



**IMPROVING THE STUDENTS' SKILLS IN WRITING DESCRIPTIVE
TEXT THROUGH PICTURE AT EIGHT GRADE OF MTS HIFZHIL
QUR'AN MEDAN IN ACADEMIC YEAR 2018/2019.**

A SKRIPSI

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Pendidikan*

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ABSTRACT

Henidar Rambe . Registartion Number: 34153053. Improving The Students' Skills In Writing Descriptive Text Through Pictures at Eight Grade of Mts Hifzhil Qur'an Medan In Academic Year 2018/2019. A Skripsi, English Education Program, Faculty of Tarbiyah and Teacher Training, State Islamic University of North Sumatera,

This research was aimed to find out the improving students' writing through picture. The subject of this research was eight grade of MTs Hifzhil Qur'an Medan 2018-2019 academic year. It was consisted of one class and 26 students as respondents. The object of this research was to improve students' writing descriptive text through picture. The research of this study was conducted by using classroom action research. The data used in this research were quantitative and qualitative data and the instruments of collecting data were used such as: Pre-test and Post-test, interview sheet, observation sheet, and documentation. The quantitative data were taken from the test. The test was given to the students in form of pre-test, post test in the first cycle, and the post-test in the second cycle.

The result of the analyzing the data showed that there was an improving on the students' picture mastery from each cycles. It was showed from the mean of pre-test was 56,6. Where, there were 7 student got successfull score criteria or it was only 26,92 % and 19 student' got unsuccessful or it was 73,07 %. After doing cycle I by using picture , there was an improving of the result of the students' mean was 68,1. Where, 13 students got successful criteria score or it was only 50 % and 13 students' got unsuccessful criteria score or it was 50%. Then doing repairing for second cycle after reflection on the first cycle, there was improving of students'' mean was 79,5. Where, 20 students' got successful criteria score or it was 76,92% and 6 students' got unsuccessful criteria score or

it was 23,07%. In other words, it could be concluded that through PICTURE improved the students' writing descriptive text and their interest in writing descriptive text.

Keywords: Writing, Descriptive Text, Picture.

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Assalamualaikum Wr.Wb

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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.
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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.

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Yang Membuat Pernyataan

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The written this skripsi entitled **“Improving The Students’ Skills In Writing Descriptive Text Through Pictures at Eight Grade of Mts Hifzih Qur’an Medan In Academic Year 2018/2019”**. “This skripsi is written to fulfill one requirement to obtain the bachelor degree at Department of English Education of Faculty Tarbiyah Science and Teachers Training State Islamic University of North Sumatera.

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CHAPTER I

INTRODUCTION

A. The Background of the Problem

The objective of English subject for Junior High School level in Indonesia according to a revised curriculum 2013 revision that in writing, the students are expected to develop their skills in expressing meaning and rhetorical structure 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, procedure, and report.

Eventhough Depdiknas has standardized the curriculum, in fact, there are still many Indonesia students who cannot communicate through writing well especially descriptive text. As stated by the English teacher in MTs Islamic Center Medan. That the students are still not able to write descriptive text well because they find difficulties to write identification and description of generic structure from descriptive text. They have low skills in writing. They are stuck in a moment while writing and how what to write text know how should be written next. This can be proven by the score of their writing. Several of them passed the standard minimum score (75). Moreover, the researcher also finding from her teaching practice that many students can't write descriptive text. Their writing not good. Based on the reason above, the students writing skill should be improved to reach the goal of English subject based on the standard of curriculum 2013.

The low level of writing descriptive text caused many factors, there come from internal and external. Internally, such as: IQ (Intelligence Qoutient), talent, etc. In external factors are environment, such as: teachers, friends, parents, facility, media, including media.

There are many media that can be used to improve writing descriptive text students such as: mind maping, magic card, story, video, including pictures. Pictures can improve students writing skills because pictures can make students esier to remember the lesson, picture is a painting or drawing representation a person or thing that replace as object can be represented to the subject or receiver to get the point or understand the main point from the picture².

Therefore the researcher would like to take a research study under the title **“Improving The Students’ Skills In Writing Descriptive Text Through Pictures at Eight Grade of Mts Hifzhil Qur’an Medan In Academic Year 2018/2019.”**

B. The Identification of the Problem

Based on the background of study, there are many problems that can be identified the students motivation affect the students writing descriptive? The teacher quality in teaching writing descriptive text? Is the whether through teachers can improve students writing descriptive text?.

From the explanation above, many problems can be identified related to the student’s writing. Therefore, it needs the limitation of problem in order to do the

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

research well.

C. The Limitation of the Problem

Based on the identification of study above, researcher use still pictures either coloured or not. Researcher only take Descriptive text in this research. And this observation is only conducted to the grade eight of Mts Hifzhil Qur'an Medan.

D. The Research Problem

Based on the limitation of the study that has been discussed before, the problem of the study is formulated as follows: “ How can pictures improve the students' writing descriptive text at grade eight of Mts Hifzhil Qur'an Medan”?.?

E. The Objective of the Study

The objective of the study formulated as follows: “To describe whether pictures can improve the students' descriptive text writing.”

F. The Significance of the Study

The study is expected to have both theoretical and practical perspectives. Theoretically, the result of the study is useful to enrich the theory of teaching writing. Practically. This study is significance for: (1).The students in order to improve their writing of descriptive text. (2).The teacher in order to improve their quality of teaching writing. (3). Stakeholder in order to make a advice to improve the English teachers ability in teaching writing. (4). Other researcher in order to continue this study in using more various variable.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

In conducting 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.

1. Writing Descriptive Text

a. Writing

In general, writing is considered as a one-way transmission from writer's mind to the working out of a graphic display. According to Harmer³, writing is a basic language skill, as important as speaking, listening and reading. Writing is one of the materialization of linguistic competence that are expressed in the form of written, besides in the form of spoken language. In the category of language skill, writing is still regarded as the most difficult skill, between speaking and reading, by the majority of the students⁴.

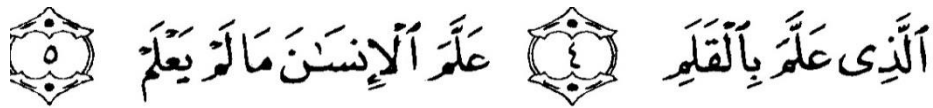
In other words, writing is an incredible skill to concentrate and express idea, sign, symbol, into written form.⁵ In the holy Al-Qur'an, writing also important

³ Jeremy, Harmer. (2004), *How to Teach English. Malaysia*: Longman, Group Ltd. P.4.

⁴ Pardiyono, (2006), *Writing Clues for Better Writing Competence*, Yogyakarta: Andi Offset, P. 1

⁵ David Nunan, (2005), *Practical English Language Teaching: Young Learner*, New York: McGraw-Hill, P. 98

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:4-5²⁶.



The meaning : the one who taught human by pen (writing). He taught people what they do not know.

Harmer suggests four main elements of writing process to produce a readable meaningful text²⁷: (1) Planning, (2) Drafting, (3) Editing, (4) Final Version. **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 palnning, 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.

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

²⁶ https://id.wikipedia.org/wiki/Surah_Al-%27Alaq

²⁷ Ibid.hl.5

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 (editors) so that the writers can make appropriate revisions.

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

Knapp & Watkins state that the term 'genre' has been around for a long time. It has been theorized from a range of perspective, including literary studies, popular culter, linguistics, pedagogy and more recently, English/literacy education.²⁸

Gerot & Wignell defined genre as a culturally specific text-type which result from using language (written or spoken) to (help) accomplish something.²⁹

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.

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

²⁸ Knapp, P & Watkins, M. (2005), *Genre, Text, Grammar*. Sydney: University of New South Wales, P. 22

²⁹ Gerot, L. & Wignell, apa. (1994), *Making Sense of Functional Grammar*, P.17

process narration. The purpose of narrative text is to amuse or to entertain the reader with a story.

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.

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.

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.

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.

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.

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.

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.

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.

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".

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').

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 to a public audience.

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.

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

طَلَبُ الْعِلْمِ فَرِيضَةٌ عَلَى كُلِّ مُسْلِمٍ

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

Heaton said that the skills of writing include five general components or main areas such as: (1) contents is the ability to think creatively and develop thought 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.³⁰

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 descriptive test.

So, based on this theory writing is not only the process of thinking something to say and to express idea that involves of letters, symbols, words, punctuation, spelling, capitalization but also it is the process of incredible skill that arrange information, and organize idea into statement or sentence in the meaning form of written that will be given to the reader.

³⁰ Heaton, J.B.1990. *Writing English Language Tests*. England: Longman

b. Descriptive text

The genre of describing is one of the fundamental function of any language system and one of the first skills emergent language-users learn to control. It is also one of the most widely used genres across all of the learning are Knapp & Watkins³¹.

Siahaan & Shinoda state that description is a written English text in which the writer describes an object. The object can be concrete or abstract object. It can be a person, or an animal, or a tree, or a house, or camping. It can be about any topic.³²

Descriptive text is a part of factual genres. Its social function is to describe a particular person, place or thing. Description in writing is the process of creating visual images and sensory impression through words. More often, description is a part of another piece of writing and is used to inform an audience about how something or someone looked or to persuade an audience to see something from the writer's point of view.³³

The grammatical features of descriptive text according to Knapp & Watkins are: (1) when describing things, the present tense is used, (2) adjective and adverbs are used to add extra information to nouns, and (3) nouns and pronouns are used to identify the things.

