DESIGNING TEACHING LEARNING ACTIVITIES FOR WRITING REPORT TEXT BASED ON STUDENTS PROBLEM AT ELEVENTH GRADE MAN BATUBARA

A THESIS

Submitted to Faculty of Tarbiyah Science and Teacher Training UIN-SU

Medan as Partial Fulfillment of the Requirements for S-1 Program

By

ILHAM SINAGA
NIM: 34.15.1.023

DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF TARBIYAH SCIENCE AND TEACHER TRAINING

STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA

MEDAN

2019

DESIGNING TEACHING LEARNING ACTIVITIES FOR WRITING REPORT TEXT BASED ON STUDENTS PROBLEM AT ELEVENTH GRADE MAN BATUBARA

A THESIS

Submitted to Faculty of Tarbiyah and Teacher Training UIN-SU Medan as Partial Fulfillment of the Requirements for Degree of Sarjana Pendidikan

By:

ILHAM SINAGA
NIM : 34.15.1.023

Adviser I   Adviser II

Dr. Farida Repelitawaty Kembaren, M.Hum   **Drs.H.A Ramadhan, M.A**
NIP. 19690217 200701 2 002   **NIP. 196601151994031002**

DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF TARBIYAH SCIENCE AND TEACHER TRAINING

STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA

MEDAN

2019

Nomor : Istimewa   Medan,   2019

Lamp   : -   Kepada Yth;

Prihal : Skripsi   Bapak Dekan Fakultas Tarbiyah

       a.n **Ilham Sinaga**   UIN-SU

                        di –

                        Tempat

Assalamualaikum Wr.Wb

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

Nama   **: Ilham Sinaga**

NIM   **: 34.15.1.023**

Jur / Prodi **: Pendidikan Bahasa Inggris**

Judul   **: "Designing Teaching Learning Activities for Writing Report text based on students problem at Eleventh Grade MAN BatuBara".**

       Maka kami menilai bahwa skripsi ini sudah dapat diterima untuk di munaqosyahkan dalam sidang munaqosyah skripsi Fakultas Tarbiyah UIN – SU Medan.

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

Wassalamualaikum, Wr, Wb.

               Advisor I   **Advisor II**

Dr. Farida Repelitawaty Kembaren, M.Hum   **Drs.H.ARamadhan, M.A**
NIP. 19690217 200701 2 002   **NIP.196601151994031002**

ABSTRACT

ILHAM SINAGA, 34151023, Designing Teaching Learning Activities For Writing Report Text Based on Students Problem At Eleventh Grade MAN BatuBara
Thesis. Department of English Education, Faculty of Tarbiyah Science and Teachers Training. The State Islamic University of North Sumatera, Medan 2019.

Keywords: *Writing, Report text, Picture.*

This research aimed to find out improving of the students' achievement in writing report text learning by using picture. The subject of this research were the eleventh grade of MAN BatuBara,which consisted of 35 students. This research applied classroom action research. The data of this research were qualitative and quantitative data. The qualitative data were taken from observation sheet, interview sheet, and diary notes. The quantitative data were taken from tests, that were carried out in the end of every cycle. The tests were given to the students in form of pre-test, post test 1 in the first cycle and the post test 2 in the second cycle. The result of the data analysis showed that the score of students increased from the first post-test I to post-test II. It showed that the mean of orientation test was 63, there were 8 students (22,8%) who got point 75 or more. In the post test of cycle I, the mean was 71,4 (19 students) it was higher than orientation test. There was 54,3% (19 students) who got point 75 or more. The percentage of the students' score in the orientation test to post-test I was improvement 54,3%. In the post test II, the mean was 82,2 and the percentage of students who got point 75 or more was 85,7% (30 students). It indicated that the used of picture can improve the students' ability in writing learning.

PERNYATAAN KEASLIAN SKRIPSI

Saya yang bertanda tangan di bawah ini :

Nama   : **Ilham Sinaga**

NIM   : **34.15.1.023**

Jur / Prodi : **Pendidikan Bahasa Inggris**

Judul   : **"Designing Teaching Learning Activities for Writing Report text based on students problem at Eleventh Grade MAN BatuBara".**

Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya.Saya berani menerima segala konsekuensi bila pernyataan saya ini tidak benar.

Demikian surat pernyataan keaslian skripsi ini saya buat dengan sebenarnya.

Medan,   october 2019

Yang Membuat

Pernyataan

ILHAM SINAGA
NIM.34.15.1.023

ACKNOWLEDGMENTS

In the name of Allah, The beneficent, the Merciful. Praise and Gratitude be to Allah for giving the strength and guidance for the writer, so that this thesis can be finished accordingly. Peace and blessing be upon Prophet Muhammad *Shallallaahu 'alaihi wa salaam*, his family, his relatives, and all his followers. The written of this skripsi entitled "Designing Teaching Learning Activities For Writing Report Test Based on Students Problem at Eleventh Grade MAN BatuBara".

This thesisis written to fulfill one requirement to obtain the *sarjana degree* at Department of English Education of Faculty of Tarbiyah and Teachers Training State Islamic University of North Sumatera.

Finishing this researcher, I have encountered some difficulties such as collecting the references, finding the data and especially in analyzing the data. I realized that without much help from numorous people, this thesis wouldn't finish effectively. That's way obviously I would like to thanks to the following people:

1. **Dr. Amiruddin Siahaan, M. Pd** as the Dean of Faculty of Tarbiyah and Teachers Training State Islamic University of North Sumatera.

2. **Dr. Sholihatul Hamidah Daulay, M.Hum** as the Head of English Department for the facilities that given to me during the completion this thesis.

3. **Dr. Farida Repelitawaty Kembaren, M.Hum** as my first advisor who has given Her charm ideas, suggestion, correction, beneficial opinion and encouragement in process of writing this thesis. Her also gives warm support and advises me to be more patient on finishing this thesis.

4. **Drs. H.A Ramadhan, M.A** as my second advisor who also gives me guidance, dedication, support, suggestion, correction during writing this thesis. He also gives his warm support and advises me to be more patient on finishing this thesis.

5. **All lecturers** in the English Department for teaching precious knowledge, sharing philosophy of life, and giving wonderful study experience.

6. The principal of MAN BatuBara,**Mr. Erwin Chandra Islamy Simbolon** and the English teacher **Mrs. Wahyuni Hutasoit, S.Pd,** and all of the students of MAN BatuBara who helped the writer during the research.

7. My beloved Mother **Mrs. Rosmawati** and my beloved father **Mr. Jalaluddin.** who always give me love, support, advice,material, motivation, help, goodness, care, and all of things that I need to finish my study. And to my lovely sisters **Yusnani, Halimah, Desi Sinaga, S.Pd** and my younger brother **Wahyu Ramadhan Sinaga**. Big thanks for your endless love.

8. All of my beloved friends, **Jasar Hartana MA, S.Pd, Henidar Rambe, S.Pd, Solikin, S.Pd, Fitrina sari, S.Si, Tukma Putri Anti, S.Pd, Fitri Frista Wulandari, S.Si, Rafialdi Manurung, S.E, Imas Fitriani,S.Pd , Eka Sagita,S.Pd , Puput Rosaliana S.Pd** and also gives his warm support and advises me to be more patient on finishing this thesis.

9. All my beloved friends in the same struggle **PBI-5 stambuk 2015**, thank you so much for your motivation, advice and help until the end of present study.

10. My beloved Women **Arina Ulfa Mawaddah** who always give me love, support, advice, motivation, help, goodness, care, and all of things that I need to finish my thesis.

TABLE OF CONTENT

LIST OF TABLE

LIST OF APPENDIX

Appendix	Title	Page

CHAPTER I

INTRODUCTION

A. Background of The Study

The objective of teaching writing in Senior High School according to Curriculum of 2013 revision that students were expected to develop their skills in expressing meaning and rhetorical structures through simple text using written language varieties accurately, fluently, and appropriately in daily life context to interact with others in the form of descriptive, recount, narrative, report, and procedure.[1]

Eventhough Kemendikbud, Kementerian Pendidikan dan Kebudayaan Republik Indonesia (Ministry of Education and Culture of the Republic of Indonesia) has standardized the curriculum, in fact, there are still many Indonesian students who cannot communicate through writing well especially report text.

As stated by the English teacher at MAN BatuBara. The problem here the students are still not able to write report text well because they are confused of the generic structure of the report text, and they do not know how to write the sentence well and looking for main idea from each paragraph. This can be proven by the score of their writing. Moreover, the researcher also found from her teaching practice that many students cannot write report text, They sometimes make wrong arrangement of the steps in report text. They also did not have any

---

[1] Utaminingsih,Sri(2008).”*Management of Education Curriculum Development Based on Soft Skil”.University Of Muhammadiyah Makassar*

language is a means of communication which is used by humans to communicate and interact with each other. By language, people could express their ideas and emotion. Now a days, English language is very important to our lives. Because in this case English is very important from the students Elementary school until University. In learning English, to express ideas and feeling in order to master English skills. The skills are considered as integrated skills which are separately taught to the students. Writing is one of the skills. In that, the students need to apply or follow the process from pre-writing to publishing.

Writing is one of the most powerful communication tools used today and for the rest of our life. Writing is a process of transforming thoughts and ideas into written form. Writing is not only a process of linking words into sentences or paragraphs, but it is a sequence or steps of ideas, organized thoughts and feeling in the form of words and combined into sentence into form of paragraphs in which every sentence is closely related one another. In writing report text we must focus on the Generic Structure for writing report text, based type of writing to understanding for writing report text we also know the generic structure to start for writing, for understanding about this skill on writing we need to foccus on study ability on writing especially in report text .[2]

In this case, to understand the students' ability in writing, there is a significance of the students activity in writing   skill for make report text on writing will be good writing based on generic structure on writing report text, So

---

[2]Heaton, J.B.1990. *Writing English Language Tests.* England: Longman

focus in this learning, the student must have more understading about type of generic structure on writing report text .

In this problem, the researcher chooses the research location in MAN Batubara, because the writer found the problem that in this school the students feel boring and lazy to study English especially in writing, and then the students are lack enrich training to make a writing .

