

AN UNDERGRADUATE THESIS

**INCREASING THE STUDENTS' ABILITY IN WRITING DESCRIPTIVE
TEXT THROUGH PICTURE AMONG THE EIGHTH GRADE OF
JUNIOR HIGH SCHOOL KARYA BAKTI
SUKADANA EAST LAMPUNG**

By:

SITI MUYASAROH

Student ID 1293567



**Tarbiyah and Teacher Training Faculty
English Department**

**STATE INSTITUTE OF ISLAMIC STUDIES OF METRO
1438 H / 2017 M**

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TEXT THROUGH PICTURE AMONG THE EIGHTH GRADE OF
JUNIOR HIGH SCHOOL KARYA BAKTI SUKADANA EAST LAMPUNG**

Presented as a Partial fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
in English Education Study Program

By:

SITI MUYASAROH

Student ID 1293567

**Tarbiyah and Teacher Training Faculty
English Department**

Sponsor : Dr. Mahrus Asád, M.Ag
Co-Sponsor : Trisna Dinillah Harya, M.Pd

**STATE INSTITUTE OF ISLAMIC STUDIES OF METRO
1438 H / 2017 M**



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Ki. Hajar Dewantara 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725)41507; Faksimili (0725) 47296; Website: www.tarbiyah.mctrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

APPROVAL PAGE

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SUKADANA EAST LAMPUNG

Name : Siti Muyasaroh

Student Id. : 1293567

Department : English Education

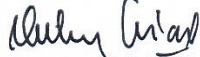
Fakulty : Tarbiyah and Teacher Training

APPROVED BY:

To be examined in (Munaqosyah) in Tarbiyah and Teacher training Faculty of State
Institute of Islamic Studies (IAIN) Metro.

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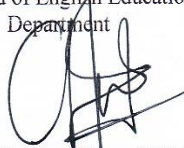
Sponsor


Dr. Mahrus As'ad, M.Ag
NIP.19611221 199603 1001

Co-Sponsor


Trisna Diantah Harya, M.Pd.
NIP. 19830511 200912 2 004

The Head of English Education
Department


Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEPEGURUAN**

Jalan Ki. Hajar Dewantara 15 A Kampus Ringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.ain@metrouniv.ac.id

NOTA DINAS

Number : -
Appendix : 1 (one) bundle
Latter : **In order to hold the Munaqosyah
of Siti Muysaroh**

To: The honorable,
The Head of Tarbiyah and Teacher Training Faculty of
State Institute of Islamic Studies (IAIN) Metro

Assalamu'alaikum Wr, Wb

We have given guidance and enough improvement to the undergraduate thesis which is written by:

Name : **SITI MUYASAROH**
Student Number : 1293567
Faculty : Tarbiyah and Teacher Training
Department : English Education
Title : **INCREASING THE STUDENTS' ABILITY IN WRITING
DESCRIPIVE TEXT THROUGH PICTURE AMONG THE
EIGHTH OF JUNIOR HIGH SCHOOL KARYA BAKTI
SUKADANA EAST LAMPUNG**

It has been agreed, so it can be continued to the Tarbiyah and Teacher Training Faculty in order to be discussed on the Munaqosyah. Thank you very much.

Wassalamu'alaikum Wr, Wb

Metro, May 2017

Sponsor

Dr. Mahrus As'ad, M.Ag

NIP.19611221 199603 1001

Co-Sponsor

Trisna Dinillah Harya, M.Pd.

NIP. 19830511 200912 2 004



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INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara 15 A Kampus Ringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

NOTA DINAS

Nomor : -
Lampiran : 1 (satu) berkas
Perihal : **Pengajuan Munasabah**
saudari Siti Muyasaroh

Kepada Yth,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN) Metro
Di tempat

Assalamu'alaikum Wr, Wb

Setelah kami adakan pemeriksaan dan bimbingan seperlunya maka skripsi yang telah disusun oleh:

Nama : **SITI MUYASAROH**
NPM : 1293567
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris (TBI)
Judul : **INCREASING THE STUDENTS' ABILITY IN WRITING
DESCRIPRIVE TEXT THROUGH PICTURE AMONG THE
EIGHTH OF JUNIOR HIGH SCHOOL KARYA BAKTI
SUKADANA EAST LAMPUNG**

Sudah kami setuju dan dapat diajukan untuk dimonasahkan. Demikian harapan kami dan atas perhatiannya, kami ucapkan terimakasih.

Wassalamu'alaikum Wr, Wb

Metro, May 2017

Pembimbing I

Pembimbing II

Dr. Mahrus As'ad, M.Ag

NIP.19611221 199603 1001

Trisna Dinillah Harya, M.Pd.