The text structure is the culture of the native speakers of a language to select and used the linguistic units of their language in the production and interpretation a

³¹ Knapp, P & Watkins, M. (2005), *Genre, Text, Grammar*. Sydney: University of New South Wales, P. 99

³² Siahaan, S & Shinoda, K. (2008), *Generic Text Structure*. Yogyakarta: Graha Ilmu. P. 89

³³ Wullur, Dumais, L.A. (1988). *Writing in English*. Jakarta: Depdikbud

text as the tool of an effective and efficient communication.

There are two components of the generic structure of descriptive text; (a) identification; to identify the object or phenomenon to be described; (b) description; to describe parts, qualities and characteristics of the parts of the object.

Most writing contains description. Following are a few types of writing that depend heavily on descriptive language:³⁴ (1). Descriptions of a person, place or thing contain sensory details that bring to life actual people, places, and things. (2). Observations describe an event the writer has witnessed. Often, the event takes place over an extended period of time. (3). Travel Brochures contain factual information as well as persuasive language to encourage tourism. (4). Character sketches describe fictional characters-their appearances, personalities, hopes and dreams.

The conclusion, descriptive text is to explain something such as concrete or abstract like animals, a house, and the others. Then writing descriptive is to describe something in the book to express an idea.

2. Pictures

a. Definition of Picture

One definition of pictures stated by Minor³⁵ is a two-dimensional visual representative of persons, and things. A picture may not only be worth a thousand words but it may also be worth a thousand years of a thousand kilometres. A picture

³⁴ Joyce Armstrong Carrel. (2001), *Writing and Grammar Communication and Action*. America : Prentice Hall, P.101

³⁵ Minor, E. (1978), *Handbook for preparing Visual Media* New York: Macmillan, P. 2

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.

Brown et al ³⁶ 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.

Asnawir stated picture is a visual media that produced from photograph. It is everything that formed visually into two dimensions as the outflow of various think. Picture is one of the media used to create the game³⁷.

“Flat pictures may be used to reinforce impressions, add new facts or clarify the meanings of abstractions. They deal with experiential matters and enlist the viewers’ capacities for collection and recall³⁸.

Furthermore experienced instructors find many valuable uses for still pictures. Research and experience show that; Pictures stimulate students interest, properly selected and adopted, pictures help readers to understand and remembers the content of accompanying verbal materials, Verbal and/or symbolic cueing of still pictures

³⁶ Brown,et.al,(1977), *Audio Visual Instruction: Technology, Media and Methods*. New York: Mc Graw Hill Book Company, P. 179

³⁷ Basyaruddin & Asnawir, Usman(2002). *Media Pembelajaran*. Jakarta: Ciputat press.

³⁸ Brown,et.al,(1977), *Audio Visual Instruction: Technology, Media and Methods*. New York: Mc Graw Hill Book Company, p. 180

through use of arrows or other marks can clarify-or possible change-the message intended to be communicated by them.

According to Haycraft is great advantages.³⁹ The advantages using pictures are: Passing pictures around the class and getting group working can save time, revision can derive from reintroduction of media, media can be accelerated because showing or pointing is a more rapid process.

Raimes stated everybody likes to look at pictures, their use in classroom provides a stimulating focus for student's attention. Picture bring the outside world into the classroom in vividly concrete way. So picture is a valuable resources as it provides a shared experience in the classroom, a need for common language forms to use in the classroom, a variety of tasks and a focus of interest for students.⁴⁰

Wright states that pictures can be used by teachers and students whatever the emphasis of the syllabus they are following. Wright also stated that one of the most useful developments in language teaching methodology in recent years has been in the organization of students in the class room. The gain lies in the degree of interaction between students and the consequent sense of purpose in using language. Picture can play a key role in motivating students, contextualizing the language they are using, giving them a reference an in helping to discipline the activity.⁴¹

³⁹ Haycraft, S. (1983), *An Introduction to English Language Teaching*. London: Longman Group Ltd, p. 97

⁴⁰ Raimes, Ann. (1983), *Techniques in Teaching Writing*. New York: Oxford University Press, P. 27

⁴¹ Wright, Andrew. (1976), *Visual Materials for the Language Teacher*. London:Longman Group Ltd, P. 4s

Wright stated speaking and writing are both productive skill and pictures can often be used in similar ways to promote them. Picture also can motivate student want to pay attention and want to take part. Picture can be used to motivate the learner and to remind him or her what to say. A more demanding activity is when the student tries to remember a number of lines of text and is prompted pictures.

These are some characteristic of media which are traditional media, modern media; there are some media forecast/projection, media visual, media audio, and media kinesthetic and others. But here the researcher has been chosen only one media, which is media picture.

Because there are some characteristic that can be reasonable for the researcher to do survey research in the schools. These are the reason that the researcher has: Concrete picture/photo more realistic to show the basic problem to compare verbal only media, picture can solve the limitation of time and place, media picture or photo can solve our weakness of research, photo or picture can make clear a problem, in every area and for the level of ages can help the prospective or our sight of different things, the picture can get without paying much money and also we can draw ourselves to explain the lesson.

These are characteristic of media picture, we cannot bring the things or the event but we can bring only a picture to describe the situation using a picture, so to explain using media picture is really best way to do in the classroom. We can bring many things as teaching materials but we can draw the picture of the things in a paper.

These are some characteristic of the picture follows; Concrete picture/photo more realistic to show the basic problem to compare verbal only media, picture can solve the limitation of time and place, media picture or photos can solve our weakness of perspective.

Based on the researchers who research this method that the picture is easy way to solve the students' problem to know something in the classroom and it will help the students' understanding of descriptive text.

Hing Gang Qian states if students want to explain better, to argue better, and to persuade better, they need foods from thoughts material in which they can start their writing. They should be provided with something that will trigger their imagination and thinking.⁴²

It is relevant to the opinion stated by Alexander that the use of interesting pictures may trigger a desire to learn more about the topic or happening being presented. pictures are more understandable than words. The responses tp pictures are often considerably faster than words⁴³. Another's advantage of using pictures is that the retention of pictorial information is quite remarkable over long periods.

Pictures can be used in many stages of the instructional processes: to introduce and motivate study of new topics, to clarify misconceptions, to communicate basic information and evaluate student progress and achievement⁴⁴.

⁴² Qiang, He Gang. (1989), *Let the Student Write Actively*. Forum XVII, p. 36

⁴³ Alexandre, J. Estrill. (1988), *Effective Dimensions in Teaching*. Illions: Scoft & Foresman Company, p. 44

⁴⁴ Brown,et.al,(1977), *Audio Visual Instruction: Technology, Media and Methods*. New York: Mc Graw Hill Book Company, p. 186

It becomes clear now how pictures contribute to the teaching and learning process at school. Pictures can stimulate creative expression. They can help the student to arrange information in sequential form and organize the knowledge derived.

The purpose of pictures in teaching writing is helping to catch express their ideas easily. Take an example when the students are asking 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.

b. The Roles of Pictures

According to Andrew Wright (1989, 10) there are several roles of picture media⁴⁵:

- a. Pictures can motivate the students and make him or her want to pay attention and want to take a part.
- b. Pictures contribute to the context in which the language is being used. They bring the world into the classroom.
- c. The pictures can be described an objective way or interpreted or responses to subjectively.

⁴⁵ Andrew, Wright. (1989). *Pictures for Language Learning*. New York: Cambridge University Press. p.10

- d. Pictures can responses to question, or cue substitutions through control practice.
- e. Pictures can stimulate and provide information to be referred to in conversation, discussion, and storytelling.

c. Types of Picture

People can get pictures anywhere, it may be a large and small size and it can be found in our surrounding. According to Andrew Wright (1984: 193-199), picture media have many types⁴⁶:

- a. Check chart of pictures
- b. Pictures of single objects
- c. Pictures of one person
- d. Pictures of famous people
- e. Pictures several people
- f. Pictures of people in action
- g. Pictures of the news
- h. Pictures of fantasies

d. The Advantages and Disadvantages of Using Picture Media

According to Sharon K. Zanger (1977: 79), there are several the advantages and disadvantages of picture media⁴⁷:

⁴⁶ Andrew, Wright.(1984). *Pictures for Language Learning*. New York: Cambridge University Press.p.193-199

a. The Advantages

- 1) Can stimulate and motivate students to become more observant and express themselves.
- 2) Is inexpensive, may even be free, and fairly easy to locate.
- 3) Can be used by an individual or in groups.
- 4) Can be displayed for as long as necessary so pupils can work at their own rate.
- 5) Is up-to-date and can bring reality into the classroom.
- 6) Can be used to introduce, supplement, or summarize a unit.
- 7) Enriches reading and can help clarify misunderstanding.

b. The Disadvantages

- 1) Cannot depict motion as film does.
- 2) If not unique, can seem uninteresting to pupils.
- 3) Depicting a specific purpose might be difficult to locate.
- 4) Uneven use of the photo for children and less effective in sight.