Based on the background of the study, the writer is interested to make a research under the title **"Designing Teaching Learning Activities for Writing Report text based on students problem at Eleventh Grade MAN BatuBara".**

B. The Identification of the Study

1. The student's interest in learning Writing English is less.

2. The students are lack enrich training to make a writing.

C. The Problem of The Study

1. What are the problems faced by the students in writing report text ?

2. What the designing teaching learning activities by using media picture can be proposed to solve the problem of writing report text?

D. The Objectives of The Study

1. To train the students how to make writing report text.

2. To design teaching learning activities to solve the students problem of writing report text.

E. The Significance of The Study

1. Theoretically

Related to this research, the researcher hopes this research can be used as a reference for other who want to conduct the similar research.

2. Practically

The researcher expect that the results of the study would be useful to:

1. Principal

To encourage the Head Master in order that the teachers use the problem based learning in teaching English writing.

2. For Teacher

It is useful for English teacher in the classroom or the course especially in teaching writing skill.

3. For Students

Practically, the results of this study is useful for students to know the improvement of writing report text. By knowing the condition of potential students, they can measure how well is their capability.

4. For Researcher

The research can give a practice in developing her knowledge and skill in problem- solving processes.

5. For other Researchers

This study will be useful as reference or to give alternative way in teaching and learning writing, and as information for conducting research in the same topic.

CHAPTER II

THEORITICAL REVIEW

A. Theoretical Framework

In conducting the research, more explanations about the theories that are used in this research are important in order to avoid misunderstanding between the writer and reader. The following terms are important to be discussed so that the writer and the reader may have the same perception of them.

This chapter outlines and reviews literatures and theories underlying this study that discusses (1) definition of writing, (2) definition of report text, (3) defenition of picture, (4) The relation of this research and the other research .

1. Definition of Writing

Writing is the expression of language in the form of letters, symbols or words. Primary purpose of writing is communication. In other words, writing is how does someone creative to develop their mind by written.[3]

Writing is a complex and cognitively demanding activity. To be sucessful, writer need an understanding of the components of a quality test as well as knowledge of writing strategies that can be used to shape and organizing the writing process.[4]

Writing is one of the most powerful communication tools used today and for the rest of our life. Writing is a process of transforming thoughts and ideas into

---

[3]Harmer, Jeremy. 2004. How to Teach Writing. Harlow: Pearson Education Ltd
[4]Onazowa, Cheiko. 2010. A Study of the Process Writing Approach. Japan

Writing is not only a process of linking words into sentences or paragraphs, but it is a sequence or steps of ideas, organized thoughts and feeling in the form of words and combined into sentence into form of paragraphs in which every sentence is closely related one another. [5]

In general, writing is considered as a one-way transmission from writer's mind to the working out of a graphic display. states that writing is the communication of content for a purpose to an audience. There are two parts of the content: the main idea, the one most important thing writers want to readers to know and the key details, additional information that supports and explains the main idea. Writers want the readers to think something after they have finished reading. People always have question to be answered after reading a written text. So, researches should think of the audience as the people they are writing to and the question they have about the topic.[6]

Writing is an activity of taking ideas, thoughts, and emotions and transferring them onto paper (or a computer screen) using knowledge of language conventions and writing process to create meaningful text. Undoubtedly, writing is the most difficult skill for student to be mastered, especially for students with English as a second language. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text. Furthermore, student have to pay attention to lower level skills of spelling, punctuation and word choice[7].

[5]Weigle, S.C. 2002. Assessing Writing. Cambridge: Cambridge University Press
[6]Semi, A. (2007). Dasar-dasar Keterampilan Menulis. Bandung : Angkasa
[7]Dirgayasa, Wayan. 2014. Writing a Genre based Perspective. Medan : Unimed Press.

Writing is a powerful instrument for students to use to express their thoughts, feeling, and judgement about what they have read, seen, or experienced. As student have developed an understanding of the writing process, they are able to express their writing skills more confidently and effectively.[8]

In the holy Al-Qur'an, writing also important skills should be learned and there is verse that state the existence of writing that be stated in Al- Qur'an that is surah Al-Alaq:4-5 and Al-Qalam:1:

ٱلَّذِى عَلَّمَ بِٱلْقَلَمِ ﴿٤﴾ عَلَّمَ ٱلْإِنسَٰنَ مَا لَمْ يَعْلَمْ ﴿٥﴾
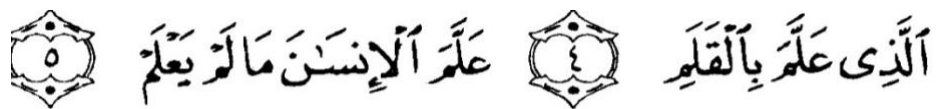
Meaning: "*who taught by the pen (writing). Who taught man what he did not know*".[9]

نٓ وَٱلْقَلَمِ وَمَا يَسْطُرُونَ ﴿١﴾
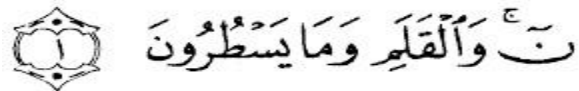
Meaning: "*for the sake of the pen and what it writes*"[10]

From the verse above, it can be concluded that should study to get knowledge. Pen in not a creature. But by pen, people can write many things that get add people knowledge and information.

From the definition above, it can be concluded that writing is transferring a spoken language. It is one of the ways to communicate by using written letter, symbol or words that should be understandable in order to share the message effectively. And the primary purpose of writing is communicating ideas, information and making a writing matter needs some processes.

---

[8]Tarigan, Henry Guntur. (2008). Menulis Sebagai Suatu Keterampilan Berbahasa. Bandung : Angkasa.

[9]M.A.S. Abdel Haleem, (2004), *The Quran*, United States: Oxford University Press, p. 428

[10] Muhammad Taqi-Ud-Din Al-Hilal and Muhammad Muhsin Khan ,*Translation of The Meaning of The Qur'an in TheEnglish Language ,*(Madinah: King Fadh Glorious Qur'an Printing Complex).

In hadits also Explain so important to looking knowledge it should be learned ,there is :

لا تكتبوا عني ومن كتب عني غير القرآن فليمحه

Meaning : "*don't write from me, whoever has write from me beside Al-Qur'an, delete it* (H.R. Muslim)"

طَلَبُ الْعِلْمِ فَرِيْضَةٌ عَلَى كُلِّ مُسْلِمٍ

Meaning : "*studying is obligatory for every muslim (H.R Ibnu Majah No.224)*

a. **Process of writing**

Suggests four main elements of writing process to produce a readable meaningful text:[11]

a. Planning (pre-writing)

Planning is the first process of writing. Before starting to write, writers considered to try and decide what it is they are going to say. Some of them may involve making detailed notes or just a few jotted words and the others may do their planning in their heads. When planning, writers have to think about three main issues. In the first place the have to consider the purpose of their writing. Secondly, they have to think of the audience they are writing for. The last, the writers have to consider to content structure.

b. Drafting

Drafting is the next step. Writer can refer to the first version of a piece of writing as a draft. As the writing process proceed into editing, a number of

---

[11]Harmer, Jeremy. 2004. *How to Teach English. Malaysia*: Longman, Group Ltd.

drafts may be product on the way to the final version. Each draft will show the changing or/and the developing of the written text.

c. Editing

Editing (Reflecting and revising) is the third steps of writing. After making a draft, usually the writers read what they have written in draft to see whether it works or not. They may move paragraphs around, write a new introduction or use a different form of words for a particular sentence. Reflecting and revising are often helped by the other readers (oe editors) so that the writers can make appropriate revisions.

d. Final version

Final version (Publishing) is the last process of writing. After editing the draft, the writers produce their final version to their intended audience.

b. Assessment of Writing

The skills of writing include five general components or main areas such as: (1) contents is the ability to think creatively and develop though to including all of the relevant to assigned topics, (2) organization is the ability to write in appropriate manner for a particular purpose with a particular audience mind, together with ability to select, to organized other relevant information, (3) vocabulary is the ability to write the word effectively and to appropriate register, (4) language use is the ability to write correct and appropriate sentences, and (5) mechanical skills is the ability to use those conventions peculiar correctly to written language, e.g. punctuation spelling.[12]

---

[12]Heaton, J.B.1990. *Writing English Language Tests.* England: Longman

c. Genre in Writing

The term genre has been around for a long time. It has been theorized from a range of perspective, including literary studies, popular culture, linguistics, pedagogy and more recently, English/literacy education.[13]

According to Gerot & Wignell a genre can be defined as a culturally specific text-type which result from using language (written or spoken) to (help) accomplish something.[14]

There are many kinds of text types in writing such as narrative text, recount text, new items, procedure text, descriptive text, report text, analytical exposition, spoof text, hortatory exposition, explanation text, discussion text, review text, anecdote text[15].

1. Narrative text

Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. An important part of narrative text is the narrative mode, the set of methods used to communicate the narrative through a process narration. The purpose of narrative text is to amuse or to entertain the reader with a story.

2. Recount text

---

[13]Knapp, P & Watkins, M. 2005. *Genre, Text, Grammar*. Sydney: University of New South Wales

[14]Gerot, L. & Wignell, apa. 1994. *Making Sense of Functional Grammar*
[15]P, Knapp & Watkins. 2005. Genre, Text, Grammar : Technology for Teaching and assessing writing. Sydney : Wales

Recount text is a text which retells events or experiences in the past. It focuses on individual participant and sequence of event. Its purpose is either to inform or to entertain the audience.

3. News Item

News item is a text which informs readers about events of the day. The events are considered newsworthy or important. Its purpose is to inform readers about events of the day which are considered newsworthy or important.

4. Procedure text

Procedure text is a text that show a process in order. Its social function is to describe how something is completely done through a sequence of series. Its purpose to help us do a task something. They can be set of instructions or direction.

5. Descriptive text

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

6. Report text

Report text is a text which presents information about something, as it is. It is as a result of systematic observation and analysis. To presents information about something, as it is.