NIP. 19830511 200912 2 004



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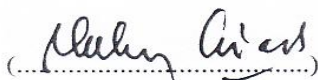



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tarbiyah.iaim@metrouniv.ac.id

RATIFICATION PAGE

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An undergraduate thesis entitled: "INCREASING THE STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXT THROUGH PICTURE AMONG THE EIGHTH GRADE OF JUNIOR HIGH SCHOOL KARYA BAKTI SUKADANA EAST LAMPUNG written by SITI MUYASAROH, Student Number: 1293567, English Department has been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Monday, May 22nd at 14.30- 16.00 p.m.

BOARD OF EXAMINERS:

| | | |
|-------------|-------------------------------|---|
| Chairperson | : Dr. Mahrus As'ad, M.Ag | (<u></u>) |
| Examiner 1 | : Dr. Widhiya Ninsiana, M.Hum | (<u></u>) |
| Examiner 2 | : Trisna Dinillah Harya, M.Pd | (<u></u>) |
| Secretary | : Much. Deniatur, M.Pd. B.I | (<u></u>) |

The First Academic Dean
Tarbiyah and Teacher Training Faculty,




Dr. Akla, M.Pd

19691008 200003 2 005 

**INCREASING THE STUDENTS' ABILITY IN WRITING
DESCRIPTIVE TEXT THROUGH PICTURE AMONG
THE EIGHTH GRADE OF JUNIOR HIGH SCHOOL
KARYA BAKTI SUKADANA
EAST LAMPUNG**

ABSTRACT

By:

Siti Muyasaroh

Descriptive paragraph is one of paragraph-types in English learning. It is one of paragraph-types which say what a person or a thing is like. The descriptive writing deals to the senses, so it tells how something looks, feels, smells, tastes, and sounds. Many students consider that write a paragraph is as difficult as write an essay. It is caused the students still difficult when they have to start describe about something. Moreover, the students are lack of enthusiasts in following the learning process. The students are also passive during teaching learning process. In this research, the researcher applied the picture to increase the students' ability in writing descriptive text. Picture is a type of media.

The research was used Classroom Action Research (CAR). This research was conducted in two cycles. Between one cycle with the other has relationship. They are including planning, acting, observing and reflecting. The subject of the research was the students of eighth graders of The Junior High School Karya Bakti Sukadana.

In collecting data, the researcher used the test and documentation. The tests consist of pre test and post test .The purpose of pre test and post test are to know how far the students descriptive writing ability before and after being giving the treatment.

The result of pre test and post test show that there is increase from the pre test and post test. The average score of the post test is higher than pre test. The average score of pre test is 60.73, then the average score of post test I is 65.87, and the average score of post test II is 73.96. from pre test to the post test cycle I, there is increase for about 5.14 points, and from the post test cycle I to the post test cycle II, there is increase for about 8.09 points. So, by using picture can increase the students learning activity and the students descriptive writing text.

**MENINGKATKAN KEMAMPUAN MENULIS TEKS DESKRIPTIF
MENGUNAKAN GAMBAR PADA SISWA DELAPAN**

DI SEKOLAH MENENGAH PERTAMA

KARYA BAKTI SUKADANA

LAMPUNG TIMUR

ABSTRAK

By:

Siti Muyasaroh

Paragraf deskripsi adalah salah satu dari jenis paragraf dalam pembelajaran Bahasa Inggris. Ini adalah salah satu jenis paragraf yang bercerita seperti apa seseorang atau sesuatu benda. Paragraf deskripsi berhubungan dengan panca indera, jadi ini menggambarkan bagaimana sesuatu dilihat, dirasakan, dibau, dirasa dan didengarkan. Banyak siswa menganggap bahwa menulis sebuah paragraf sama sulitnya menulis sebuah esai. Hal ini disebabkan para siswa masih kesulitan ketika mereka harus memulai mendeskripsikan sesuatu. Selain itu, para siswa kurang antusias dalam mengikuti proses pembelajaran. Siswa juga tidak aktif selama proses belajar mengajar. Dalam penelitian ini, peneliti menerapkan gambar untuk meningkatkan kemampuan siswa dalam menulis paragraf deskripsi. Gambar adalah suatu jenis dari salah satu media.

Penelitian ini menggunakan Penelitian Tindakan Kelas (PTK). Penelitian ini dilakukan dalam dua siklus. Masing-masing siklus terdiri dari perencanaan, tindakan, pengamatan, dan refleksi. Subjek dari penelitian ini adalah siswa kelas delapan yaitu kelas delapan SMP Karya Bakti Sukadana.

Dalam pengumpulan data, peneliti menggunakan tes dan dokumentasi. Tes terdiri dari tes sebelum di perlakuan (pre test) dan tes sesudah perlakuan (post test). Tujuan dari tes tersebut adalah untuk mengetahui sejauh mana pemahaman siswa sebelum dan sesudah diberikan perlakuan.