The conclusion, picture is provide people critical contact with the real words that it can be representative of person or thing.

B. Related Study

1. Setya, conducted a research entitled “The Use of Pictures to Teach Writing Descriptive Text” in 2007. In conducting the research, she used

⁴⁷ F.Weldon,Zenger,K.Sharon.(1977). *Ways To Teach*. Los Angeles: California.p.57

method with experimental design. The research was conducted at Eight-Years Students of SMP N 13 Semarang. There is one class experimental use of pictures teach the instrument that used by the researcher was only a pre-test and post-test in class. The result shown that there is significant effect of using of pictures to teach writing descriptive text. The mean post-test in experimental class was 81,3.

2. Kurotun, in conducting a research entitled “Improving Students’ Ability In Writing Descriptive Text By Using Picture “ in of SMP Plus Az Zahro Pegandon in the Academic Year of 2014/2015. The researcher conducted the research by using classroom action research. There is one class consist 26 students. While the research used Bits and Pieces game can improve students writing skill on descriptive texts. The result of pres-test showed that t score is higher 80, lowest 74, and mean 77.

C. Conceptual Framework

Pictures can improve students writing descriptive text because pictures can help students reflect and evaluate their knowledge and concept about the pictured object as the object itself. As well as serve as a useful assessment tool for Researcher.

The use of picture in teaching writing is actually 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.

D. Actional Hypothesis

Based on the theory above, the hypothesis of this research can be formulated as follows: Pictures can improve the students' writing in descriptive text at the eight grade students' of Mts Hifzhil Qur'an Medan.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Setting

This research will held in Mts Hifzhil Qur'an Medan.that is located on Jl Williem Iskandar Medan Estate, Medan Tembung, 20222, Medan. This research will be conducted on the second semester in the academic year of 2018/2019.

B. Data and Data Source

The research will be conducted at eight grade student of Mts Hifzhil Qur'an Medan.is VIII-1 of Mts Hifzhil Qur'an Medan. The class will VIII-1 that consist of 26 student's. There are 26 male student.

In this research, the data consist of the third research quantitative and qualitative data. Quantitative data is the score of students' reading comprehension and quanlitative data is the result of interview, observation, documentation.

C. Research Method

This study is categorized as an action research. The aim of this study is to show the process of improvement of the student's reading comprehension. In this study, the research collaborated with all of the other research team members.

The steps will by the research and collaborators were identifying the problem occurring in the English teaching and learning, planning and carrying out the actions, observing and reflecting on the action implemented in the study. In this scheme, the research and collaborators found a problem, planned a possible solution, implemented and observed the actions, and reflected on the outcome of the actions. It formed the actions research cycles as can be seen in the illustration below.

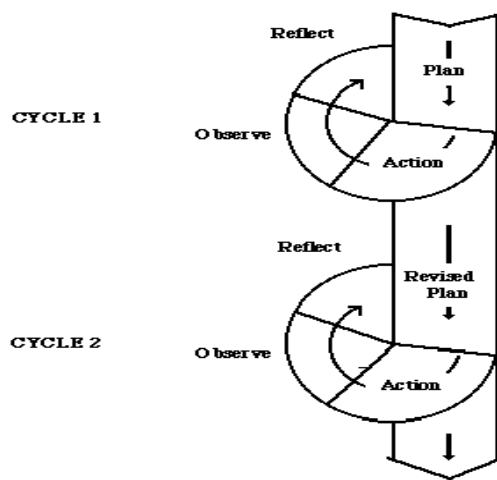


Figure Kemmis and Mc Taggart's Design of CAR

Based on the Kemmis and Mc Taggart²⁷ action research design above, the researcher would like to describe further concerning the implementation of classroom action research.

Before doing this research, the researcher will do preliminary observation. The researcher give test about the writing descriptive text and interview the students.

²⁷ Rusdy Ananda et.al, 2015, *Penelitian Tindakan Kelas*, (Bandung: Cipta Pustaka Media.),p. 60

There are several cycles in the action research, each cycle consists of planning, acting, observing, and reflecting. The first is planning, planning is as reflection of the beginning of a activities to gather information about situations relevant to the tie of the study. The second is acting, acting is an effort to repair, an increase in or changes carried out based on the plan of action. The third is observing, observing is the activity of collecting the data to supervise to what extent the result of “acting” reach the objective or as the impact of action implemented or worn against the students. The fourth is reflecting, reflecting is activities analysis, interpretation of all the information obtained by the time the action to examine, seeing and considering the result or the impact of action that can be pulled the conclusion that steady and sharp based on the theory or the result of research there has been and relevant.

D. Technique of Collecting Data

To conduct the data of this study the research uses a test, observation and interview.

1. Test

There were two kinds of test to measure students’ writing descriptive text namely pre-test and post-test. Pre-test or initial reflection was intended to assess the pre-existing writing descriptive text of the subjects which was administered in the first meeting before the researcher conducted the research through picture in the classroom. The post-tests were administered in the end.

2. Observation

The observation was done to get the information that was needed. The researcher collected the data by observing the class situation and condition in the teaching learning process. She sat at the back of the classroom and noted down the class activities in the teaching and learning process. The researcher collected the data by doing observation and noted down everything that could be caught by the researcher's sense. In this activity, the researcher observed the students' attitudes, class condition, the teaching. ²⁸.

3. Interview

The interview was done to know to improve of the actions. The researcher interviewed the students and the English teacher about the activities in the teaching and learning process. In this case, the researcher held the interview with the English teacher and the VIII students about through picture in writing descriptive text.

4. Documentation

Documentation, documents study is anything written that contains information serving as proof. Document study includes some media, such as photo, the student's name in the VIII-1 eight grade of Mts Hifzhil Qur'an Medan, video which related to research focusing.

²⁸Wina, Sanjaya. 2015. *Penelitian Tindakan Kelas*. (Jakarta: Kencana Prenada Media Group) p : 42

E. Technique of Data Analysis

This is an action research. It is the qualitative data that is used to describe the situation during the teaching process and the quantitative data is used to analyze the score of the students test. The qualitative data is studied from the observation. Through quantitative data the researcher would know there was improve or not on the students' writing descriptive text through picture .The researcher apply the following t-test formula:

$$t = \frac{Md}{\sqrt{\frac{\sum xd^2}{N(N-1)}}$$

In this research the researcher analyzed the qualitative data based on Miles and Huberman²⁹, data reduction, data display, and conclusion drawing.

F. Techniques of Establishing the Trustworthiness

The trustworthiness of qualitative research generally is often questioned by positivists, perhaps because their concepts of validity and reability cannot be addressed in the same way in naturalistic work³⁰ It is important to establish that the findings of the study are validity. There are various ways to establish a sense of trustworthiness and validity. According to Lincoln and Guba, the basic issue to trustworthiness is: how can an inquirer persuade his/her audiences (including self) that the finding of an inquiry is worth paying attention to, worth taking account of ? in this study, the researcher determines four criterions to use as the techniques of trutwordthiness inquiry. They are credivility, transferability, dependability, and

²⁹M. Miles and M. Huberman. (1994), *Qualitative Data Analysis*, (USA : Sage Publications), p. 10

³⁰ Shenton, K. Andrew. (2005), *Strategies for Ensuring Trustworthiness in Qualitative Research Projects*. (Education for Information: Northumbria University)) p. 63

conformability.³¹ In this research the researcher uses the credibility trustworthiness. Credibility contributes to a belief in the trustworthiness of data through the following attributes: (a) prolonged engagement; (b) persistent observations; (c) triangulation; (d) referential adequacy; (e) peer debriefing; and (f) member checks. Triangulation and member checks are primary and commonly used methods to address credibility.

Paton in Sutopo³² stated there are four kinds of triangulation. They are data triangulation, investigator triangulation, methodological triangulation, and theoretical triangulation. This research uses two kinds of triangulation. The first is data triangulation, it is a triangulation which uses many sources of data to validate it. The data taken from informant was compared to the data from the other informant. The second is methodological triangulation, it is a triangulation which uses many method to validate data. For instance, the data taken from interview was compared to the data taken from observation which has the same source. In the other words, the researcher limits of the technique of establishing the trustworthiness on credibility through source and methodological triangulations.

³¹Y. S, & Guba, E. G. (2002), *Naturalistic inquiry*. (Newbury Park: CA Sage) p. 289.

³²HB ,Sutopo. (2002), *Metodologi Penelitian Kualitatif*, Surakarta: UNS Press, p.78

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

1. Preliminary Study

Before conducting the first cycle, the researcher did a preliminary study. This preliminary study is intended to know the students' improvement in writing. In this preliminary study, the researcher gave writing test, interview, and observation. Writing test is used to evaluate student' improvement and how the result of the scores that they improved. The English teacher made 75 as Kriteria Kelulusan Minimum (Minimum Passing Grade) in writing lesson. The number of the students who took the writing was 26 from the result of writing test in pre-test, the total scores of the students' writing descriptive text in pre- test was 1472 and the mean of the students' scores 56, 61

Based on the scores writing descriptive text, it is indicated that the students' improvement in writing descriptive text is also still low. It can be seen from the mean score of the students was 1472 and the percentage of the students' score of the diagnose test was 7 students who passed or got score up to 75, it was only 26, 92%. On the other hand, 19 students failed or didn't get score up to 75 and it was 73, 08%. This data can be seen in the appendix. The quantitative data above was strengthened by the qualitative data taken from the result of every meeting and the interview. The interview was done before conducting the first cycle.