7. Analytical Exposition

Analytical Exposition is a text that elaborates the writer's idea about the phenomenon surrounding. Its social function is to show the readers that the idea is the important matter.

8. Spoof text

   Spoof text is a text which tells factual story, happened in the past time with unpredictable and funny ending. Its social function. Its social function is to entertain and share the story.

9. Hortatory Exposition

   Hortatory Exposition is a type of English text that influences the reader to do something or act in a certain way. In Hortatory Exposition, there are some opinions about certain things to reinforce the main ideas of the text. The Purpose Hortatory exposition is to presenting and influencing the readers that should be so, and should not be.

10. Explanation text

   Explanation text is a text which tells processes relating to forming of natural, social, scientific and cultural phenomena. Explanation text is to say 'why' and 'how' of the forming of the phenomena. It is often found in science, geography and history text books. The writer's purpose is to explain how something works or state reasons for some phenomenon. Explanations answer the question"how" or "why".

11. Discussion text

   Discussion text is a text which present a problematic discourse. This problem will be discussed from different viewpoints. Discussion is commonly found in philosophical, historic, and social text. Its purpose to present information and opinions about issues in more one side of an issue ('For/Pros' and 'Against/Cons').

12. Review text

Review is a text which presents critical analysis on events or works for readers or public audiences. It purpose is to critique or evaluate an art work or event fo a public audience.

13. Anecdote text

Anecdote is a text which retells funny and unusual incidents in fact or imagination. Its purpose is to tell an event with a humorous twist and entertain the readers.

Every genre has a number of characteristics and it has the specific purpose which make it is different from other genre. In this study, the writer only focus on the genre of writing report test.

d. Writing Goal

According to Hampton in Sofi Fajaryani's script some of writing goals are:[16]

1. Writers are independent when they are able to write without much assistance.

2. Writers gain comprehensibility when they can write, So that it can be read and understood by themselves and other.

3. Writers are fluent when they are able to write smoothly and easily as well as understand.

---

[16]SofiFajaryani (2015), *The Use of Learning Cell to Improve Students Writing Skill on Hortatory Exposition Text in the Eleventh Grade Students of MAN I Magelang.* Skripsi.FITK.PendidikanBahasaInggris.IAIN Salatiga.Fro5946142473. pdf.Retrived February 20, 2017 at 09.30 PM.

4. Writer again creativity when they can write their own ideas. Not copying what has already been written, so that they can be read understood.

2. Definition of Report text

According Dr .I Wayan Dirgayasa,M.Mum (2012) Report writing is an essential skill skill for professional. In professional context, report writing may be useful for any professional job such as marketer.

Report is a text which functions to describe the way things are, with reference to a range of natural, manmade and social phenomena in our environment. Report means a text which describes things in general. It's a little bit different from descriptive text which describe specific thing. To tell the facts of the things described, the writer usually uses simple present tense. Except, the things are extinct, simple past tense is used in report. Report text contains the class or subclass of the topic described, and then followed by telling the shape, parts, behavior, etc. In details.[17]

According to Djuharie writing report text refers to the discussion about person, something, place, and animal. This kind of text has a purpose to describe the participant based on the information at that time. It is considered as a difficult writing, because the students have to master the elements that are available in this text such as general classification and description.

Generic Structure of Report Text The way in which elements of a text are arranged to match its purpose. This structure can be observed by readers, and writers will use this knowledge to structure their writing, depending on their

---

[17]Hyland, K. 2002. Teaching and Researching Writing. London: Longman.

purpose. See discussion text, explanation text, instruction text, narrative text, recount text, report text. Gerot and Wignell generic structure of report text:[18]

1. General Classification:

Stating classification of general aspect of thing; animal, public place, plant, etc. Which will be discussed in general.

2. Description:

Describing the thing which will be discussed in detail; part per part, customs or deed for living creature and usage for materials.

Language Features of report Text Gerot and Wignell (1994), language features of report text: 1) Introducing group or general aspect, 2. Using of Relational Processes3. Using conditional logical connection; when, so, 3). Using of simple present tense (unless extinct), 4). No temporal sequence.

[18]Gerot, L. & Wignell, apa. 1994. *Making Sense of Functional Grammar*

Table 2.1

The Example of Report Text

Identification	**Mobile Phone** A mobile phone (also known as a wireless phone, or cellular telephone) is a very small portable radio telephone.
Description	The mobile phone can be used to communicate over long distances without wires. It works by communicating with a nearby base station (also called a "cell site") which connects it to the main phone network. As the mobile phone moves around, if the mobile phone gets too far away from the cell it is connected to, that cell sends a message to another cell to tell the new cell to take over the call. This is called a "hand off," and the call continues with the new cell the phone is connected to. The hand-off is done so well and carefully that the user will usually never even know that the call was transferred to another cell. As mobile phones became more popular, they began to cost less money, and more people could afford them. Monthly plans became available for rates as low as US$30 or US$40 a month. Cell phones have become so cheap to own that they have mostly replaced pay phones and phone booths except for urban areas with many people.

3. **Definition of Picture**

One definition of pictures stated by Minor is a two-dimensional visual representative of persons, and things. A pictures may not only be worth thousand words but it may also be worth a thousand years of a thousand kilometres. A pictures is also simple in that it can be drawn, printed, or photographically processed and it can be mounted for preservation for the use in the future.[19]

---

[19]Minor, E. (1978), *Handbook for preparing Visual Media* New York: Macmillan, P. 2

Brown et al say that pictures provide for most people critical contacts with the real world. As students use still pictures, they may improve their visual literacy. For example, study of still pictures may help them to comprehend various abstractions. Past experiences may provide clues to learning from still pictures in much the same way that phonetics or contextual clues help in reading verbal materials.[20]

So the use of pictures in teaching writing is actually meant to help to catch express their ideas easily. Take an example when the students are asked to write about an artist or public figure, or they are asked to write an interesting place like Malin Kundang etc., they will get confused if some of them have never been there before. They cannot describe what it is like. Without any pictures, they will get difficulty in writing sentences or paragraph because the students may need very long time express their idea that is appropriate to the topic. That is why pictures help students in getting the ideas easily only by looking at the pictures.

4. Relative Study of Writing Report Text

Ade dedi saliputra,2013. Improving Report Text Writing Through Think Pair Shar, Tanjung pura University Pontianak, Department of English. This research works aim at describing ability in writing report text using pictures with guided questions. All the participants have been selected from English Department ,and have been classified into two groups (Experimental Group and Control Group) there are In pre-writing, the process is to search for the topic to

---

[20]Brown,et.al,(1977), *Audio Visual Instruction: Technology, Media and Methods*. New York: Mc Graw Hill Book Company, P. 179

write for which they may brainstorming ideas about the topic. In this case, the students need to think creatively and be able to use their mindset to express their ideas. Furthermore, the students have to make a proof in the writing and make it correct. In this case, the students have to make sure all sentences are complete, correct spelling, capitalization, and punctuation, change words are not used correctly. The last step is publishing.

So the result of this technique used a Classroom Action Research consists of four stages, they are planning, acting, observing, and reflecting. The first is planning. It means planning the actions; in order to help the teacher to overcome the problems appeared in the classroom and improving the students' achievement. The second is acting. Acting is the implementation of the plans that have been made. Next is observing where the teachers observe the process of implementation; which functioned to record the activity during the treatment.

5. Conceptual Framework

English is very important in many countries, included Indonesia. English has become a subject taught in every school in Indonesia. Student have been taught English even since they sat in kindergarten.

In studying English, there are four skills that should be mastered by students. They are speaking, listening, reading and writing. Writing is considered as the most difficult skill for student. In learning writing, students are taught to

achieve the ability in writing simple functional text, such as spoof, recount, report, exposition, news item, anecdote, narrative, procedure, descriptive, explanation, discussion, and review.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research is using the Classroom Action Research. The Classroom Action Reseach is a study dealing with social situation that refers to improve the

action quality through the process of planning, practicing, monitoring, and study the effect it has.

There are four steps to conduct the Classroom Action Research namely:

1. Planing

Planning for corrective action is the initial stage that the teacher must do before learning. The learning plan must be made for one cycle based on the analysis of the faced problem. The action plan is directed at resolving the cause of the problem, forward-looking, and flexible to receive unexpected effects.

2. Action

Actions are the implementation of planning that has been made to overcome the problems that have been identified and analyzed for their causes at an early stage. The stages of implementing these actions must be pursued in accordance with the learning plan that has been prepared.

3. Observation

is some activities that consist of gathering data to identify the result of action. Collecting can be considered from several factors: students, teacher, students and teachers interaction.

4. Reflection

is activity to verify the fairness of data and interpret the data for doing some improvement and revision in other to enhance the successful of teaching. Classroom Action Research is a type of research typically conducted by practitioner- researchers for the purpose of enacting immediate changes in an

educational setting. Action research has some characteristics, namely; (a) it is conducted in the practitioner-researcher's own educational setting and the practitioner takes an active part in the research. The setting is in a classroom; (b) it involves collaboration with student and the other educator; (c) it focuses on taking action to change and improve educational practices; and (d) it is ongoing and includes several waves of data collection, reflection, and action.[21]

B. Data and Data Source

The data source of the study were taken from the students of XI Ipa-3 MAN BatuBara, The Class consists of 35 students. Time of the research used by researcher for this research is carried out since the date of issuance of research permits in approximately 1 (one) month. Where data are collected, processed, and presented in form of thesis as long as guidance process takes place.

C. Research Method

1. Preliminary Research

Preliminary Research is visiting the location that is used to research. In Preliminary Research, the researcher asked English teacher about the material and that would be researched. The researcher also did observation in the class. The observation is to know the student's activity during the teaching learning process. In the teaching learning process, teacher explained about how to make a writing report text and asked students to write about a ethnic or etc.

1. Cycle 1

---

[21]Wina Sanjaya,(2009), *Penelitian Tindakan kelas*, Jakarta : Kencana Prenadamedia Group. P. 25

Cycle 1 is done in the first meeting. In this cycle, the teacher explaine the material about Report Text. The procedures the researcher uses are as follows: Planning, Action, Observation, Reflection.