Hasil test menunjukkan bahwa ada peningkatan hasil dari pre test dan post test. Nilai rata-rata post test lebih besar dari nilai pre test. Nilai pre test sebesar 60.73, kemudian nilai rata-rata post test pertama sebesar 65,87, dan nilai rata-rata post test kedua sebesar 73.96. Peningkatan yang terjadi dari pre test ke post test pertama sebesar 5.14 poin, kemudian dari pre test pertama dengan pre test kedua sebesar 8.09 poin. Jadi, media picture dapat meningkatkan kemampuan aktifitas pembelajaran dan menulis text deskripsi siswa.

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name : SITI MUYASAROH

Student Number : 1293567

Faculty : Tarbiyah

Department : English Education

States that this undergraduate thesis is original except certain parts of it quoted from the bibliography mentioned.

Metro, May 2017



SITI MUYASAROH

Student Number: 1293567

ORISINALITAS PENELITIAN

Yang bertanda tangan :

Nama : SITI MUYASAROH
Nomor Siswa : 1293567
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris

Menyatakan bahwa disertasi mahasiswa belum bergelar ini adalah asli
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SITI MUYASAROH
Nomor Siswa: 1293567

MOTTO

يَرْفَعُ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ

“Allah exalt those who believe among you and those who are given some degree of knowledge.”

DEDICATION PAGE

I highly dedicate this undergraduate thesis to:

- 1. Almighty Allah SWT. Thanks and god all about the precious gift inside to me.*
- 2. My beloved family, especially my parent Mr. Ngisomudin and Mrs. Siti Fathul Janah.*
- 3. My beloved husband, Rudi Hermanto.*
- 4. My best friends, and whom I love.*
- 5. My beloved Almamater of IAIN Metro*

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Thanks to Allah SWT, the Most Gracious, the Most Merciful, the Lord of the Universe, just because of His Mercy, the writer can finish this undergraduate thesis.

Moreover, Sholawat and Salam to our prophet Muhammad SAW, who has brought us from the darkness to the lightness in the world. Amin

The writer would like to extend her graduate to the first sponsor Dr. Mahrus As'ad, M.Ag. and the second sponsor Mrs. Trisna Dinillah Harya, M.Pd. May Allah SWT give them reward for supporting and guiding to finish this undergraduate thesis.

Finally, writer hopes that this little piece of work can be useful for all the readers and also this an undergraduate thesis can contribute soothing to the better of English teaching and learning in general.

It is Allah who bestows success and guides to Right Path.

Metro, May 2017

The Writer



SITI MUYASAROH
ST. N. 1293567

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CHAPTER I

INTRODUCTION

A. Background of Problem

Writing is one of four basic skills which is used to communicate each others. In writing, people express the language through written form which is different with speaking that expresses the language orally. Writing is also about the skill of a writer to communicate the information to the reader or group of readers.

Writing becomes an important aspect in language learning. By writing, the students can share information and ideas in the written text. They can share to each other about what they think and feel about people, ideas, issues, and events in the written text. Writing is also very important to learn in the school up to university. The students will write their assignments that may be one paragraph or several paragraphs, and they will also write the answers for tests and exams that may be a few sentences, a paragraph or two, or a complete essay in written form.

In writing process, students need strategies and background knowledge about linguistics such as structure or grammar and vocabulary and punctuation. Because they did not know how to made descriptive writing easily and they needed much time for made a text exactly. Moreover, the students had low motivation in descriptive writing and teaching media used by the teacher

which was unattractive and monotonous. So, the students needed something to solve those problems.

In motivation students to write, teacher should find out some media that could attract the students motivation and interest. The students needed media that could motivate and increase their ability, especially in writing ability. If the students were interested in what they did, they would enjoy their teaching learning process and more understand about material given.

In fact, most of foreign learners in this case Junior High School learners still find difficulties in writing, especially writing descriptive text. Many students consider that writing descriptive text is not easy. It is caused the students are lack of enthusiasts in following the learning process. The students are passive and there is no respond during teaching learning process. If they do the assignment from the teacher, they are just forced so they get bad score.

A pre-survey has conducted on February 16th, 2016 at Junior High School Karya Bakti Sukadana. The researcher chose class VIII that consists of 31 students as sample in this research. The researcher got the data in writing ability at the eighth grade of Junior High School Karya Bakti Sukadana.

Table 1:

Data of The Writing Score at The Eighth Grade
of SMP Karya Bakti Sukadana

| NO | Score | Category | Number of the Student | Percentage |
|-------|-----------|----------|-----------------------|------------|
| 1 | ≥ 70 | Passed | 7 | 22,58 % |
| 2 | ≤ 70 | Failed | 24 | 77,42 % |
| Total | | | 31 | 100 % |

Source: The English teacher's archives, taken on the pre-survey at February 16th, 2016.