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

From the result of interview with the English teacher, it showed that the students writing still low and the translating the words. It was also strengthened by the result of interview with the students as follows: "*Pembelajaran bahasa Inggris dalam writing itu sulit, karena terkadang tidak tahu bahasa inggris dari kata-kata yang ingin di buat.*" From the data of interview with the first students' it showed that the student still difficulty in writing." *Pembelajaran bahasa inggris dalam writing ada susah dan gampang nya. Susah nya kalau tidak banyak mengetahui vocabulary.* "From the data of interview with the second students' it showed that the student felt difficult to answer the question based on the text. "*Pembelajaran bahasa inggris dalam writing susah, bingung dalam mengartikan dan menuliskan nya,*" From the data with the third students' it showed that the student still difficulty to writing descriptive.

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

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

Based on the analysis result, it can be concluded that the students' achievement in writing descriptive text was not good yet and low. So, post-test continued in the first cycle.

2. Cycle I

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

a. Planning

In this step, the researcher arranged all of the preparations before conducting the research. The activities which were done by the researcher were: all instruments such as observation sheet (see appendix 13 and 14, p.87-89), interview question (see appendix 15. 90) , test (see appendix 3-5, p. 67 – 75) had been well prepared. To make improvement in their competence in writing, through pictures would be applied. Then the lesson plans and writing texts were prepared (see appendix 1, p. 45) Learning sources and the learning media were prepared. In this research, the researcher would be as the teacher.

b. Action

The first meeting in the cycle one was conducted on Monday, September 09th 2019. It was followed by 26 students. In introduction there were some activities that had done been by the researcher, they were: (1) The researcher entered to the class and gave greeting to the students so there was English environment since the first meeting, (2)

prayed together,(3) Teacher checked the attendance list of students, (4) the researcher explained the objectives of learning. After that, (5) teacher gave the purpose of the study. After that, the researcher explain about descriptive text and gave example of descriptive text, the reseacher explain about the text and through picture at the whiteboard by using paper which has photocopy as a learning media. and the students' were asked to write about the physical animal randomly. Most of them could not write text well. Therefore, the student had some problem which difficult in writing text and the student lack of vocabularies and they were unable to write. and the researcher asks students to find the physical of animal in the example of text . The student still confused to find physical at the animal.

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

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

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

c. Observation

The observation conducted to find out the information about all activities of the teacher and the students' during the teaching learning process. From the result of observation, the researcher found that the students' showed enthusiasm in learning process. It can be seen from their attention for the explanation of the researcher, their enthusiasm in learning in writing descriptive text through picture and their feedback to the researcher in teaching learning process. (see appendix 13, p. 87).

The students' paid attention when the researcher explained the writing descriptive text, they are calm, silent and interested. While the student's response when learned the writing descriptive text through picture were active and enthusiastic. It can be seen from the students' could be answer the question. Then the students' gave feedback to the researcher, it can be seen from they are enthusiastic to answer a question from the researcher (see appendix 4, p. 70).

d. Reflection

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

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

Quantitatively, the result of writing in cycle I it showed that, the total scores of the students' was 1771 and the number of students' who successes the test still 13 from 26 students, the mean of the students' descriptive text score of the writing was 68,11. It can be seen that the students' descriptive text scores in test cycle I was increased but still low. The percentage of the students descriptive text scores was 50% consists of 13 students who successes and got the scores 75 or more. So, the writing in the first cycle was categorized unsuccessful. (This data can be seen in appendix 8,P 79).

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

1. (Researcher) *Apakah yang kalian pikirkan setelah belajar writing bahasa Inggris dengan menggunakan picture?, (S1) Setelah belajar dengan menggunakan picture saya bisa mengingat object nya secara mudah. (S2) lebih semangat dan happy.* 2. (Researcher) *Apakah belajar menggunakan picture bisa meningkatkan kemampuan menulis bahasa Inggris anda?. (S1) Iya, bisa tapi saya masih bingung, karena vocabulary saya masih*

kurang (S2) Iya, through picture ini sangat cocok sekali untuk meningkatkan writing. The transcription of interview could be seen in appendix 15, P 90.

Based on the interview above, there was improving of the students' writing. The result showed the improvement of the students' score from the diagnose writing to the cycle I. In the diagnose writing, the students who got the scores 68,1 or more were 7 of 26 students (26,92%). In test of cycle I, the students who got the score 56,6 or more were 13 of 26 students (50 %). The improvement of the diagnose test can be seen in 76, 92%. It could be concluded that the students' writing improved but not successfully. So, the researcher was conducted cycle II.

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

3. Cycle II

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

a. Planning

In this step, the researcher prepared the new material that was enclosed in lesson plan. The researcher prepared lesson plan an emphasized teaching-learning process in

teaching writing descriptive text (see appendix 2, p. 56) . The researcher focused to solve problem found in cycle I especially related to the vocabulary, the use of writing descriptive text, and also the way to motivate students' to be more active. The action plans of cycle II are as follows. In addition, to know the improvement the students' writing descriptive text, the researcher prepared the instrument of second cycle to collect data.

b. Action

The first meeting in the second cycle was conducted on Monday, September 16th 2019. It was followed by 26 students. . In introduction there were some activities that had done been by the researcher, they were: (1) The researcher entered to the class and gave greeting to the students so there was English environment since the first meeting, (2) prayed together,(3) Teacher checked the attendance list of students, (4) the researcher explained the objectives of learning. After that, (5) teacher gave the purpose of the study. After that, the researcher explain about descriptive text and gave example of descriptive text, the reseacher explain about the text and through picture at the whiteboard by using paper which has photocopy as a learning media. and the students' were asked to write about the physical animal randomly. Most of them could not write text well. Therefore, the student had some problem which difficult in writing text and the student lack of vocabularies and they were unable to write. and the researcher asks students to find the physical of animal in the example of text . The student still confused to find physical at the animal.

The researcher gave a chance to the students' to ask some question related to the material. The researcher motivated the student for learning seriously. The researcher gives instructions to students about text to find physical through picture. The researcher

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

The second meeting was conducted on Wednesday, September 18th and followed by 26 students. In the learning activity, the researcher reviewed the last material. After that, the researcher gave a test to the students individually. The students' were given 1 sheet of paper containing picture animal that want to be explained about the physical animal question related to the descriptive text. And then, the researcher asked the student about descriptive to find out whether they are had know the generic structure of descriptive text related in the test, and the researcher told some physical of picture. Then, the researcher asked the students to open dictionary and the researcher gave 30 minutes for them to finish their job. Before, answering questions the researcher asked the students' to write the text related to the picture. Most of them could not write text well. Therefore, the students' had some problem which difficulty in descriptive text and the student are lack of vocabularies and they were unable to write. At the end of the lesson, the researcher reviewed the material and gave a chance to the students to ask some questions related to the material and the researcher also explained the planning for the next meeting.

c. Observation

The observation conducted to find out the information about all activities of the teacher and the students' during the teaching learning process. From the result of observation, the researcher found that the students' showed enthusiasm in learning

process. It can be seen from their attention for the explanation of the researcher, their enthusiasm in learning in writing descriptive text through picture and their feedback to the researcher in teaching learning process. (see appendix 14, p. 89).

The students' paid attention when the researcher explained the writing descriptive text, they are calm, silent and interested. While the student's response when learned the writing descriptive text through picture were active and enthusiastic. It can be seen from the students' could be answer the question. Then the students' gave feedback to the researcher, it can be seen from they are enthusiastic to answer a question from the researcher (see appendix 5, p. 73).

d. Reflection

In this phase, all students' had been able to do writing descriptive text through picture. The students' writing skills had been improved. From the observation result of every meeting, it could be concluded that teaching learning process in was applied could be run well.

Quantitatively, the result of the writing in the cycle II. It showed that the total scores of the students was 2,067 and the number of students' who are successful the writing was 20 students, and the mean of the students' writing descriptive text through picture scores of the test was 79,5. It could be concluded that the students' descriptive text score in the test cycle II was improved. The percentage of the students "score was 76,92% consist of 20 students successfully and achieved score 75 or up 75. So, the test in cycle II was categorized successfully. (The data can be seen in appendix 9, P 81).

Based on the data observation, there was an improvement in the teaching learning process. The teacher could improve the students' writing descriptive text. The result of writing in cycle II, it showed that the total score of the students' was 2,067 and the number of the students who took the writing was 26. So, the mean of the students' score of the writing was 79,5. It can be seen that the students' scores in writing was increased. The percentage of the students' score of the writing in cycle II was 20 students who passed or got score up to 75, it was 76,92 %. On the other hand, 6 students failed or didn't achieve the minimum passing grade up to 75. So, writing in cycle II was categorized successfully. (This data can be seen in the appendix 11,P 85).