2. Cycle II

Cycle II is done in the second meeting. In this cycle, the teacher reviews the material about Report Text. In this cycle, the topic is about Tsunami. The procedures the researcher uses are as follows: Planning, action, observation, reflection.

3. Cycle III

Cycle III is done in second meeting. In this cycle, teacher reviews the material about Report Text. In this cycle, the topic is the Tsunami. The procedures the researcher uses are as follows: Planning, action, observation, reflection.

D. Technique of Collecting Data

In this research, the data will be collected by using quantitative and qualitative data.

1. Quantitative

In quantitative data, it will conduct by writing test. There are two kinds of test will be given the researcher to the students. They are pre – test and post- test.

The pre-test will be done before implementing Consultancy Prewriting Protocol technique in learning writing a report text. It is to measure "students" writing ability at first. Meanwhile, the post – test is implementing after using Consultancy Prewriting Protocol technique. The test is hold on the end of first cycle.

In this research, the researcher ask the students to write report text based on direction of the researcher. The researcher gives some topics and the students choose one topic[22].

2. Qualitative

The method used in this study is the method Qualitative analysis of forms, namely research discussed Show a condition or trait as for later analyzed by qualitative analysis techniques. Do the technique that is done in this study the techniques of observation, interviews, and documentation.

The qualitative data describes the situation and condition during teaching process. In the qualitative data, the researcher uses interview sheet, observation sheet.[23]

a. Interview Sheet

Interview sheet will be used to know students feeling, problems, and other conditions and to know "students" idea or attitude in studying writing report text. .

b. Observation Sheet

Observation sheet will be focused on the situation of learning teaching process, students" activities, behavior, and students" ability by using Consultancy in process learning.

c. Documentation

---

[22]Sugiyono. 2016. Metode Penelitian Kuantitatif, Kualitatif, dan R&D. Bandung : Alpabeta.

[23]Putra, Nusa. 2013. Metode Penelitian Kualitatif. Jakarta : PT. Raja Grafindo Persada

Documentation is used to obtain data by looking and researching or notes in the form of photos or writing. In this study the documentation used by photos taken during the learning process takes place. Documentation used to strengthen the data obtained is in observation, interviews.

d. Diary notes

Diary note is used to record the students' achievement while research is taking place. By having diary note, the researcher had some notes about what happened in the classroom when research took place and how the students' achievement improved in every cycle.

E. Technique of Data Analysis

In this study, the researcher used the qualitative and quantitative data to measure the improvement of the students in writing report text. Qualitative data were taken from the observation sheet, interview sheet, diary notes and questionnaire. Qualitative data would draw whether the teaching learning process had reached the goal of the study or not, while quantitative data were taken from the writing tests conducted in each cycle after doing the treatment. Quantitative data helped the research in analyzing the improvement of the student's in writing report text. The quantitative data would show the effectiveness of teaching learning process. To discover the mean score of the class in each report writing text, the following formula was applied:

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

$\bar{x}$ = the mean of student's score

$\sum \times$ = the total score

N = the total numbers of student

To categorize the number of competent student, the following formula was applied:

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

P =the percentage of students who get the score up to 75

R =the number of students who get the score up to 75

T = the total number of students taking the test.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Findings

This research was analyzed by using qualitative and quantitative data. The qualitative data were taken from interview, observation sheet and book notes. The quantitative data was taken from the mean of the students' score in taking test. The researcher conducted in one class with 35 students from population number of eleventh grade students MAN BatuBara. It was accomplished in two cycles. Each cycle consisted of four steps, they are planning, action, observation and reflection. Each cycle was conducted for two meetings. And one meeting for pre-test. So, there were five meetings for this research.

1. The Quantitative Data

The quantitative data were taken from the result of the test given to the students. The test that given still relevant to the topic taught and discussed in the classroom in every cycle.

a. Pre-Test

The researcher gave a test. The test was given for the students before treatment of using video. The researcher noted that the score which passed of 75 was success depending on KKM in the school. It was found that the mean of students' score was kept improving from pre-test until post-test of the second cycle.

Below the students' score of Pre-test as follow:

Table 4.1 The Students' Score of Pre-Test

No	Initial of Student	Pre-Test	Criteria of Success ≥ 75
1	AAR	60	**Unsuccessful**
2	AS	75	**Successful**
3	AGS	70	**Unsuccessful**
4	AND	65	**Unsuccessful**
5	ADS	75	**Successful**
6	CUW	60	**Unsuccessful**
7	CA	65	**Unsuccessful**
8	DN	75	**Successful**
9	DB	60	**Unsuccessful**
10	DA	75	**Successful**
11	FW	45	**Unsuccessful**
12	FHL	45	**Unsuccessful**
13	HM	75	**Successful**
14	HI	50	**Unsuccessful**
15	ICR	65	**Unsuccessful**
16	KB	55	**Unsuccessful**
17	KAS	50	**Unsuccessful**
18	ME	70	**Unsuccessful**
19	MA	60	**Unsuccessful**
20	MRF	55	**Unsuccessful**
21	NR	75	**Successful**
22	NAR	60	**Unsuccessful**

23	PAL	80	**Successful**
24	PIL	65	**Unsuccessful**
25	RDD	60	**Unsuccessful**
26	RKS	60	**Unsuccessful**
27	SAA	60	**Unsuccessful**
28	SS	65	**Unsuccessful**
29	SWNR	60	**Unsuccessful**
30	TRP	70	**Unsuccessful**
31	TK	70	**Unsuccessful**
32	TNS	55	**Unsuccessful**
33	VS	80	**Successful**
34	YA	45	**Unsuccessful**
35	YPR	65	**Unsuccessful**

From the table of pre-test, the students that got success the test was 8 students and the students did not get success was 27 students. In addition, the total score of the students was 2220 and the number of the students who took the test was 35 students. So, the mean of the students was:

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

$$\overline{X} = \frac{2220}{35}$$

$$\overline{X} = 63$$

From the analysis above, the students ability in writing was low. The mean of the students' score was 63. The percentage of the students who got success in writing test was calculated by applying the following formula:

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

$$P1 = \frac{8}{35} \text{ x } 100\%$$

$$= 22,8\%$$

And,

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

$$P2 = \frac{27}{35} \text{ x } 100\%$$

$$= 77, 2 \%$$

Table 4.2 Table the Percentage of Students Score in Pre-Test

	Criteria	Total Students	Percentage
P1	Successful	8	22,8%
P2	Unsuccessful	27	77,2 %
Total		35	100%

From the table above, the students' ability in writing report text was low. It could be seen from the mean of the students' score was 63. The percentage of the students score was 8 students got success or it was 22,8%. In the other hand, 27 students got unsuccess score or it was 77,2 %. It can be concluded that the students' ability in pre-test was low. Therefore, the researcher would do post-test in the first cycle.

b. Post Test I

The researcher gave the test in post-test I, the test was given after applied the video. The researcher found improvement of the students' score in post-test of the first cycle. The students' score of post-test in the first cycle can be seen in the table below :

Table 4.3 The Students' Post Test I

No	Initial of Student	SIKLUS 1	Criteria of Success ≥ 75
1	AAR	70	**Unsuccessful**
2	AS	85	**Successful**
3	AGS	70	**Unsuccessful**
4	AND	65	**Unsuccessful**
5	ADS	75	**Successful**
6	CUW	60	**Unsuccessful**
7	CA	85	**Successful**
8	DN	65	**Unsuccessful**
9	DB	85	**Successful**
10	DA	75	**Successful**
11	FW	75	**Successful**
12	FHL	85	**Successful**
13	HM	75	**Successful**
14	HI	75	**Successful**
15	ICR	65	**Unsuccessful**

16	KB	55	**Unsuccessful**
17	KAS	85	**Successful**
18	ME	70	**Unsuccessful**
19	MA	75	**Successful**
20	MRF	55	**Unsuccessful**
21	NR	75	**Successful**
22	NAR	60	**Unsuccessful**
23	PAL	75	**Successful**
24	PIL	85	**Successful**
25	RDD	60	**Unsuccessful**
26	RKS	60	**Unsuccessful**
27	SAA	60	**Unsuccessful**
28	SS	75	**Unsuccessful**
29	SWNR	60	**Unsuccessful**
30	TRP	70	**Unsuccessful**
31	TK	75	**Successful**
32	TNS	75	**Successful**
33	VS	80	**Successful**
34	YA	75	**Successful**
35	YPR	65	**Unsuccessful**

From the table of post-test in the first cycle, the students that got success the test was 19 students and the students did not get success was 16 students.

Total score of the students was 2500 and the number of students who took the test was 35 students, so the mean of the students was:

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

$$\overline{X} = \frac{2500}{35}$$

$$\overline{X} = 71,42$$

From the data analysis above, the students' ability in the post test I was still low. It could be seen of the mean score of the students was 71,42. It's mean that the score did not get success categorize. The percentage of students who got success in writing was calculated by applying the following formula:

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

$$P1 = \frac{19}{35} \times 100\%$$

$$= 54,3 \%$$

And,

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

$$P2 = \frac{16}{35} \times 100\%$$

$$= 45,7 \%$$

Table 4.4 The Percentage of Students Score in Post-Test I

	Criteria	Total Students	Percentage
P1	Successful	19	54,3 %
PI	Unsuccessful	16	45,7 %
Total		35	100%

From the table above showed that the students' score was low. It could be seen from the mean of the students' score was 71,42. There were 35 students passed the test. Because the students' writing post-test I in the first cycle was categorized not success from the category, the researcher would continue in the second cycle.

c. **Post Test II**

The researcher was continued the research in cycle two. The aim was to improve the students' score in writing by using picture after doing post-test in the first cycle. The students' score of post-test 2 in the second cycle can be seen from the table below:

Table 4.5 The Students' Score Post -Test II

No	Initial of Student	SIKLUS 1	Criteria of Success ≥ 75
1	AAR	80	**Successful**
2	AS	85	**Successful**
3	AGS	100	**Successful**
4	AND	100	**Successful**
5	ADS	85	**Successful**
6	CUW	80	**Successful**
7	CA	100	**Successful**
8	DN	85	**Successful**
9	DB	100	**Successful**