Based on the result of pre-survey at The Junior High School Karya Bakti sukadana, it can be concluded that most of students have low score in English writing. It can be seen that just 7 students or 22,58% have complete score in writing, and 24 students or 77,42% have not complete The Minimum Mastery Criteria (MMC) in this school is 70. On the other hand, more than 50% of students do not reach the minimum requirement yet. It can be inferred that the students' writing ability is still low.

The research assumed that to motivate the students in learning English especially writing ability which was low. The research was interested by using picture for helping students writing text.

Based on the explanation above, the researcher is interested conduct the research entitle Increasing The Students' Mastery In Writing Descriptive text Through Picture Among The Eight Grade of Junior High School Karya Bakti Sukadana East Lampung.

B. Problem Identification

Referring to the background above, the problem can be identified as follows:

1. The students' learning motivation is low.
2. The students have low score in English writing.
3. The students have lack vocabularies.
4. The students are passive during learning English.
5. The students have difficult to write descriptive text.

C. Problem Limitation

Based on the problem identification above, the researcher only focused is the problem in Writing Ability, especially " the use of picture to increase in Writing Descriptive Text among the eighth grade of Junior High School Karya Bakti Sukadana.

D. Problem Formulation

Based on the background of problem and problem identification above, the researcher formulates of the problem in this research as follow:

"Can using of picture increase the students' ability in writing descriptive text at the eighth grade of Junior High School Karya Bakti Sukadana?"

E. Objectives and Benefits of The Research

1. Objectives of The Research

The objective of this research is to show that using picture can increase the students' ability in writing descriptive text at the eighth grade of Junior High School Karya Bakti Sukadana.

2. Benefits of The Research

a. For The Students

The result of this research is as a way for the students to be more enjoy and interest in learning English so that their ability in writing descriptive text will be increase.

b. For The English Teacher

The result of this research is hopefully as a new variation to teach writing by English teachers with a fun way.

c. For The Headmaster

This research is expected as positive contribution to give more information about using media in teaching learning process. It is also expected can improve the quality of education.

CHAPTER II

THE REVIEW OF RELETED THEORY

A. Theoretical Review

1. The Concept of Descriptive Writing Ability

a. Definition of Writing

According to Hylan ken writing is a way of sharing personal meanings and writing courses emphasize the power of the individual to construct his or her own views on a topic.¹ It means that writer develop an idea and expand it into written. Writing is the way to express ideas in written form using letters, words, art or media, and it requires mental process in order to express the ideas.²

Moreover,Vicki Urquhart highlight writing is a process of exploration that offers benefits to students and content area teachers alike. As students write to make their ideas clear and comprehensible, they experience the fun of discovery, and so do their techers.³

Futhermore, Mike Fleming stated that writing is a powerful means of self- and social expression, potentially communicating to an increasingly wide audience through formal or informal publication, easy

¹ Ken Hyland,*Second Language Writing*, USA: Cambridge University Press, 2003, Page 9.

² Alma Prima Nurlaila, The Use of Mind Mapping Technique in Writing Descriptive Text. *Journal of English and Education* 2013 , 1(2) p.9

³Urquhart Vicki and MonetteMcIver.*Teaching writing in the content areas*. Virginia USA : Mid-continent Research for Education and Learning McREL. 2005, Page 3.

and quick copying, and information and communication technology.⁴It can be inferred that writer is tool to express themselves, weaving communication, look for and get information. Jennifer states that writing is a process of constant repair but if you are passionate about your research this will not be arduous. It will be exciting to see your paper taking shape, becoming simple and clear, and acquiring impact.⁵

In addition, John Langan defined that writing is a skill. It is skill like driving, typing, or cooking, and like any skill, it can be learned.⁶ While, Donn Byrne declared that when we write, we use graphic symbols, that is, letters or combinations of letters which relate to the sounds we make when we speak. On one level, then, writing can be said to be act of forming these symbols.⁷

From the theories above, it can be assumed that writing is a process of forming the symbols to the productive language so that we can give the information to the reader.

⁴Mike Fleming and David Stevens.*English Teaching in the Secondary School*. USA: Routledge, 2010. Page 89.

⁵ Jennifer Peat, *Scientific Writing Easy When You Know How*,(London 2002). P.8

⁶ John Langan, *Exploring Writing Sentences and Paragraphs (2nd ed)*, (New York: McGraw-Hill, 2010), p. 10.