Based on data above, the result showed the improvement of the students' score from the writing in cycle I to the writing in cycle II . In the writing in cycle I, the students who got the score 75 or more were 13 of 26 students (50 %). In the writing in cycle II, the students who got the score 75 or more were 20 of 26 students (76,92%). The improvement of the writing in cycle I to the cycle II was about 99,%. In this also used to test the hypothesis in the research, from the computation above, it could be seen that coefficient of t observed = 1,708 and t-table to $df = N-1 = 26-1 = 25$, with fact level $\alpha = 0,05$ was . In the coefficient of tobserved(1,708) >ttable (139). Thus, alternative hypothesis (Ha) could be received. Based on the findings, alternative hypothesis (Ha) saying that through picture could improved the students' writing descriptive text. (This data can be seen in the appendix 12,P 86).

Based on the reflection of this cycle, it wasn't needed to conduct the third cycle. The cycle of this research could be stopped because the students' writing descriptive text had been improved.

B. DISCUSSION

This research was conducted to find out the improvement of the descriptive text through picture. It is one of the strategies that could be used by the teacher in teaching English to improve the students' skills in writing descriptive text learning. The result indicated that there was an improvement in the students' descriptive text through picture.

The mean of the students' score in the diagnose test was 56,6. It was low because only 7 students who got the score 75 and more. The mean of the students' scores writing descriptive text in cycle I was 68,1 It was higher than the diagnose test. The mean of the students' score test in cycle II was 79.5. It was higher than the writing in cycle I.

Then, the percentage of the students who got the score 75 and more in the diagnose test was 7 of 26 students (26, 92%). The percentage of the students' who got the score 75 and more test in cycle (50%) and test in cycle II (76, 92%). The improvement of the competent students percentage from the diagnose test to test in cycle II was 99%. It indicated that the improvement of the students' achievement in writing descriptive text was significant.

Based on the result of the qualitative data which was taken from the observation sheet and the interview report, it was found that the class ran effectively. The students paid attention to the teacher during the teaching learning process. They were encouraged to write and enjoy the learning process. Then, it can be said that the qualitative data was showed the improvement of the teacher's and the students' activities during the teaching learning process. It indicated that the picture could motivate the students became more enthusiastic in learning writing descriptive text.

From the explanation above, it could be concluded that the result of the research showed that the picture could improve the students' achievement writing in descriptive text. It could be proven by the quantitative data which showed the students' score got better from the writing in cycle I and 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 enthusiastic learning writing in descriptive text.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the result of the research, it could be concluded that teaching writing through picture could improve the students' writing descriptive text.

In the preliminary study, quantitative data showed the total scores of the students writing descriptive text was 1472 and the mean of the students scores 56,61. The percentage of the students' score of the test was 7 students who passed or got score up to 75, it was only 12, 90 %. There were 19 students who got failed or didn't get score up to 75 and it was 87,09%. Qualitatively, the students' writing descriptive is also still low. It can be proven by the fact from interview "(S1) *Pembelajaran bahasa Inggris dalam writing itu sulit, karena terkadang tidak tahu bahasa inggris dari kata-kata yang ingin di buat*".(S2) "*Pembelajaran bahasa inggris dalam writing ada susah dan gampang nya. Susah nya kalau tidak banyak mengetahui vocabulary*".(S3) "*Pembelajaran bahasa inggris dalam writing susah, bingung dalam mengartikan dan menuliskan nya*".

In the cycle I, quantitative data showed that the total scores of the students was 1771 and the mean of the students' scores of the writing descriptive text was 68,11. The percentage of the students' scores was only 50% successfully of writing descriptive text. On the other hand, 13 students failed or didn't achieve the minimum passing grade. So, the students' writing descriptive text in cycle 1 was categorized improved. Qualitatively, showed from the result of observation and interview, it can be concluded that the students felt enjoyable, easier, and

interesting to learn through picture “(S1) Setelah belajar dengan menggunakan picture saya bisa mengingat object nya secara mudah”. (S2) lebih semangat dan happy.

In the cycle II, quantitatively showed that the total scores of the students was 2067 and the mean of the students’ scores of the writing descriptive text was 79,5 The percentage of the students’ scores was 76,92% On the other hand, 6 students’ failed or didn’t achieve the minimum passing grade So, writing in cycle II was categorized successfully.

Qualitatively, showed from the result of observation, it can be concluded the picture could improve the students writing descriptive text.

B. Suggestion

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

1. For the teacher, it is useful through picture as one of the alternative way in teaching writing descriptive text to make a variation in teaching writing in descriptive text so that the students do not get bored in learning English especially in writing in descriptive text.
2. For school, it encourages the teacher to apply picture as a media in teaching and learning writing.

3. For the other researchers, it is useful as the information in conducting future research which is related to this research.
4. Stakeholder, it can help the Stakeholder to test development of the picture is whether feasible to be used in different eras.

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Appendix 1

RENCANA PELAKSANAAN PEMBELAJARAN

RPP

Sekolah	: Mts Hifzhil Qur'an Medan
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII-1
Materi Pokok	: Descriptive Text (Animal)
Skills	: Writing
Alokasi Waktu	: 2 x Pertemuan

A. Kompetensi Inti

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI 2 :Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3 :Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif 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, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar

1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar

2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman

2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.

2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional

3.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memberi saran dan tawaran, serta responnya, sesuai dengan konteks penggunaannya

4.1 Menyusun teks lisan dan tulis untuk menyatakan, menanyakan, dan merespon ungkapan memberi saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

C. Indikator

1.1.1 Mensyukuri anugerah Tuhan akan keberadaan bahasa Inggris sebagai bahasa pengantar komunikasi internasional.

1.1.2 Menulis learning log yang mengungkapkan rasa syukur atas kesempatan dapat belajar bahasa Inggris

2.1.1 Memahami dan menunjukkan perilaku santun dan peduli dalam berkomunikasi

2.2.1 Memahami dan menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam berkomunikasi

2.3.1 Memahami dan menunjukkan perilaku tanggung jawab, peduli, kerja sama, dan cinta damai dalam berkomunikasi

3.1.3 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskripsi animal. .

4.1.1 Menyusun teks lisan dan tulis untuk mendeskripsikan tentang animal dengan sangat pendek dan sederhana, dengan memperhatikan fungsi social struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

4.1.2 Melengkapi rumpang teks esai pendek berbentuk descriptive.

4.1.3. Menulis teks esai dalam bentuk descriptive.

D. Materi Pembelajaran

1. Descriptive text merupakan jenis teks yang banyak digunakan dalam kehidupan sehari-hari dalam menggambarkan benda, tempat, manusia, hewan dan lain sebagainya, baik secara kenampakan, bau, suara, atau tekstur dari benda atau makhluk hidup tersebut.

2. Generic Structure Descriptive Text

a. Identification yaitu bagian dari Descriptive Text yang berisi tentang topik atau "apa" yang akan digambarkan atau dideskripsikan.

b. Description bagian terakhir dari Descriptive Text yang berisi tentang pembahasan atau penggambaran tentang topik atau "apa"

yang ada di Identification mengenai kenampakan fisik, kualitas, perilaku umum maupun sifat-sifatnya.

Contoh Descriptive Text:



As we know most cats look so cute, so does my cat. My cat's name is riri. I named Riri because she looks so cute and make me always want to hug her. My Riri has white and cream fur. It is so soft. And make me always want to stroke it. She has blue eyes. Her tail is long. She also has sharp teeth. The whiskers in her mouth make her so happy.

E. Metode Pembelajaran/ Teknik

- Ceramah, diskusi, penugasan
- Media gambar

F. Media, alat dan sumber pembelajaran.

Media : Whiteboard and marker.

Alat/bahan : Buku tulis, pena, kertas kartoon

Sumber belajar : Lembar kerja siswa, gambar-gambar yang terkait tema/ topic, buku teks yang relevan, kamus Bahasa Inggris-Indonesia

G. Langkah-langkah Pembelajaran

1. Kegiatan Awal (20 menit)

- ✓ Greeting, praying, calling the roll
- ✓ Brain storming dengan menanyakan pada siswa berbagai macam hewan peliharaan yang mereka miliki
- ✓ Menunjukkan berbagai macam gambar hewan peliharaan kemudian meminta siswa untuk menyebutkan nama hewan tersebut
- ✓ Melakukan Pre-test, yaitu dengan meminta siswa untuk mengerjakan soal pada lembar tugas yang telah disediakan.