10	DA	75	**Successful**
11	FW	85	**Successful**
12	FHL	85	**Successful**
13	HM	80	**Successful**
14	HI	100	**Successful**
15	ICR	70	**Unsuccessful**
16	KB	65	**Unsuccessful**
17	KAS	100	**Successful**
18	ME	80	**Successful**
19	MA	85	**Successful**
20	MRF	80	**Successful**
21	NR	80	**Successful**
22	NAR	60	**Unsuccessful**
23	PAL	85	**Successful**
24	PIL	85	**Successful**
25	RDD	80	**Successful**
26	RKS	60	**Unsuccessful**
27	SAA	85	**Successful**
28	SS	85	**Successful**
29	SWNR	80	**Successful**
30	TRP	80	**Successful**
31	TK	75	**Successful**
32	TNS	85	**Successful**

33	VS	80	**Successful**
34	YA	75	**Successful**
35	YPR	65	**Unsuccessful**

From the data above, the students that got success the test was 30 students and the students did not get success was 5 students. The total score of the students was 2880 and the number of students who took the test was 35 students, so the mean of the students was:

$$\overline{X} = \frac{\Sigma \mathbf{X}}{N}$$

$$\overline{X} = \frac{2880}{35}$$

$$\overline{X} = 82{,}28$$

From the analysis data above, the students' ability in vocabulary in post-test II was improved. It could be seen of the mean score of the students was 85,6. It means that the score was categorized success. The percentage of students who were success in writing text was calculated by applying the following formula:

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

$$P1 = \frac{30}{35} \text{x } 100\%$$

$$= 85{,}7\%$$

And

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

$$P2 = \frac{5}{35} \text{x } 100\%$$

$$= 14{,}3 \ \%$$

Table 4.6 The Percentage of Students Score in Post-Test II

	Criteria	Total Students	Percentage
P1	Successful	30	85,7%
P2	Unsuccessful	5	14,3%
Total		35	100%

From the table above, the researcher concluded that the students' ability in writing report text was improved. It could be seen from the mean of the students' score post test 1 was 54,3%. In the other hand, all the students got success score in the post test 2 the student got mean 85,7%. It can be concluded that the students' ability in writing post-test 2 in the second cycle was categorized success and improved. So the researcher stopped the research in this cycle.

Table 4.7 The Percentage of Students who got point up to 75

Competence test	Percentage
Pre –test	22,8%
Post –test I	54,3%
Post- test II	85,7 %

Based on the table above, the result of analysis data showed that there was an improvement on the students' ability in writing report by using picture. It was showed from the mean of pre-test was 63 the mean of post-test I in the first cycle was 71,4 and the mean of post-test II in the second cycle was 82,3. The

percentage of the students' score in pre-test who got point up to 75 was 8 students. It means that there was improvement about 22,8%. The percentage of the students' score in post-test 1 of the first cycle who got point up to 75 was 19 students. It means that there was improvement about 54,3%. Then, The percentage of the students' score in post-test 2 of the second cycle who got point up to 75 was 30 students. It means that improvement was about 85,7%.

From the data, it indicated that by using picture in learning writing was effective. In addition, by using picture also can make the students' more enjoyable and interested in learning writing, and the data above can be concluded that the student's ability in vocabulary have been increased by the picture.

2. The Qualitative Data

The qualitative data was analyzed from observation sheet and interview sheet. This research used two cycles of classroom action research, which in each cycle there were four stages of planning, implementation, observation, and reflection. The result of this reflection was used as the basis to determine the next cycle.

Research process in the class, research did pre-test. At this pre-cycle researcher conducted trials on the level of students ' ability to understand English lessons through teacher methods. The next meeting became cycle 1 followed by cycle 2.

At the pre-cycle stage, covering stages:

1. Planning

In the pre-cycle, the material presented was report text which was the subject of first semester. This material was submitted for 4 times, because it had 2 KD that each KD requires 2 meetings. Therefore, the researcher implements the lecture method.

Through learning with lecture methods, it is hoped that students could obtain score based on KKM (Minimal submission criteria).

2. Action

Implementation on the learning starts at 10.40 WIB. The activity was begun by the teacher to welcome greetings, prayers, introductions, motivational learning, presenting a pre test, achievement information of learning outcomes.

In this activity, the learning was conveyed using lecture, question and answer methods. The material presented is report text, from first KD to KD the last in the chapter in first semester.

In the final activity was filled with a post test by knowing the level of student's ability to ward material that had been conveyed, because in one SK (standart competency) there is only one chapter in the reviewer, then the researcher takes the result of study or replay at the end of chapter 1 that has been delivered all. This pre test activity researchers take when implementing the first

meeting. And at each meeting when the covering of the learning activities is to conclude with the greeting of Hamdalah.

3. Observation

Observations was conducted to determine how the students ' activities follow the process of learning by applying lecture methods. In this observation, there were 4 components of attitudes that ere used as reference to observe the activities of students, curiosity of students during the study, interest in following English language study, active students in the question, and students ' courage expressed opinion.

4. Reflection

In the classroom action research model, the first step was planning. In this implementation, there was activity observation during learning, and it is continued by analysis and reflecting. If the method was success, it could be immediately drawn conclusions, but if the method that was done still needs improvement, next plan was done, it need to repeat until the method used was completely successful.

The first step before the reflection was performed, the researcher must perform the preview. This activity was conducted to determine the ability of students before next step.

At the preview stage, researchers reflect the English language learning. The results showed that:

1. The material taught was often heard by students, so that many students were undertaking.
2. The method is less able to involve all students in learning.
3. On the basis of that fact, only a small part of the students who were active during the KBM took place.

At this stage of the preview, researcher gave preliminary tests for the purpose of knowing the ability of students in the English language. This early stage focuses on aspects of memory, understanding, application, and analysis.From the results of the test, the activity is known that students had not fully absorb the lessons that had been delivered, so that researcher with teacher formulated alternative actions and drafted learning plans using the picture media.

a. Cycle I

The cycle I action is performed when conducting the Precycle or the preview that had been analyzed and rearranged. This action aimed to gain students' achievements or daily returns. This action used medium-simple picture. Picture that contain short words or sentences. It is mean that students can express their ideas. Increasing students' ability could be known when answering repeated questions in memory, comprehension, application, and analysis.

1. Planning

The planning of Action I includes creating study scenarios, preparing tools or materials needed during the course of learning. In MAN BatuBara, competency has been implemented based on curriculum, then the beninning steps researchers

prepare syllabus. In learning there were some questions that pertain to the lesson. In this cycle, researcher taught report text because in this chapter, students were required to be able understand content to analyze an event or event.

2. Actions

The actions taken in this cycle I are learning activities using the picture media. The use of this method is as early as the implementation of the action, because in using of the picture there are only core words that would later be spelled out after discovering the group. In this description students would present their ideas so that they will train students to dare to speak in front of their friends.

When in class, the learning activities were not much different from the pre cycle, such as to say greeting, convey the pre test, information on the achievement indicators of learning outcomes. On the core activities the teacher reminded back the material that is relevant to writing report text. And the closing activity is to deliver the post test.

3. Observation

The activity of cycle I was, conducted to know the improvement of writing learning. In the process of teaching and learning by using the picture media which is a new method applied in English language learning. The aspect that was assessed was the same as the pre-cycle observation that was on the aspect of curriosity of students during the study, interest in following English language study, active students in the question, and students ' courage expressed opinion.

4. Reflection

At this stage researcher and teacher collaboratively hold the following activities:

1) Observing the learning techniques that had been done.

2) Identifying barriers and ease of learning by applying picture media.

3) Formulating an alternative action to be carried out next.

After observing the action I, the analysis of action was performed I. It still needs improvement to improve the performance of students who were still not finished.

From the results of analysis could be concluded that, learning used the method of picture media is less successful. The use of methods on actions I still lack can help improve students achievement. Based on the results of Evaluation and reflection that aspects must be improved, namely aspects of analysis and reasoning. Therefore, further learning is raised to improve student's achievement.

b. Cycle II

When cycle I was carried out, it could be known that aspects must be repaired based on the results of evaluation and reflection, namely:

A. Students are less able to express their ideas based on their picture.

B. Time to make a sentence report text students look still confused.

Based on the outcome of cycle I, factor causing problem is used method can't help student to express their idea.

From the results of analysis and reflection on the action I, it is known aspects that need fixing. So researchers plan for action II.

1. Planning

Action II is performed after the execution of actions I analyzed and reflected. As for the purpose of action II is the continuation of the action I less successful so the researcher takes the next step.

On cycle I, students wrote report text, students look confused and little took longer, so in this cycle II students write report text about tsunami on the paper that I share. The students later explain or describe what is in the picture as an idea to multiply the vocabulary they had. A strategy that was used less can be a student's attention because student only cheat the outcome of his friend, discuss each other and ask some vocabularies. The strategy could not develop the student's idea or mind so that in cycle II this used strategy is to use a clearer picture media because with a clearer picture students would better understand.

2. Action

Action on cycle II is done using the strategy by giving the keyword first. The way is same with action I in the first activity. The core activity in this action II is to give the student paper. Next, students to choose a main ideafrom the text that i shared. After that students gave results from collected they paper to researcher.

3. Observation

Researchers and teachers observe the application of picture media in improving students understanding that the goal is to increase student achievement. Researchers are also observing changes occurring in action II. The aspect that was assessed is the same as the observation of Action I on the aspect of curiosity students when learning, the student's interest in following English language learning, the student's activity in the question, the courage of students Opinions, and most importantly, students had many vocabularies and were confused anymore in making a report text.

4. Reflection

From the results of analysis and reflection on action II, it was known that students ' achievements increase with the results of exam scores that could meet the KKM determined by the school party, so no further action was required, because the guidance of learning students had reached 100% and in the observation of the KBM when applying the image media has reached good criteria.

Based on the results of the observation of researcher to the value gained by students both before and after the implementation of the picture media method is that the implementation of the picture media method can improve the learning performance of students grade X1 IPA 3 MAN BatuBara, academic years 2019/2020.