⁷ Donn Byrne, *Teaching Writing Skills (New ed)*, (London and New York: Longman, 1993), p. 1.

b. Process of Writing

1) Planning

“Planning is a series of strategies designed to find and produce information in writing.”⁸

The planning is as the beginning of writing, it has enabled to identify several subjects and encouraged to gathering information on those subjects from different perspectives.

When planning, the writer has to think about three main issues. *The first* is the purpose of the writing, it includes the type of the text the writer wants to produce, the language the writer use, and the information the writer choose. *The second* is the audience, who are the reader of the writing. So the writer must attend the choice of the language informal or formal writing. *The last* is the content structure that is how sequence the facts, ideas, or argumentation which the writer decided to include.⁹

2) Drafting

“Drafting is a series of strategies designed to organize and develop a sustained piece of writing.”¹⁰

The drafting is as the selection of a subject and organizing the information about the subject into meaningful clusters. Also it is finding the connection among those clusters and discovers the relationship that links the connection.

⁸ Mc. Crimon, *Writing With A Purpose*, (New York, HoughtonMifflin,1983), p. 10

⁹Harmer. Jeremy, *How To Teach Writing*, (England, Pearson Longman, 2000), p. 113

¹⁰ Ibid.

3) Revising

“Revising is a series of strategies designed to re-examine and evaluated the choices that have created a piece of writing.”¹¹

After it has completed the preliminary draft, it needs to stand back of the text and decide what action would seem to be most productive. It has to begin upon global revision-a complete re-creation of the world of the writing.

Based on the explanations above, in this research the writer focus her research on the planning of the writing which identify the several topics and encourage gathering information on the topic from many perspectives in the writing activity by using the technique in descriptive writing.

c. Definition of Descriptive Writing

According to Oxford advanced learner’s dictionary description is a peace of writing or speech that says what somebody/something is like.¹² Its mean that description is describing about something that we see.

Then, Kane said that description is about sensory experience how something looks, sounds, tastes.¹³ It means that the writer can describing something from something that looks, sounds, feels.

¹¹ Ibid., p.113

¹²A S Hornby. *Oxford Advanced Learner’s Dictionary*.Oxford University Press. 2010. P.395.

¹³Kane S. Thomas. *Essential Guide to Writing*.New York: Oxford University Press, 2000. Page 7

Next, Oshima and Hogue argue that description is writing about how something or someone looks and uses space order.¹⁴ It means that when we describe something with its characteristics and some appearances of this thing, we are writing a descriptive.

So, describe means to show what something looks like. In order to describe something accurately, writer must look at, observe, or learn the thing carefully and closely.

Based on the explanation above, descriptive writing is the students to express their ideas, opinions, or feelings by writing. Descriptive writing is tool to express idea, opinion or feeling. Descriptive writing is process exploration show what something looks like. In order to describe something accurately, writer must look at, observe, or learn the thing carefully and closely.

d. Characteristic of Descriptive Writing

Descriptive writing has characteristic as bellow:¹⁵

As we know that each kind of genre text has generic structure. Descriptive also has a generic structure and significant lexical grammatical features. Generic structure of descriptive identification is the topic that the writer will describe and description is the detail information about the topic; it can be characteristics, colors, shape, etc.

¹⁴Alice Oshima and Ann Hogue. *Introduction to Academic Writing*. Second Edition. New York: Longman 1997.p.48.

¹⁵Fenny Theressia “*Smart and Skillful Writer*”. Metro. State Islamic College (2013). Page

Language features of descriptive are use specific participant, written in simple present tense or simple past tense, use linking verbs, use adjective, use relational and material processes. In other hand, the position of language features of any kinds of text explains the kinds of the text itself. As the purpose of the descriptive text; to describe things, people, etc. The language features used have to support the information include in the text. In other source, language features of descriptive are using attributive and identifying process, using adjective and classifiers in nominal group, and using simple present tense.

e. The Concept of Descriptive Text

1. Definition of Descriptive Text

Descriptive text is a type of functional text to describe particular person, place or thing. The word “description” in *Oxford Advanced Learner’s Dictionary* refers to a piece of writing or speech that says what something is like.¹⁶ According to Thomas S. Kane, “description deals with perceptions—most commonly visual perceptions. It is about sensory experience - how something looks, sounds, and tastes.”¹⁷

Moreover, John Langan says that when you describe something or someone, you give your readers a picture in words.¹⁸

Then, Oshima and Hogue also explain that descriptive writing

¹⁶ A S Hornby, *Oxford Advanced.*, p.357.

¹⁷ Thomas S. Kane, *The Oxford Essential Guide to Writing*, (New York: The Berkley Publishing Group, 2000), p. 351.