1. Kegiatan inti

a. Eksplorasi (15 menit)

- ✓ Menunjukkan gambar kucing
- ✓ Menunjukkan contoh teks descriptive
- ✓ Membaca teks monolog berbentuk descriptive
- ✓ Mengartikan teks secara klasikal
- ✓ Menjelaskan berbagai hal yang terkait dengan teks

(Generic Structure)

b. Elaborasi (30 menit)

- ✓ Meminta siswa untuk mengerjakan soal yang sudah diberikan
- ✓ Dalam mengerjakan soal siswa terbimbing menganalisis dengan kalimat yang ada dalam text.
- ✓ Meminta siswa untuk mengumpulkan hasil pekerjaannya

c. Konfirmasi (10 menit)

- ✓ Menanyakan kesulitan siswa

- ✓ Menyimpulkan materi pembelajaran dan penguatan materi

2. Kegiatan Akhir (5 menit)

- ✓ Menugaskan kepada siswa untuk membaca teks descriptive yang lainnya di rumah
- ✓ Mengakhiri pelajaran dengan berdo‘a dan mengucapkan salam

H. Penilaian

Teknik : Produk tertulis

Bentuk : Mendiskripsikan gambar

I. Rubrik Penilaian

Score	Level	Criteria
Content	30-27	Luar biasa sampai sangat baik: berpengetahuan, substantif, menyeluruh pengembangan tesis, relevan dengan topik yang ditugaskan.
	26-22	Baik untuk rata-rata: beberapa pengetahuan tentang subjek, kisaran yang memadai, pengembangan tesis yang terbatas, sebagian besar relevan dengan topik, tetapi kurang detail
	21-17	Fair to poor: pengetahuan subjek yang terbatas, substansi yang kecil, pengembangan topik yang tidak memadai
	16-13	Sangat buruk: tidak tahu tentang subjek, tidak substantif, tidak relevan, atau tidak cukup untuk mengevaluasi.
Organization	20-18	Luar biasa hingga sangat bagus: ekspresi lancar, ide-ide dinyatakan dengan jelas / didukung, teratur, urutan logis kohesif
	17-14	Bagus untuk rata-rata: agak tiruan, diorganisasi secara longgar tetapi ide-ide utama menonjol, dukungan

		terbatas, urutan logis tetapi tidak lengkap
	13-10	Adil untuk orang miskin: tidak lancar, gagasan fokus atau terputus, kurang urutan dan pengembangan logis
	9-7	Sangat buruk: tidak berkomunikasi, tidak ada organisasi atau tidak cukup untuk mengevaluasi
Vocabulary	20-18	Luar biasa hingga sangat baik: jangkauan canggih, pilihan dan penggunaan kata / idiom yang efektif, penguasaan bentuk kata, daftar yang sesuai
	17-14	Baik untuk rata-rata: kisaran memadai, kesalahan sesekali dari bentuk kata / idiom, pilihan, penggunaan tetapi artinya tidak dikaburkan.
	13-10	Adil ke buruk: kisaran terbatas, sering kesalahan kata / idiom, pilihan, penggunaan, makna bingung atau dikaburkan
	9-7	Sangat buruk: pada dasarnya terjemahan, sedikit pengetahuan tentang kosa kata bahasa Inggris, idiom, bentuk kata, atau tidak cukup untuk mengevaluasi
Language Use	25-22	Luar biasa hingga sangat baik: konstruksi kompleks yang efektif, beberapa kesalahan perjanjian, tegang, jumlah, susunan kata / fungsi, artikel, kata ganti, preposisi
	21-18	Baik untuk rata-rata: konstruksi efektif tetapi sederhana, masalah kecil dalam konstruksi kompleks, beberapa kesalahan perjanjian, tegang, angka, susunan kata / fungsi, artikel, kata ganti, preposisi tetapi artinya jarang dikaburkan
	17-11	Adil ke buruk: masalah utama dalam konstruksi sederhana / kompleks, kesalahan negasi yang sering terjadi, kesepakatan, tegang, angka, susunan kata / fungsi, artikel, kata ganti, preposisi dan atau fragmen, run-on, penghapusan, yang berarti bingung atau dikaburkan
	10-5	Sangat buruk: hampir tidak ada penguasaan aturan konstruksi kalimat, didominasi oleh kesalahan, tidak berkomunikasi, atau tidak cukup

		untuk mengevaluasi
Mechanic	5	Luar biasa hingga sangat baik: menunjukkan penguasaan konvensi, beberapa kesalahan pengejaan, tanda baca, huruf kapital, paragraph
	4	Bagus untuk rata-rata: kesalahan ejaan, tanda baca, kapitalisasi, paragraf tetapi artinya tidak dikaburkan
	3	Wajar untuk orang miskin: kesalahan pengejaan, tanda baca, huruf besar, paragraf yang sering terjadi, tulisan tangan yang buruk, artinya bingung atau tidak jelas
	2	Sangat miskin: tidak ada penguasaan konvensi, didominasi oleh kesalahan pengejaan, tanda baca, huruf besar, paragraf, tulisan tangan tidak terbaca atau tidak cukup untuk mengevaluasi
Total Score	1-100	

The formula to assess the test is

$$S = R$$

S= score

R=right

Scoring rubric:

Excellent : 81-100 (A)

Good : 61-80 (B)

Fair : 41-60 (C)

Uless : 21-40 (D)

Poor : 0-20 (E)

Medan, Oktober 2019

Researcher

Henidar Rambe
NIM 34153053

Appendix 2

RENCANA PELAKSANAAN PEMBELAJARAN

RPP

Sekolah	: Mts Hifzhil Qur'an Medan
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII-1
Materi Pokok	: Descriptive Text (Animal)
Skills	: Writing
Alokasi Waktu	: 2 x Pertemuan

B. Kompetensi Inti

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2 :Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3 :Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif 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, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar

1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar

2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman

2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.

2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional

3.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memberi saran dan tawaran, serta responnya, sesuai dengan konteks penggunaannya

4.1 Menyusun teks lisan dan tulis untuk menyatakan, menanyakan, dan merespon ungkapan memberi saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

C. Indikator

1.1.1 Mensyukuri anugerah Tuhan akan keberadaan bahasa Inggris sebagai bahasa pengantar komunikasi internasional.

1.1.2 Menulis learning log yang mengungkapkan rasa syukur atas kesempatan dapat belajar bahasa Inggris

2.1.1 Memahami dan menunjukkan perilaku santun dan peduli dalam berkomunikasi

2.2.1 Memahami dan menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam berkomunikasi

2.3.1 Memahami dan menunjukkan perilaku tanggung jawab, peduli, kerja sama, dan cinta damai dalam berkomunikasi

3.1.3 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskripsi animal. .

4.1.1 Menyusun teks lisan dan tulis untuk mendeskripsikan tentang animal dengan sangat pendek dan sederhana, dengan memperhatikan fungsi social struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

4.1.2 Melengkapi rumpang teks esai pendek berbentuk descriptive.

4.1.3. Menulis teks esai dalam bentuk descriptive.

D. Materi Pembelajaran

3. Descriptive text merupakan jenis teks yang banyak digunakan dalam kehidupan sehari-hari dalam menggambarkan benda, tempat, manusia, hewan dan lain sebagainya, baik secara kenampakan, bau, suara, atau tekstur dari benda atau makhluk hidup tersebut.

4. Generic Structure Descriptive Text

- a. Identification yaitu bagian dari Descriptive Text yang berisi tentang topik atau "apa" yang akan digambarkan atau dideskripsikan.
- b. Description bagian terakhir dari Descriptive Text yang berisi tentang pembahasan atau penggambaran tentang topik atau "apa" yang ada di Identification mengenai kenampakan fisik, kualitas, perilaku umum maupun sifat-sifatnya.

Contoh Descriptive Text:



As we know Giraffe an unique animal because giraffe is the tallest animal in the world. Giraffe has a long neck and long legs. On the top of it's head, there are small "horns" or knobs, giraffe has a stripe white and full body brown colour. Its has two eyes also has a small ears, giraffe has a nose and its has a tail, a tail colour is black its has a mouth forward.

J. Metode Pembelajaran/ Teknik

- Ceramah, diskusi, penugasan
- Media gambar

K. Media, alat dan sumber pembelajaran.

Media : Whiteboard and marker.

Alat/bahan : Buku tulis, pena, kertas karton

Sumber belajar : Lembar kerja siswa, gambar-gambar yang terkait tema/ topic, buku teks yang relevan, kamus Bahasa Inggris-Indonesia

L. Langkah-langkah Pembelajaran

2. Kegiatan Awal (20 menit)

- ✓ Greeting, praying, calling the roll
- ✓ Brain storming dengan menanyakan pada siswa berbagai macam hewan peliharaan yang mereka miliki
- ✓ Menunjukkan berbagai macam gambar hewan peliharaan kemudian meminta siswa untuk menyebutkan nama hewan tersebut
- ✓ Melakukan Pre-test, yaitu dengan meminta siswa untuk mengerjakan soal pada lembar tugas yang telah disediakan.

3. Kegiatan inti

a. Eksplorasi (15 menit)

- ✓ Menunjukkan gambar kucing
- ✓ Menunjukkan contoh teks descriptive
- ✓ Membaca teks monolog berbentuk descriptive
- ✓ Mengartikan teks secara klasikal
- ✓ Menjelaskan berbagai hal yang terkait dengan teks

(Generic Structure)

b. Elaborasi (30 menit)

- ✓ Meminta siswa untuk mengerjakan soal yang sudah diberikan

✓ Dalam mengerjakan soal siswa terbimbing menganalisis dengan kalimat yang ada dalam text.