B. Discussion

This research was conducted to find out the improvement of the students' ability in writing learning by using picture. It is one of the strategy that could be used by the teacher in teaching English to improve the students' ability in writing. The research that had been done by the researcher indicated that the picture was effective and could be used in teaching English. It could be seen from the tables that showed us the improvement of the students' score from pre-test, post-test 1 of cycle I and post-test 2 of cycle II. The improvement because of the teacher knew how to control the class and created the active class. Besides that, the picture helped the students to imagination and understand the subject easily.

Based on quantitative data could be seen the students' ability in writing report text improved and became well in the first meeting to the next meeting. The mean of the students' score in the pre- test was 63, the mean of the students' score in post-test I was 71,4 and the mean of the students' score in post-test II was 82,3.

Based on the result of the qualitative data which was taken from the observation sheet, interview and diary notes, it was found that the class ran effectively. In cycle, the researcher was arranged planning before conducting the research, the researcher had been prepared : lesson plan, material about report text, Exercise as the instrument of collecting data by applied the picture. Furthermore, the action of researcher explained the material that is descriptive text, gave the example of report text by using the picture, and applied the picture.

The students paid attention to the researcher during teaching learning process in the classroom. The students' also feel interested and keep spirit in

doing the task by using picture. It showed that picture could be motivated the students became more interested in learning English especially in English writing.

It could be concluded that the result of the research showed that picture could improve the students' ability in writing learning. It can make the students more excited in learning English. It could be proven by the quantitative data which showed the students' score get more better from the pre-test to the post-test I of cycle I and from the post-test I to the post-test II in cycle II.

It also could be proven by the qualitative data which showed that the teacher got better in controlling the class and the students' were more active and pay attention in vocabulary learning.

CHAPTER V
CONCLUSIONS AND SUGGESTIONS

A. Conclusions

The application of picture media in vocabulary learning in eleventh grade at MAN BatuBara, the researcher gave test in the cycle I and II to know how far the students' ability, it could be concluded that:

1. Before implementing picture, the students felt difficulties to learn English, and students still had low ability at writing report text. Before implementing picture, the researcher gave tests to the students. The result of the analysis data showed that mean of the pre-test was 63 and only 8 students (22,8%) who got score 75 and passed the test.

2. The student's response in teaching learning process after implementing picture, the students were more active in teaching learning process, and the students felt interesting and enjoyed at writing report text by using picture. When using picture, the researcher gave test to the students. The result of analysis data showed that mean of post-test I was 71,4 and only 19 students (54,3%) who got score 75 and passed the test.

3. The students' ability in writing report text after implementing picture, the students felt enjoy and happy in teaching learning process by using picture. This strategy made the students more active and did the test well on their understanding. The result of analysis the data showed that the mean of the students' writing skill post test II was 82,3 and 35 students (85,7%) who got score 75 and passed the test. The score continuously improved

from the first evaluation to the third evaluation. The observation result showed that the students gave their good attitude and responses during teaching and learning process by applying the picture in third meeting.

B. Suggestion

Some suggestions were offered namely:

1. For Principal of MAN BatuBara, it encourage the teacher to apply picture as a media in teaching and learning English.
2. For the English teacher, it is useful to apply picture as one of alternative strategies in teaching especially for writing.
3. The resarcher should develop picture in teaching writing report text, because the students' ability at writing can improve especially in writing.
4. For the other researcher, it is useful as additional reference that relates to research about writing learning.

REFERENCES

Brown,et.al,(1977), *Audio Visual Instruction: Technology, Media and Methods*. New York: Mc Graw Hill Book Company, P. 179

Dirgayasa, Wayan. 2014. *Writing a Genre based Perspective*. Medan : Unimed Press.

Gerot, L. & Wignell, apa. 1994. *Making Sense of Functional Grammar*

Heaton, J.B.1990. *Writing English Language Tests.* England: Longman

Harmer, Jeremy. 2004. *How to Teach English. Malaysia*: Longman, Group Ltd.

Harmer, Jeremy. 2004. *How to Teach Writing*. Harlow: Pearson Education Ltd

Knapp, P & Watkins, M. 2005. *Genre, Text, Grammar.* Sydney: University of New South Wales

M.A.S. Abdel Haleem, (2004), *The Quran*, United States: Oxford University Press, p. 428

Minor, E. (1978), *Handbook for preparing Visual Media* New York: Macmillan, P. 2

Muhammad Taqi-Ud-Din Al-Hilal and Muhammad Muhsin Khan ,*Translation of The Meaning of The Qur'an in TheEnglish Language ,*(Madinah: King Fadh Glorious Qur'an Printing Complex).

Onazowa, Cheiko. 2010. *A Study of the Process Writing Approach*. Japan

P, Knapp & Watkins. 2005. Genre, Text, Grammar : *Technology for Teaching and assessing writing*. Sydney : Wales

Putra, Nusa. 2013. *Metode Penelitian Kualitatif*. Jakarta : PT. Raja Grafindo Persada

Semi, A. (2007). *Dasar-dasar Keterampilan Menulis*. Bandung : Angkasa

SofiFajaryani (2015), *The Use of Learning Cell to Improve Students Writing Skill on Hortatory Exposition Text in the Eleventh Grade Students of MAN I Magelang.* Skripsi.

Sugiyono. 2016. Metode Penelitian Kuantitatif, Kualitatif, dan R&D. Bandung : Alpabeta.

Syafarudin.2013. *Panduan Penulisan Skripsi*. Medan :IAIN SU

Tarigan, Henry Guntur. (2008). *Menulis Sebagai Suatu Keterampilan Berbahasa*. Bandung : Angkasa.

Utaminingsih,Sri(2008)."*Management of Education Curriculum Development Based on Soft Skil"*.University Of Muhammadiyah Makassar

Weigle, S.C. 2002. *Assessing Writing. Cambridge*: Cambridge University Press

Wina Sanjaya,(2009), *Penelitian Tindakan kelas*, Jakarta : Kencana Prenadamedia Group. P. 25

RENCANA PELAKSANAAN PEMBELAJARAN
RPP

Identitas Sekolah   : MAN BatuBara
Mata Pelajaran   : Bahasa Inggris
Kelas / Semester   : XI/ Ganjil
Materi Pokok   : Report Text (Natural phenomena)
Alokasi waktu   : 4 x 45 menit (2 Pertemuan)

A. KOMPETENSI INTI

KI 1	:	Menghargai dan menghayati ajaran agama yang dianutnya
KI 2	:	Menunjukkanperilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
KI 3	:	Memahami,menerapkan, dan menganalisis pengetahuan faktual, konseptual,dan prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
KI 4	:	Mengolah, menalar, dan menyaji, dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
3.8. Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks explanation lisan dan tulis dengan memberi dan meminta informasi terkait **gejala alam** atau sosial yang tercakup dalam mata pelajaran lain di kelas XI, sesuai dengan konteks penggunaannya	3.8.1 Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan teks tentang gejala alam 3.8.2 Membandingkan fungsi social, struktur teks dan unsur kebahasaan dari beberapa teks tentang gejala alam
4.8 Menangkap makna secara kontekstual	4.8.1 Menemukan informasi terkait

terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks explanation lisan dan tulis, terkait **gejala alam** atau sosial yang tercakup dalam mata pelajaran lain di kelas XI	teks tentang gejala alam 4.8.2 Menentukan ide pokok setiap paragraph teks tentang gejala alam 4.8.3 Merangkum teks tentang gejala alam

C. Tujuan Pembelajaran

Setelah mengikuti serangkaian proses pembelajaran, peserta didik di harapkan mampu merangkum informasi terkait teks report tentang gejala alam terkenal dengan memperhatikan fungsi sosila, struktur teks dan unsur kebahasaan serta memberi keteladanan perilaku jujur, kerjasama dan bertanggung jawab.

D. Materi Pembelajaran

1. Materi Pokok

Report text is a text which presents information about something, as it is. It is as a result of systematic observation and analysis. To presents information about something, as it is.

2. Fungsi Sosial

To present information about something generally to the reader.

3. Unsur Kebahasaan

1. Using simple present
2. Using of general nouns
3. Using of bahavioral verbs

4. Struktur Teks

The generic structures of this text are divided into two parts as follows:
1. General Classification:

Stating classification of general aspect of thing; phenomenon ,animal, public place, plant, etc. Which will be discussed in general.

2. Description:

Describing the thing which will be discussed in detail; part per part, customs or deed for living creature and usage for materials.

TEKS

Tsunami

A tsunami is a very large sea wave that is generated by a disturbance along the ocean floor. This disturbance can be an earthquake, a landslide, or a volcanic eruption. A tsunami is undetectable far out in the ocean, but once it reaches shallow water, this fast-traveling wave grows very large.

Tsunamis occur when a major fault under the ocean floor suddenly slips. The displaced rock pushes water above it like a giant paddle, producing powerful water waves at the ocean surface. The ocean waves spread out from the vicinity of the earthquake source and move across the ocean until they reach the coastline, where their height increases as they reach the continental shelf, the part of the Earth's crust that slopes, or rises, from the ocean floor up to the land.

Tsunamis wash ashore with often disastrous effects such as severe flooding, loss of lives due to drowning, and damage to property.

