't look to try hard to find out the vocabulary they need.

- Students need to give interesting explanation to attract the students

From the teacher's side

- Teacher should have a loud voice so that students can pay attention to the teacher's explanation

- Teacher should give the way how to get the vocabulary.

Appendix 16

<p style="text-align:center">FIELD NOTES</p>

Cycle/Meeting : II / 3

Day/Date   : Tuesday/ August 06th 2019

Time   : 80.00 – 80.40

Theme / Sub theme : Descriptive text/ People

I. Happens in the classroom

From the student's side

- Some students pay attention on teacher's explanation

- Students looked so excited to make the description of their own photograph

- There some of the students who focus in writing the tasks and also give some question about the material

From the teacher's side

- The teacher gives a good activity of teaching.

- The teacher gives the intensive guide by answering all of the questions and explain the lesson in loudly.

II. Things to consider

From the student's side

- Students need to attention more and giving any positive reward

From the teacher's side

- Teacher should give the positive attention and make the students more interest with the lesson.

Appendix 17

Diary Notes

Preliminary meeting/ July 23rd 2019

Before doing the first meeting in Classroom Action Research the researcher interviewed the teacher about the students ability in English writing descriptive text. The researcher introduce herself and explained the purpose of the coming, then gave the questionnaire sheet for the students to know their ability in writing descriptive text and about their interest in English lesson especially in descriptive text. The researcher also gave the students the pre-test about "Gus Azmi" then ordered the students to describe the picture of "Gus Azmi" as much as they can to do. The students looked doubtful and not confidence to write the description, they still didn't knew how to create the descriptive text. After the students finished the test the researcher collected the test and informed to bring their personal photograph for the next meeting. The researcher interviewed the teacher in teachers room.

Meeting I / July 24th 2019

This first meeting was the first cycle of Action Research. The researcher greet the students and introduced her self again. The research explained about the descriptive text; the generic structure, the characteristic of descriptive text and the sample of descriptive text. The students looked less focus when the researcher explain the lesson material. After the explanation the researcher asked the students to take their own photograph then make the description of their personal photograph. Then the researcher collected their paper.

Meeting II / July 30th 2019

In the second meeting of cycle 1 the researcher continued from meeting 1. After the student wrote the description of their personal photograph the researcher and the students discussed the task and evaluated the most student's errors. Then the researcher gave explanation about their mistakes. To get the reflection data the researcher gave the students post-test 1 about "Shakir Daulay". While doing the test, some of them did the test seriously and some didn't focus during the test, there are some students's who cheated each other and ask the teacher some word they didn't knew. Most of them got confuse how to express and idea and what should I do first. The researcher found that were some students still got low score so the Researcher decide to make the second cycle.

Meeting III/ August 06th 2019

The third meeting at once the second Cycle of Classroom Action Research was better than first cycle, the students enjoy and gave a good response in teaching and learning process. The researcher explained the material, give a picture as media to give an example. The students facilitated with dictionary that make them easy to found the vocabularies. Then they write the descriptive text based on their writing in the first meeting. The students looked good in wrote description text of their own photograph. After finished the task the researcher collected that.

Meeting IV/ August 07th 2019

In the fourth meeting the students looked more enjoy than before. The researcher and the students discussed the task and evaluated the most student's errors but there are no more errors in their papers, the generic structure was good and the

sentences properly arranged. As the last meeting the researcher asked the students to describe about "Atta Halilintar" as the post-test 2. The students did the test seriously and looked confident to describe the picture of "Atta Halilintar". From the class situation that was calm and no one who cheated her friend, it's mean the students can solved the test. After evaluated the student's value in post-test 2 the researcher found that the student's score was improved, the researcher finished the meeting and closed the cycle.

Meeting after Classsroom Action Research/ August 20th 2019

After doing the four meetings of Action Research the researcher meet the students and the teacher again to found out the reflection of the Action Research by interviewed the teacher about the student's condition and student's ability after the applied of Personal Photograph as the media in teaching descriptive text. The researcher gave the student's the questionnaire that measured the level of student's satisfaction in applied the personal photograph, does the Personal Photograph can help them to improve their ability in writing descriptive text. After finished all the researcher gave thanks so much to the teacher and the students who was cooperated with the researcher to finishing the research.

Appendix 18

Documentation of action research

<u>Post test-2</u>

Name : Nayla Vania Rahma
Class : VIII c Snafiyyah binti Huyay
Date : 01-08-2019
Instructions
1. Write your name, class and date on the left top of your work sheet !
2. Look the picture of "Atta Halilintar" !
3. Write the Descriphetext about "Atta Halilintar" !

Answer:

His name is Muhammad attamimi Halilintar or we Always call by Atta Halilintar, Atta is Youtuber and busnisessman. In Youtube He is aking of Youtube in ASEAN. and Atta busnise clothes and jacket. He was born in Dumai 20 November. Atta is first child in 11 cousinty the of the Parent is Halilintar Anofial. Lenggogeni Faruk. Atta Like red colour. in the picture Atta so handsome. he wears Red Jacket. black jeans. white shoes. he wears black glasses And the hair is blue he pose in the wall.

<u>*Post-test 1*</u>

Name   : Kazzaytra Narwa Andarayi
Class   : VIII C
Date   : 30-07-2019
Instructions
   1. Write your name, class and date on the left top of your work sheet !
   2. Look the picture of "Shakir Daulay" !
   3. Write the Descriptive text about "Shakir Daulay" !

Answer:

His name is Syakir Daulay. He is an actor from Indonesian. He has a handsome face. He is sitting on the chair. He is drinking using blue cup. In front of him there is a wooden table, and on it there is heavy book. Behind him there are a lot of green plants. He wears a black knit hat. He wears a white and red stripped sweater. He has a white skin. He has thick eyebrows, pointed nose, and eyes that are not too big. Finally, he wears a light brown jeans.

Pre-test

Name : Kazzayara Nazwa Andarasyi
Class : VIII C
Date : 23-07-2019
Instructions

1. Write your name, class and date on the left top of your work sheet !
2. Look the picture of " Gus Azmi" !
3. Write the Descriptie text about "Gus Azmi" !

Answer:

His name is Muhammad Ulul Azmi Askandar. He is fifteen years old. I think he is so handsome. He likes sholawatan. He use the glasses. He look at the camera, and smile. He use rimless cap. He has brown skinned people. He use the decorated with lines shirt. Uh yeah, I forgot his cap color is white. He is sitting between many people.