✓ Meminta siswa untuk mengumpulkan hasil pekerjaannya

c. Konfirmasi (10 menit)

✓ Menanyakan kesulitan siswa

✓ Menyimpulkan materi pembelajaran dan penguatan materi

4. Kegiatan Akhir (5 menit)

✓ Menugaskan kepada siswa untuk membaca teks descriptive yang lainnya di rumah

✓ Mengakhiri pelajaran dengan berdo"aa dan mengucapkan salam

M. Penilaian

Teknik : Produk tertulis

Bentuk : Mendiskripsikan gambar

N. Rubrik Penilaian

Score	Level	Criteria
Content	30-27	Luar biasa sampai sangat baik: berpengetahuan, substantif, menyeluruh pengembangan tesis, relevan dengan topik yang ditugaskan.
	26-22	Baik untuk rata-rata: beberapa pengetahuan tentang subjek, kisaran yang memadai, pengembangan tesis yang terbatas, sebagian besar relevan dengan topik, tetapi kurang detail
	21-17	Fair to poor: pengetahuan subjek yang terbatas, substansi yang kecil, pengembangan topik yang tidak memadai
	16-13	Sangat buruk: tidak tahu tentang

		subjek, tidak substantif, tidak relevan, atau tidak cukup untuk mengevaluasi.
Organization	20-18	Luar biasa hingga sangat bagus: ekspresi lancar, ide-ide dinyatakan dengan jelas / didukung, teratur, urutan logis kohesif
	17-14	Bagus untuk rata-rata: agak tiruan, diorganisasi secara longgar tetapi ide-ide utama menonjol, dukungan terbatas, urutan logis tetapi tidak lengkap
	13-10	Adil untuk orang miskin: tidak lancar, gagasan fokus atau terputus, kurang urutan dan pengembangan logis
	9-7	Sangat buruk: tidak berkomunikasi, tidak ada organisasi atau tidak cukup untuk mengevaluasi
Vocabulary	20-18	Luar biasa hingga sangat baik: jangkauan canggih, pilihan dan penggunaan kata / idiom yang efektif, penguasaan bentuk kata, daftar yang sesuai
	17-14	Baik untuk rata-rata: kisaran memadai, kesalahan sesekali dari bentuk kata / idiom, pilihan, penggunaan tetapi artinya tidak dikaburkan.
	13-10	Adil ke buruk: kisaran terbatas, sering kesalahan kata / idiom, pilihan, penggunaan, makna bingung atau dikaburkan
	9-7	Sangat buruk: pada dasarnya terjemahan, sedikit pengetahuan tentang kosa kata bahasa Inggris, idiom, bentuk kata, atau tidak cukup untuk mengevaluasi
Language Use	25-22	Luar biasa hingga sangat baik: konstruksi kompleks yang efektif, beberapa kesalahan perjanjian, tegang, jumlah, susunan kata / fungsi, artikel, kata ganti, preposisi
	21-18	Baik untuk rata-rata: konstruksi efektif tetapi sederhana, masalah kecil dalam konstruksi kompleks, beberapa kesalahan perjanjian, tegang, angka, susunan kata / fungsi, artikel, kata ganti, preposisi tetapi artinya jarang dikaburkan
	17-11	Adil ke buruk: masalah utama dalam konstruksi sederhana / kompleks, kesalahan negasi yang sering terjadi,

		kesepakatan, tegang, angka, susunan kata / fungsi, artikel, kata ganti, preposisi dan atau fragmen, run-on, penghapusan, yang berarti bingung atau dikaburkan
	10-5	Sangat buruk: hampir tidak ada penguasaan aturan konstruksi kalimat, didominasi oleh kesalahan, tidak berkomunikasi, atau tidak cukup untuk mengevaluasi
Mechanic	5	Luar biasa hingga sangat baik: menunjukkan penguasaan konvensi, beberapa kesalahan pengejaan, tanda baca, huruf kapital, paragraph
	4	Bagus untuk rata-rata: kesalahan ejaan, tanda baca, kapitalisasi, paragraf tetapi artinya tidak dikaburkan
	3	Wajar untuk orang miskin: kesalahan pengejaan, tanda baca, huruf besar, paragraf yang sering terjadi, tulisan tangan yang buruk, artinya bingung atau tidak jelas
	2	Sangat miskin: tidak ada penguasaan konvensi, didominasi oleh kesalahan pengejaan, tanda baca, huruf besar, paragraf, tulisan tangan tidak terbaca atau tidak cukup untuk mengevaluasi
Total Score	1-100	

The formula to assess the test is

$$S = R$$

S= score

R=right

Scoring rubric:

Excellent : 81-100 (A)

Good : 61-80 (B)

Fair : 41-60 (C)
Uless : 21-40 (D)
Poor : 0-20 (E)

Medan, Oktober 2019
Researcher

Henidar Rambe
NIM 34153053

Appendix 3

Soal Pre-test

Writing Test

Nama :

Kelas :

Waktu : 30 Menit

Guru :

Tuliskan apa yang kamu ketahui tentang fisik gambar di bawah ini



Appendix 4

Soal Post-test Cycle 1

Writing Test

Nam :

Kelas :

Waktu : 30 Menit

Guru :

A. Instruction / Petunjuk

1. Sebelum mengikuti test menulis bahasa inggris terlebih dahulu tuliskan nama kamu di atas.
2. Perhatikan baik-baik gambar di bawah ini.
3. Tuliskan 1 paragraph tentang fisik gambar di bawah ini.



Appendix 5

Soal Post-test Cycle 2

Writing Test

Nam :

Kelas :

Waktu : 30 Menit

Guru :

B. Instruction / Petunjuk

4. Sebelum mengikuti test menulis bahasa inggris terlebih dahulu tuliskan nama kamu di atas.
5. Perhatikan baik-baik gambar di bawah ini
6. Tuliskan 1 paragraph tentang fisik gambar di bawah ini .



Answer (Jawaban)

Key Answer Post- Test I

As we know Elephant is a big animal. It has a brown mixed with gray colour. Elephant has a small eyes. It has one trunk. Elephant has a two big and wide ears and has a two tusk. Elephant has four big and strong legs. Elephant has thin hair around the eyes and tail, ad elephant has wrinkled skin. Elephant has a thin and long tail, elephant has a big belly.

Key Answer Post- Test II

As we know Giraffe an unique animal because giraffe is the tallest animal in the world. Giraffe has a long neck and long legs. On the top of it's head, there are small "horns" or knobs, giraffe has a stripe white and full body brown colour. Its has two eyes also has a small ears, giraffe has a nose and its has a tail, a tail colour is black its has a mouth forward.

Appendix 7**The Students' Score of Pre-Test**

No	Initial of Student	Pre-Test	Criteria of Success ≥ 75
1	DR	40	Unsuccessful
2	BRD	40	Unsuccessful
3	MDP	50	Unsuccessful
4	RFAZ	40	Unsuccessful
5	AG	40	Unsuccessful
6	ANBL	40	Unsuccessful
7	BR	50	Unsuccessful
8	MAA	55	Unsuccessful
9	AIA	50	Unsuccessful
10	BAH	70	Unsuccessful
11	AH	75	Successful
12	A	50	Unsuccessful
13	AF	50	Unsuccessful
14	BOP	76	Successful
15	DH	50	Unsuccessful
16	AS	47	Unsuccessful
17	AR	45	Unsuccessful
18	HB	65	Unsuccessful
19	MZHP	55	Unsuccessful
20	MRAF	77	Successful
21	DM	75	Successful
22	AF	55	Unsuccessful

23	AZB	77	Successful
24	DF	75	Successful
25	RAS	50	Unsuccessful
26	BYS	75	Successful
	Total	1472	
	Mean	56,6	

Appendix 8**The Students' Score of Post-Test I**

No	Initial of Student	Post-Test I	Criteria of Success ≥ 75
1	DR	50	Unsuccessful
2	BRD	56	Unsuccessful
3	MDP	65	Unsuccessful
4	RFAZ	45	Unsuccessful
5	AG	55	Unsuccessful
6	ANBL	56	Unsuccessful
7	BR	69	Unsuccessful
8	MAA	75	Successful
9	AIA	59	Unsuccessful
10	BAH	79	Successful
11	AH	81	Successful
12	A	60	Unsuccessful
13	AF	59	Unsuccessful
14	BOP	82	Successful
15	DH	57	Unsuccessful
16	AS	59	Unsuccessful
17	AR	55	Unsuccessful
18	HB	75	Successful
19	MZHP	75	Successful
20	MRAF	83	Successful
21	DM	81	Successful
22	AF	75	Successful

23	AZB	83	Successful
24	DF	81	Successful
25	RAS	75	Successful
26	BYS	81	Successful
	Total	1771	
	Mean	68,1	

Appendix 9**The Students' Score of Post-Test II**

No	Initial of Student	Post-Test II	Criteria of Success ≥ 75
1	DR	55	Unsuccessful
2	BRD	60	Unsuccessful
3	MDP	70	Unsuccessful
4	RFAZ	55	Unsuccessful
5	AG	70	Unsuccessful
6	ANBL	65	Unsuccessful
7	BR	75	Successful
8	MAA	79	Successful
9	AIA	75	Successful
10	BAH	81	Successful
11	AH	84	Successful
12	A	75	Successful
13	AF	75	Successful
14	BOP	86	Successful
15	DH	75	Successful
16	AS	75	Successful
17	AR	75	Successful
18	HB	79	Successful
19	MZHP	84	Successful
20	MRAF	89	Successful
21	DM	85	Successful