E. Metode Pembelajaran

Pendekatan : *Scientific Approach*
Metode : *Cooperative Learning*
Teknik : *Discussion, Asking and Answering.*

F. Media dan Alat Pembelajaran

Media : Teks, gambar, video, *slide powerpoint*
Alat : *Laptop, projector,* spidol, papan Tulis

G. Kegiatan Pembelajaran

Langkah Pembelajaran	Deskripsi	Alokasi Waktu
Pendahuluan	1. Memberi salam 2. Meminta salah satu perserta didik untuk memimpin doa 3. Guru mengecek absensi peserta didik 4. Guru melakukan apersepsi dengan memberikan pertanyaan – pertanyaan terkait materi yang akan di pelajari. 5. Guru menyampaikan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai.	10 menit
Inti	**Mengamati** 1. Peserta didik mengamati dan membaca *teks* tentang gejala alam	5 menit
	Menanya 1. Peserta didik menanyakan berbagai pertanyaan terkait tentang gejala alam	5 menit

	2. Setiap pertanyaan dituliskan di papan tulis.	
	Mengumpulkan informasi 1. Peserta didik bersama guru membahas bersama-sama pertanyaan yang muncul saat sesi menanya. 2. Guru menunjukkan contoh teks tentang gejala alam dan mendiskusikan fungsi social, struktur teks dan unsur kebahasaan teks tersebut bersama dengan siswa 3. Secara berkelompok peserta didik menentukan fungsi social, struktur teks dan unsur kebahasaan teks tentang gejala alam (LK 1) 4. Peserta didik menemukan perbedaan beberapa teks tentang gejala alam secara berkelompok. (LK 2) 5. Peserta didik bersama dengan guru mendiskusikan hasil diskusi terkait teks tersebut.	20 menit
	Menalar/mengasosiasi 1. Peserta didik menemukan informasi dari teks tentang gejala alam terkenal dengan menjawab beberapa pertanyaan (LK 3) 2. Peserta didik menentukan ide pokok setiap paragraph teks tentang gejala alam (LK 4)	25 menit
	Mengkomunikasikan 1. Peserta didik merangkum teks tentang gejala alam (assessment) 2. Siswa mempresentasikan hasil kerja didepan kelas dan mempublikasikannya dengan menempelkan di madding.	15 menit
Penutup	1. Guru menanyakan kesulitan yang dihadapi peserta didik selama proses pembelajaran (refleksi). 2. Guru dan siswa bersama-sama membuat kesimpulan tentang materi yang telah dipelajari. 3. Guru memberikan tugas kepada peserta didik untuk dikerjakan di rumah. 4. Guru menyampaikan materi pembelajaran yang akan dipelajari selanjutnya. 5. Guru menutup pembelajaran dengan doa dan salam.	10 menit

H. Sumber Belajar

1. Buku teks wajib *Bahasa Inggris SMA/MA, SMK/MAK kelas XI*, Jakarta : Kementerian Pendidikan dan Kebudayaan, 2014.

I. Test/evaluation

No	Indikator	Bentuk Assessment	Contoh Soal
1.	3.8.1 Mengidentifikasi fungsisosial, struktur teks dan unsur kebahasaan teks tentang gejala alam	Tes Tertulis	In group! Read the texts carefully and identify its social function, generic structure and language feature.
2	4.8.1 Menemukan informasi terkait teks tentang gejala alam	*Tes tertulis*	Individually! Answer the questions below
3	4.8.2 Menentukan ide pokok setiap paragraph	Tes Tertulis	Individually! Read the texts carefully and write the main idea of each paragraph
4	4.8.3 Menulis rangkuman teks tentang gejala alam	*Writing test*	Individually! Write down a summary of text below.

Task 1. In group! Read the texts carefully and identify generic structure and language feature.

Tsunami

A tsunami is a very large sea wave that is generated by a disturbance along the ocean floor. This disturbance can be an earthquake, a landslide, or a volcanic eruption. A tsunami is undetectable far out in the ocean, but once it reaches shallow water, this fast-traveling wave grows very large.

Tsunamis occur when a major fault under the ocean floor suddenly slips. The displaced rock pushes water above it like a giant paddle, producing powerful water waves at the ocean surface. The ocean waves spread out from the vicinity of the earthquake source and move across the ocean until they reach the coastline, where their height increases as they reach the continental shelf, the part of the Earth's crust that slopes, or rises, from the ocean floor up to the land.

Tsunamis wash ashore with often disastrous effects such as severe flooding, loss of lives due to drowning, and damage to property.

Task 2

Answer these following questions based on the text 'tsunami'!

1. What is tsunami?
2. How is tsunami happening?
3. Do think tsunami is dangerous?

Task 3

Individually, Read the text 'tsunami' carefully and write the main idea of each paragraph

No	Paragraph	Main idea
1		
2		
3		

Task 4

Individually, Read the texts 'tsunami' carefully and write down the summary of the text.

J. **Instrumen Penilaian**

2. **Penilian Sikap**

No	Aspek yang dinilai	Kriteria	Score
1	Jujur	Selalu menunjukkan sikap jujur	3
		Sering menunjukkan sikap jujur	2
		Kadang-kadang menunjukkan sikap jujur	1
2	Disiplin	Selalu menunjukkan sikap disiplin	3
		Sering menunjukkan sikap disiplin	2
		Kadang-kadang menunjukkan sikap disiplin	1
3	Bertanggung Jawab	Selalu menunjukkan sikap bertanggung jawab	3
		Sering menunjukkan sikap bertanggung jawab	2
		Kadang-kadang menunjukkan sikap bertanggung jawab	1

nilai siswa = $\dfrac{skor\ yang\ diperoleh}{Skor\ maksimal}$ x 100

REKAPITULASI NILAI SISWA

No.	Nama	Aspek yang dinilai			Score
		Jujur	Bertanggung Jawab	Disiplin	
1.					
2.					
3.					
4.					

5.					

nilai siswa = skor yang diperoleh x 100
         Skor maksimal

3. Penilaian Pengetahuan

No	Aspek yang dinilai	Kriteria	Score
1	Tujuan Komunikatif	Memahami	3
		Kurang memahami	2
		Tidak memahami	1
2	Keruntutan Teks	Struktur teks yang digunakan runtut	3
		Struktur teks yang digunakan kurang runtut	2
		Struktur teks yang digunakan tidak runtut	1
3	Pilihan Kosa Kata	Variatif dan tepat	3
		Kurang variatif dan tepat	2
		Tidak variatif dan tepat	1
4	Pilihan Tata Bahasa	Pilihan tata bahasa tepat	3
		Pilihan tata bahasa kurang tepat	2
		Pilihan tata bahasa tidak tepat	1

nilai siswa = skor yang diperoleh x 100
         Skor maksimal

Rekap Nilai Pengetahuan

No.	Nama	Aspek yang Dinilai				Total Skor
		Tujuan komunikatif	Keruntutan Teks	Pilihan Kosa Kata	Pilihan Tata Bahasa	
1.						
2.						
3.						
4.						

5.						

nilai siswa = skor yang diperoleh x 100
               Skor maksimal

4. Penilaian Untuk Aspek Reading Comprehension

No	Aspek yang Dinilai	Kriteria	Score
1	Kesesuaian ide pokok dengan isi teks asli	Ide pokok sesuai dengan isi teks asli	3
		Ide pokok sangat kurang sesuai dengan isi teks asli	2
		Ide pokok sangat tidaksesuai dengan isi teks asli	1
2	Kesesuaian isi rangkuman dengan isi teks asli	Isi rangkuman sesuai dengan isi teks asli	3
		Isi rangkuman kurang sesuai dengan isi teks asli	2
		Isi rangkuman tidak sesuai dengan isi teks asli	1
3	Kohesi dan koherensi kalimat rangkuman	Keterpaduan antar kalimat tepat	3
		Keterpaduan antar kalimat kurang tepat	2
		Keterpaduan antar kalimat tidak tepat	1

nilai siswa = skor yang diperoleh x 100
               Skor maksimal

Rekap Penilaian Keterampilan

No	Nama	Aspek yang Dinilai			Total Skor
		Kesesuaian ide pokok dengan isi teks asli	Kesesuaian isi rangkuman dengan isi teks asli	Kohesi dan koherensi kalimat rangkuman	
1					
2					
3					

nilai siswa = skor yang diperoleh x 100
               Skor maksimal

                                  Medan,   2019

Mengetahui:
Kepala SMA   Guru Mata Pelajaran

_____   Wahyuni HutasoitS.Pd

NIP.   NIP.

Kunci jawaban

Task 1. In group! Read the texts carefully and identify generic structure and language feature.

No	Element of Descriptive Text	Detail	
2	Structure text	General classification	Paragraph 1
		description	Paragraph 2
3	Language features	Focus on natural and social phenomena	Tsunami
		Using simple present	A tsunami is a very large sea wave, it reaches shallow, The displaced rock pushes water above. Etc.
		Using general nouns	that is generated by a disturbance along the ocean floor,
		Using behavioral verb	Pushes, spread

Task 2

Answer these following questions based on the text 'tsunami'!

1. What is tsunami?

   A tsunami is a very large sea wave that is generated by a disturbance along the ocean floor.

2. How is tsunami happening?

   Tsunamis occur when a major fault under the ocean floor suddenly slips. The displaced rock pushes water above it like a giant paddle, producing powerful water waves at the ocean surface. The ocean waves spread out from the vicinity of the earthquake source and move across the ocean until they reach the coastline, where their height increases as they reach the continental shelf, the part of the Earth's crust that slopes, or rises, from the ocean floor up to the land.

3. Do think tsunami is dangerous?

   Yes, it could be very dangerous because it can damage the property, destroy the city and also drown people and everything around it.

Task 3

Individually, Read the text 'tsunami' carefully and write the main idea of each paragraph

No	Paragraph	Main idea
1	Paragraph 1	A tsunami is a very large sea wave that is generated by a disturbance along the ocean floor.
2	Paragraph 2	Tsunamis occur when a major fault under the ocean floor suddenly slips. The displaced rock pushes water above it like a giant paddle, producing powerful water waves at the ocean surface and the waves getting higher and reach the land
3	Paragraph 3	Effect of Tsunami is dangerous

Task 4

Individually, Read the texts 'tsunami' carefully and write down the summary of the text.

Tsunami

A tsunami is a very large sea wave that is generated by a disturbance along the ocean floor.

Tsunamis occur when a major fault under the ocean floor suddenly slips. The displaced rock pushes water above it like a giant paddle, producing powerful water waves at the ocean surface and the waves getting higher and reaching the land

Tsunami is dangerous

APPENDIX II

Name :

Class :

Please write a report text about the topic "Tsunami"!

APPENDIX III

POST TEST I

Name :

Class :

Tsunami

A tsunami is a very large sea wave that is generated by a disturbance along the ocean floor. This disturbance can be an earthquake, a landslide, or a volcanic eruption. A tsunami is undetectable far out in the ocean, but once it reaches shallow water, this fast-traveling wave grows very large.