¹⁸ John Langan, *Exploring Writing.*, p. 92.

appeals to the senses, so it tells how something looks, feels, smells, tastes, and/or sounds. A good description is a word picture; the reader can imagine the object, place, or person in his or her mind.¹⁹

In conclusion, it can conclude that descriptive text is the ability of students which say what a person or a thing is like. The social function of descriptive text is to describe and reveal a particular person, place, or thing.

2. Generic Structure and The Language Features of Descriptive Text

Wadirman et.al in their book “English in Focus Grade VIII” explain the generic structure of descriptive text:

- 1) *Identification*: identifies phenomenon to be described.
- 2) *Description*: describes parts, qualities, characteristics.²⁰

Besides that, there are also the language features of descriptive text. They are²¹:

- 1) The use of adjectives and compound adjectives

Example: -a five hundred seated football stadium

- 2) The use of linking verbs/relating verbs

Example: -the temple consists of five terraces

¹⁹ Alice Oshima and Ann Hogue, *Introduction to Academic.*, p. 61.

²⁰ Artono Wadirman et.al, *English in Focus for Grade VIII Junior High School*, (Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional: 2008), p. 46.

²¹ Dio Febrilian, “Descriptive Text”, in www.diofebrilian.info accessed on Januari 8th 2016.

3) The use of simple present tense

Example: - the hotel provides 450 rooms and a large swimming pool.

3. Example of Descriptive Text

The following is an example of descriptive paragraph:

| Bongo the Orangutan²² | |
|---|--|
| Identification | { There is an orangutan in the Bandung zoo. People call her, Bongo. She comes from a dense forest on the island of Kalimantan. |
| Description | { She has physical features similar to a human. Bongo has brownish fur, and walks with two feet. Bongo is almost as big as a human. She is a mammal that means she gives birth to her children and breast feed them. |

f. Indicators of Descriptive Writing

Writing well is not easy to do, many things that are necessary considered in writing process. Moreover, to know whether our writing product is well enough, certainly, our writing product need to be evaluated.

Asserted by Brown, there are six general categories that are to be the basis of the indicators of writing as follows:²³

²² Artono Wadirman et.al, *English in Focus.*, p. 21.

1) Content

Content is one of general categories as concept or idea that is presented in writing form. It consists of thesis statement, related ideas, development of ideas through personal experience, illustration, facts, opinions and commonly use of description, cause/effect, comparison/contrast and consistent focus.

2) Organization

Organization shows the arrangement of writing. Certainly, a good organization will ease the reader to understand the message in writing text. The organization consists of effectiveness of introduction, logical sequences of ideas, conclusion, and appropriate length.

3) Discourse

Discourse are include topic sentence, paragraph unity, transitions, discourse marker, cohesion, rhetorical conventions, reference, fluency, economy, and variation.

4) Syntax

Syntax is the rule whereby words or other elements of sentence structure are combined to form grammatical sentence. It presents the pattern of formation phrases or sentences in a language.

5) Vocabulary

Vocabularies are the set of words within a language. It is the crucial part of writing because we can write many ideas if we have enrichment of vocabularies and ease to generate our ideas.

6) Mechanics

Generally, mechanics in writing consist of spelling, punctuation, citation of reference (if applicable), neatness and appearance.

2. The Concept of Picture

a. Definition of Picture

According to Wright that pictures are not just an aspect of method but through their representation of places, objects, and people they are an essential part of the overall experiences that the teacher must help the students to cope with.²⁴ picture is a part of media in the teaching and learning process. A picture itself has some definitions based on some experts.

Brown stated poster, chart, and magazine pictures also represent old fashioned but effective teaching aids.²⁵ Moreover, Ahmad states that picture is part of visual media that can use tool in teaching learning

²⁴Wright Andrew, *Picture for Language Learning*, (USA: Cambridge University Press,1989), p.2.

²⁵Douglas Brown, *Teaching by principles*, (California: San Francisco State University, 2000), Second Edition, p. 143.

English.²⁶ Picture is interesting media for the students because it is able to identify the picture perfectly. It means that the teacher should present and select the pictures which are suitable for students. According to Sulaiman, picture is one of visual aid that can be used by the teacher. Picture is the important visual aid and easy to be gotten. Picture made people receivers some idea and information on it clearly. Beside that, picture can be used as education media and have a value of education for pupils and could they study effectively in the school²⁷.