22	AF	82	Successful
23	AZB	89	Successful
24	DF	90	Successful
25	RAS	81	Successful
26	BYS	86	Successful
	Total	2067	
	Mean	79,5	

Appendix 10

The students' Score during Cycle I (Pre-test and Post-test I)

and Cycle II (Post-test II)

No	Initial Of Students	Score		
		Pre-test	Cycle I	Cycle II
1.	DR	40	50	55
2.	BR	40	56	60
3.	MDP	50	65	70
4.	RFAZ	40	45	55
5.	AG	40	55	70
6.	ANBL	40	56	65
7.	BR	50	69	75
8.	MAA	55	75	79
9.	AIA	50	59	75
10.	BAH	70	79	81

11.	AH	75	81	84
12.	A	50	60	75
13.	AF	50	59	75
14.	BOP	76	82	86
15.	DH	50	57	75

16.	AS	47	59	75
17.	AR	45	55	75
18.	HB	65	75	79
19.	MZHP	55	75	84
20.	MRAF	77	83	89
21.	DM	75	81	85
22.	AF	55	75	82
23.	AZB	77	83	89
24.	DF	75	81	90
25.	RAS	50	75	81
26.	BYS	75	81	86
Total		$\Sigma x=1472$	$\Sigma x=1771$	$\Sigma x=2067$
		$\bar{X}= 56,6$	$\bar{X}= 68,$	$\bar{X}=79,5$

Appendix 11

THE PERCENTAGE OF STUDENTS' WRITING DESCRIPTIVE

Cycle		Criteria	Total Students	Percentage
Pre-test	P_1	Passed	7	26,92%
	P_2	Failed	19	73,07%
Post-test I	P_1	Passed	13	50 %
	P_2	Failed	13	50%
Post-test 2	P_1	Passed	20	76,92%
	P_2	Failed	6	23,07%

Appendix 12

THE TESTING HYPOTHESIS

The Statistic Analysis of The Result of Students' Score in The Pre-Test and Post-Test

No	Post-test Cycle I	Post-test Cycle II	D	D ²
	Score	Score	Score	Score
1.	50	55	5	25
2.	56	60	4	16
3.	65	70	5	25
4.	45	55	10	100
5.	55	70	15	225
6.	56	65	9	81
7.	69	75	6	36
8.	75	79	4	16
9.	50	59	9	81
10.	79	81	2	4
11.	81	84	3	9
12.	60	75	15	225
13.	59	75	16	256
14.	82	86	4	16
15.	57	75	18	324
16.	59	75	16	256
17.	55	75	20	400
18.	75	79	4	16

19.	75	84	9	81
20.	83	89	6	36
21.	81	85	4	16
22.	75	82	7	49
23.	83	89	6	36
24.	81	90	9	81
25.	75	81	6	36
26.	81	86	5	25
			$\Sigma D = 217$	$\Sigma D^2 = 2.471$
			$D = 217/26$	
			$D = 8,34$	

Tobserved = 1,708 and ttable to $df = N-1 = 26-1 = 25$, with fact level $\alpha = 0,05$ was. In the coefficient of tobserved (1,708) > ttable (**139**).

Appendix 13

OBSERVATION SHEET CYCLE I

No	Topic	Yes	No
Observation sheet for 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 and gives ice breaker to the students		✓
5	The teacher explains about descriptive text, generic structure, and language features.	✓	
6	The teacher gives examples by showing the picture	✓	
7	The teacher gives the chance to the students to ask about descriptive text	✓	
8	The teacher responds to the students' question	✓	
9	The teacher shows a picture to the students		✓
10	The teacher concludes the material	✓	
Observation sheet for 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		
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Appendix 14

OBSERVATION SHEET CYCLE II

No	Topic	Yes	No
a. Observation sheet for 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 and gives ice breaker to the students	✓	
5	The teacher explains about descriptive text, generic structure, and language features.	✓	
6	The teacher gives examples by showing the pictures	✓	
7	The teacher gives the chance to the students to ask about descriptive text	✓	
8	The teacher responds to the students' question	✓	
9	The teacher shows a picture to the students		
10	The teacher concludes the material	✓	
b. Observation sheet for 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 15

THE INTERVIEW REPORT

A. The Interview Result With The English Teacher Before Conducting The Research.

The Researcher : How is the class condition when you teach English?

The Teacher : Class conditions are ready to receive lessons, because the first 15 minutes the children clean the class first

The Researcher : Is there special teaching for writing descriptive text lessons?

The Teacher : When writing descriptive text we follow the material in text books.

The Researcher : How are the students' writing skills?

The Teacher : So far in writing, the student can do it

The Researcher : Any media that you use in learning to write descriptive text?

The Teacher : We also use media, like whiteboard, we can take it from its shape, etc.

The Researcher : What are the difficulties that you have met compiling teaching writing descriptive text?

The Teacher : The difficulty of children in arranging sentences can't

The Researcher : How do you overcome this problem?

The Teacher : Provide related vocabulary first.

The Interview Result With The English Teacher After Conducting The Research

The Researcher : What do you think about using pictures in teaching English?

The Teacher : Good, because the object is real view

The Researcher : Do you agree with the use of pictures as a medium to improve student writing

The Teacher : Yes, I agree

The Researcher : Is there any suggestion for using pictures in descriptive writing learning?

The Teacher : In using picture writing descriptive text, we can use infocus to show the animal.

B. The Interview Result With The Students Before Conducting The Research

The Researcher : Menurut kamu pembelajaran bahasa Inggris sulit atau susah?

Student I : Menurut saya pembelajaran bahasa Inggris sulit, karena terkadang tidak tau arti dari kata.

Student II : Menurut saya Miss, ada susah-susah gampangnya. Susahnya kalau tidak banyak mengetahui vocabulary.

Students III : Kalau menurut saya, pembelajaran bahasa Inggris susah. Bingung artinya, pengucapannya dan menuliskannya.

The Researcher : Bagaimana menurut kamu writing dalam bahasa Inggris?

The Student I : Writing itu kan menulis miss.

The Student II : Kemampuan menulis untuk membuat kata-kata.

The Students III : Writing itu susah miss.

The Researcher : Bagaimana biasanya guru mengajar writing di dalam kelas.?

The Student I : Biasanya bapak itu menjelaskan aja miss.

The Student II : Menuliskan apa yang kami ketahui miss.

The Student III : Menulis teks lalu mengartikannya miss.

The Interview Result With Students After Conducting The Research

The Researcher : Apa pendapat kamu tentang picture dalam pembelajaran writing descriptive.?

The Student I : picture membuat saya mudah untuk memahami descriptive

text.

The students II : Saya senang belajar dengan menggunakan media ini miss,
karena lebih mudah untuk mempelajari writing.

The Student III : Menyenangkan Miss, karena media gambar memudahkan kami
untuk menentukan mengingat apa yang mau kami jelaskan.

The Researcher : Dengan menggunakan media ini apakah sulit mempelajari
writing ?

The Students I : Tidak miss, saya rasa lebih mudah

The Students II : Tidak sulit miss

The Student III : Tidak, rasa saya lebih senang dengan menggunakan gambar
miss.

Appendix 16**THE STUDENTS' ATTENDANCE LIST**

No	Name Of The Students	September 09th 2019	September 11 th 2019	September 16th 2019	Oktober 2nd 2019
1.	Danny Rizky	√	√	√	√
2.	Baharuddin	√	√	√	√
3.	M. Dirga Permana	√	√	√	√
4.	Rifki Satria Adirahmat Zega	√	√	√	√
5.	Ahmad Gio	√	√	√	√
6.	Arif Nabil Abiyyu Lubis	√	√	√	√
7.	Badrian	√	√	√	√
8.	M. Aulia Affan	√	√	√	√

9.	Athallah Inwan Ahwat	√	√	√	√
10.	Budi Aman Hsb	√	√	√	√
11.	Abdul Haris	√	√	√	√
12.	Adrian	√	√	√	√
13.	Ahmad Fauzan	√	√	√	√
14.	Bagas Octha Pratama	√	√	√	√
15.	Deki Herlanda	√	√	√	√
16.	Andika Sanjaya	√	√	√	√
17.	Aditya Ramadha ni	√	√	√	√
18.	Habibulla h	√	√	√	√

19.	M. Zaki Habibi Psb	√	√	√	√
20.	M. Reyhan A-Fathir	√	√	√	√
21.	Dhaffa Muadsya h	√	√	√	√
22.	Ahmad Fuazan	√	√	√	√
23.	Altaf Zaidan Baihaqi	√	√	√	√
24.	Danish Faturrah man	√	√	√	√
25.	Risky Aulia Sibarani	√	√	√	√
26.	Bukhori Yunus Saragih	√	√	√	√

Appendix 17



(Perkenalan diri di dampingi guru bahasa inggris kelas VIII-I)



(Memberikan motivasi ke pada siswa-siswa)



(Memberi arahan mengerjakan pre – test)



(Menjelaskan writing descriptive text dengan menggunakan media gambar)



(Check kehadiran siswa)



Mengawasi siswa mengerjakan post-test



(Observation sheet guru bahasa inggris kelas VIII-1)



(Interview guru bahasa inggris kelas VIII-1)