Tsunamis occur when a major fault under the ocean floor suddenly slips. The displaced rock pushes water above it like a giant paddle, producing powerful water waves at the ocean surface. The ocean waves spread out from the vicinity of the earthquake source and move across the ocean until they reach the coastline, where their height increases as they reach the continental shelf, the part of the Earth's crust that slopes, or rises, from the ocean floor up to the land.

Tsunamis wash ashore with often disastrous effects such as severe flooding, loss of lives due to drowning, and damage to property.

Please read the text 'tsunami' carefully and write the main idea of each paragraph!

No	Paragraph	Main idea
1		
2		
3		

APPENDIX IV

POST TEST II

Name :

Class :

Please read the texts carefully and identify generic structure from this text !

Tsunami

A tsunami is a very large sea wave that is generated by a disturbance along the ocean floor. This disturbance can be an earthquake, a landslide, or a volcanic eruption. A tsunami is undetectable far out in the ocean, but once it reaches shallow water, this fast-traveling wave grows very large.

Tsunamis occur when a major fault under the ocean floor suddenly slips. The displaced rock pushes water above it like a giant paddle, producing powerful water waves at the ocean surface. The ocean waves spread out from the vicinity of the earthquake source and move across the ocean until they reach the coastline, where their height increases as they reach the continental shelf, the part of the Earth's crust that slopes, or rises, from the ocean floor up to the land.

Tsunamis wash ashore with often disastrous effects such as severe flooding, loss of lives due to drowning, and damage to property.

Appendix V

<p style="text-align:center">**INTERVIEW SHEET**</p>

Interview between the researcher and the English teacher.

The researcher : How long have you been teaching here ?

Teacher : I have been teaching 5 years.

The researcher : What do you think about the students responses in study

English?

Teacher : Well, Their response is good. They paid attention when I

teach and they always do their task well when I give them

exercise. Actually they are smart students, they love asking

question, but sometimes they are so noisy because you

know that they are still teenagers.

The researcher : What are the problem that you are face in teaching

English especially in writing?

Teacher : The problem that I face when I teaching English is the

language itself, because so many students didn't know

make a sentence well and still confuse to make a text. But

when I teach I always give them step by step to make a text

in writing.

The researcher	: How do you teach English especially to the students in the classroom?
Teacher	: Well, I teach them without my own media, as usual I just use hand book to teach them. Yes, I ask them to read their book by their selves after that I ask them who want to explain about what they read. If there is no one want to read I usually point some of them to tell what he/she knows from it.
The researcher	: Have you ever use picture to teaching English mrs?
Teacher	: I think, I have never used this media yet I just using handbook to media.
The researcher	: What do you think about my strategy, using the picture in learning writing report text?
Teacher	: I think this media is very good for teaching report text because it make students interesting of it. As we know students love picture and this media appropriate to teach writing. This media also elicite the students mind to explore the material.
The researcher	: Do you think the strategy using the picture can improve the students' ability in writing report text?

Teacher	: Yes, I think this method can improve the students' ability in writing report text, because this media make enjoy when the students and they understand more about report text.
The researcher	: Thanks for the support and helping in this research, Mrs.

Appendix VI

<div align="center">

INTERVIEW SHEET

</div>

Interview between the researcher and the students.

The researcher	: Do you like English?
Student 1	: suka Sir tapi sedikit karna saya lebi suka bahasa arab .
Student 2	: I no like sir, karena susah dipelajari apalagi tulisan dan cara bacanya berbeda.
The researcher	: what about writing, do you like it?
Student 1	: No Sir, I like watching
Student 2	: No Sir, I like listening, apalagi kalau mendengar musik.
The researcher	: So, do you know about writing?
Student 1	: saya tahu Sir, writing itu bentuk tulisan bahasa inggris kan sir.
Student 2	: Ya saya tahu Sir, writing adalah menulis menggunakan bahasa Inggris.
The researcher	: Ya, writing adalah salah satu komunikasi atau penyampaian ide kita kepada orang dalam bentuk tulisan. Apakah menurut kamu belajar writing itu sulit?

Student 1	: Iya Sir, writing lumayan sulit apalagi nulisnya harus pakai bahasa Inggris. Saya harus bolak-balik buka kamus untuk mencari kosa katanya Sir.
Student 2	: Iya saya setuju dengan dia Sir, Kami harus bawa kamus untuk tahukosa katanya, terkadang waktunya habis karena lama banget mencari artinya di kamus Sir.
The researcher	: Have you ever learn to make a writing report text?
Student 1	: Ya sir, kami pernah belajar tentang cara menulis itu dikelas X
Student 2	: Itu pelajaran bagaimana cara menulis teks laporan kan sir?
The researcher	: Ya, writing report text itu cara kita menulis bagaima melaporkan suatu kejadian misalnya melalui tahapan yang umum sampai kedalam penjelasannya sehingga mudah dipahami oleh orang lain.
The researcher	: Apakah kamu sudah pernah belajar bahasa Inggris dalam menulis dengan menggunakan media Gambar?
Student 1	: Belum pernah Sir,
Student 2	: Belum Sir, kami belajar bahasa Inggris dari buku paket atau LKS saja Sir.
The researcher	: Bagaimana pendapat kamu ketika belajar menulis report text dengan menggunakan gambar ini?
Student 1	: Menurut saya belajar menulis menggunakan media gambar sangat menyenangkan Sir, karena selain bisa melihat gambar di dalamnya, saya juga suka kalau ada guru

pakai media gak capek-capek nulis di papan tulis lagi Sir, di kelas menjadi tidak membosankan Sir.

Student 2 : Sangat mengasyikkan Sir. Belajar dengan gambar sangat membantusaya menemukan ide untuk menulis sebuah tempat, saya juga dapat menggambarkan berita tersebut melalui gambar yang saya lihat tadi Sir.

OBSERVATION SHEET CYCLE I

Give a checklist in column "yes" or "no" based on your observation

No	Topic	Yes	No
The Teacher			
1	The teacher comes on time	✓	
2	The teacher greets the students and check the attendance list	✓	
3	The teacher motivates the students		✓
4	The teacher prepare the teaching material to the students		✓
5	The teacher divides the students into four or five groups that consisted of five students	✓	
6	The teacher explains about report text, generic structure, and language features.	✓	
7	The teacher gives examples by showing the picture		✓
8	The teacher gives the chance to the students to ask about report text	✓	
9	The teacher responds to the students' question	✓	

10	The teacher shows a picture to the students		✓
11	The teacher asks the students in group to write a report text by considering the picture		✓
12	The teacher concludes the material	✓	
The Students			
1	The students come on time to the class	✓	
2	The students respond to the teacher's greeting and listen the motivation	✓	
3	The students pay attention to the teacher's explanation		✓
4	The students sit in the chair and participate actively in the classroom	✓	
5	The students make a noisy in the class	✓	
6	The students discuss the material given	✓	
7	The students do the teacher's instruction		✓
8	The students do the test in group seriously		✓
9	The students asks the teacher about something that is not clear	✓	
10	The students interest and feel enthusiastic during the teaching learning process		✓

Appendix VIII

OBSERVATION SHEET CYCLE II

Give a checklist in column "yes" or "no" based on your observation

No	Topic	Yes	No
The Teacher			
1	The teacher comes on time	✓	
2	The teacher greets the students and check the attendance list	✓	
3	The teacher motivates the students	✓	
4	The teacher prepare the teaching material to the students	✓	
5	The teacher divides the students into four or five groups that consisted of five students	✓	
6	The teacher explains about report text, generic structure, and language features.	✓	
7	The teacher gives examples by showing the pictures	✓	
8	The teacher gives the chance to the students to ask about report text	✓	
9	The teacher responds to the students' question	✓	
10	The teacher shows a picture to the students	✓	

11	The teacher asks the students in group to write a descriptive text text by considering the picture.	✓	
12	The teacher concludes the material	✓	
The Students			
1	The students come on time to the class	✓	
2	The students respond to the teacher's greeting and listen the motivation	✓	
3	The students pay attention to the teacher's explanation	✓	
4	The students sit in the chair and participate actively in the class	✓	
5	The students make a noisy in the class	✓	
6	The students discuss the material given	✓	
7	The students do the teacher's instruction	✓	
8	The students do the test in group seriously	✓	
9	The students asks the teacher about something that is not clear	✓	
10	The students interest and feel enthusiastic during the teaching learning process	✓	

Appendix IX

DIARY NOTE

First Meeting (Thursday, 19 September 2019)

In the first meeting, the researcher introduced himself and explained the purpose of him coming. The students gave a good response of the researchers coming. The researcher made discussion about definition writing report text with the students. The students answered by using Indonesian language. And then, researcher explained about writing report text. After the students understand, researcher given the test and explain the test to the students. The researcher gave thirty minutes to the students to write a report text under title "Tsunami". The students ask some vocabulary to the researcher. The students write report text in a paper. After finish it, the researcher collected the students' worksheet.

Second Meeting (Thursday, 26 September 2019)

In the second meeting, researcher explain material about report text to the students for the next meeting that's post-test 1. The researcher explained the picture as media to the students. The lesson was focused on understanding of report text and the example of report text by using picture. But the students have some difficult to determine main idea from a text by resercher . After thirty

minutes to do a test the students finish write main idea in a paper, the researcher collected the students' worksheet.

Third Meeting (Thursday, 3 October 2019)

In this meeting was fun. Students felt enjoy during the learning process because this meeting was to continue the material. The researcher gave post-test II to the students. The researcher explained more deeply again about writing report text by using picture. The students also give good response with the explanation of the researcher. The students more active in learned process. The researcher gave the exercise for post-test II to the students with title "Tsunami" to choosse a part of Generic structure from the text. After the students finished the researcher collected the students' worksheet.

After conducting these two cycles, the researcher interviewed the students and the teacher in order to get their opinions, responses, and perceptions about the implementation. Picture as a media to improve the students' achievement in writing report text. Picture can help students to more imagine to make a text. The transcript had been written by the researcher in interview sheet.

Appendix X

DOCUMENTATION

Explanation about material

Monitoring students

Pre test

Post test 1

Monitoring students

Post test II