From the explanation above, the writer can conclude that by understanding the function of the pictures, it means that picture has important thing in teaching learning process. Picture also assumed has a positive effect toward the students' ability in memorized new vocabulary.

b. Types of Picture

Pictures that can be drafts, drafts, graphs, comic, poster, cartoon, board drawing, and picture in newspapers, magazines, posters, family photograph, calendars, wall chart, Slides, diagrams and maps are widely used as media. According to Webster, picture is an image or similarity of a thing, person, scene, duplicated, on flat surface,

²⁶ Ahmad Da'I, *The Use of Visual Media to Improve Interest and Achievement In Learning English*. (Unpublished Thesis, English Departement faculty of Teacher Training an education Islamic University of Malang. 2004), p. 18

²⁷ Amir Hamzah Sulaiman, *Media Audio Visual*, Jakarta, Gramedia, 1985. P.26

particularly by painting, of photography; a mental image or impression an idea.²⁸

Pictures illustrate something like person, place or thing. It can bring to the classroom as a media to teach English. Andrew Wright explains types of pictures divided into several types, they are:

1) Pictures of person

Pictures of person are describing of someone that include who they are, what they are thinking and feeling, and the identity of them, like age, family, concern, etc.

example :

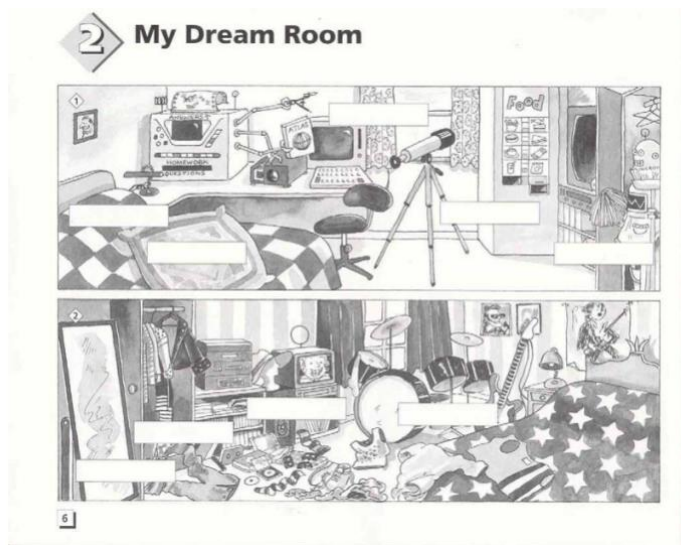


2) Pictures of place

Pictures of place including describes of town, home, park, village, etc.

Example :²⁹ My Bad Room

²⁸ Asghar Heidari and Seyed Mehdi Araghi, *A Comparative Study of the Effects of Songs and Pictures on Iranian EFL Learners' L2 Vocabulary Acquisition*, Iran (Journal of Applied Linguistics and Language Research, 2015), p. 25



3) Pictures of news

Pictures of news are a picture that describes or identification an incident; including what happen, where, when, and to whom.

Example:³⁰ incident



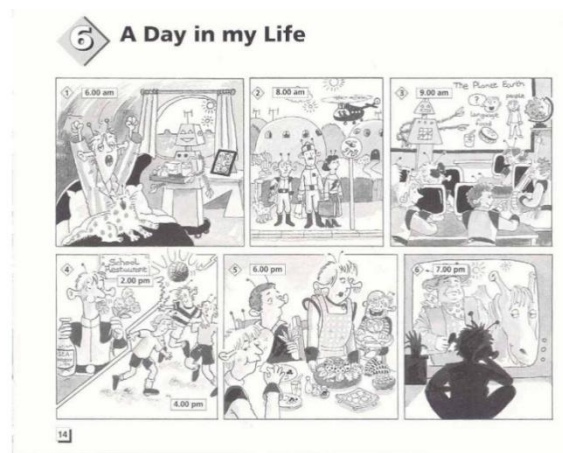
²⁹ Mary stephens, *picture for writing book I*, (longman, 2000), P. 6

³⁰ Ibid, p. 26

4) Pictures of fantasies

Pictures of fantasies are picture that having character of world of fantasy. They illustrated of daily activity, like, sleeping, eating, walking, etc.

Example : daily activity³¹



5) Pictures of maps and symbol

Pictures of maps and symbol usually we can find in the traffic booklets, brochure, or weather map.³²

Example : brochure



³¹ *Ibid*, p. 14

³² Wright Andrew, *Picture for Language Learning*, p.196-200

Big picture are extremely useful tools in presenting and drilling forms of new words, given that they draw learners' mind and make these often uninteresting activities more pleasurable. And that is accurately what teachers need when presenting new language to grasp their learners' full concentration, to increase their interest in the presented subject and therefore their motivation as well. At the same time pictures in particular and visual aids in general enable students to link the implication of the words with real-world images immediately. When using pictures in donation, it is effortless to engage learners actively and to join the presentation with controlled application.³³

Based on the quotation above, the media as an effective tool in extending lesson. Nevertheless, it is only the simple media, but also it very helps the communication be effective. The instructional media whole the things it can be distribute a message, think of stimulus, feel, and students are interested, it can be created in learning process for the students and instructional media is used in learning activity that influence of effective learning.

c. Criteria of Pictures as Media

Andrew Wright assumes that the criteria of pictures divided into five criteria:

³³ Asghar Heidari and Seyed Mehdi Araghi, *A Comparative Study of the Effects of Songs and Pictures on Iranian EFL Learners' L2 Vocabulary Acquisition*, p. 26

- a. Easy to prepare
- b. Easy to organize
- c. Interesting
- d. Meaningful and authentic
- e. Sufficient amount of language³⁴

According Arief Sadiman, picture which are used must have criteria to be effective, they are:

- a. Picture must be good, interesting, clear, easy to be understood and big enough to show the detail.
- b. Picture must be important and appropriate with the problem discuss.
- c. Picture must be right and authentic.
- d. Picture must be simple.³⁵

From the statement above, there are many step must be done by a teacher to choose picture which will be use. The teacher should be fulfilling several criteria of pictures itself.

d. Principles of Using Picture

Oemar Hamalik says that “picture can be used as education media and have an education value for pupils and might them study effectively in the school.”³⁶ Therefore, there are several reasons as basic principles the use of picture:

- a. Picture is concrete

³⁴ *Ibid.*, p.3-4.

³⁵ Arief Sadiman, *Media Pendidikan*, (PT. Rasa Grafindo Persada, Jakarta.1994), p. 28.

³⁶ Oemar Hamalik, *Media Pendidikan*, (Bandung: Citra Aditya Bakti, 1994), p. 63.

- b. Picture can solve the space and time limit
- c. Picture can solve the low ability of the five senses
- d. Picture can use to explain a problem
- e. Picture is cheap and easy to get
- f. Picture is easy to used, either for individual or group.³⁷

In conclusion, the use of pictures are expected to help students more interested in the learning and make them to be easier when they have to do some exercise.

e. Procedures of Using Picture

Wright stated that many games and activities suggested for use with pictures under two broad categories, challenges and opportunities³⁸. In “Challenges” there is usually a defined goal which lead to predictable need for certain language forms. The challenge implies an element of competition for the individual or for members of a group. Achieving the goal often involves the idea of a right or wrong solution, which is not feature of “Opportunities”. In “Opportunities” the students are encouraged to express feelings and ideas and to exchange experiences, while little or no emphasis is placed on whether these are right or wrong. In other words, these activities give students an opportunity to do something in a context full of encouragement and free from stress.

³⁷ *Ibid.*, p. 63-64

³⁸ *Ibid.* p.201.

Teaching writing is not easy, but to pass it we use the appropriate way, like as picture strategy. In teaching writing text, the process of picture that the researcher gives picture to the students. But before the researcher give picture, the researcher must show and give the information based on some pictures . Then, the student together with teacher determine a title based on the picture. Then, the researcher asks the student to describe it. Using activities such as the ones described in this collection - Picture Activities for English Language Learning- can help teachers utilize best practices in their classrooms and conform to this TESOL professional standard on instruction.³⁹

The procedure of teaching using picture can be given as follows:

- a. The teacher prepares the picture and real object.
- b. The teacher explain about the picture.
- c. The teacher shows to the students a pictures.
- d. The teacher asks to the students about the picture that give by teacher.
- e. The teacher give a test related a picture.

f. Advantages of Using Pictures

Wright states some advantages of pictures; they are:

³⁹Jane C. Miller , *Picture-Based Activities for English Language Learning*, (Colorado Department of Education, October 2007), p. 4

- a. Pictures can motivate students and make him or her want to pay attention and take apart.
- b. Pictures contribute to the context in which language is being used.
- c. Pictures can stimulate and provide information to be referred to in conversation, discussion, and storytelling.⁴⁰

From the explanation above it can be seen that pictures are useful to focus the students' attention to imagine on what the text says. Using picture is also an effort to help students to understand and comprehend something clearly and easily.

g. Disadvantages of Using Pictures

There are some disadvantages of pictures used in teaching and learning process, such as:

- a. students pay attention on the picture more than on learned material.
- b. it takes time and costs much to provide attractive pictures.
- c. small and unclear pictures may arouse problems in the teaching learning process since the students may misunderstand about the pictures.

To overcome these disadvantages, the writer recommended several ways. They are; 1) Teacher should avoid using pictures or photographs to attract more attention to them than to the activity. He also should control the students, activities including their attention during the teaching learning process; 2) the teacher should make or

⁴⁰*Ibid.*, p. 17

choose attractive simple pictures to avoid wasting time and money. 3) the teacher should make or choose big and clear enough pictures in order to avoid misunderstanding about the pictures.

h. The Using of Media in Teaching Descriptive Writing

According to Asnawir and Basyiruddin, media is something that has the character to channel message and can stimulate a minds, feelings and willingness of student so that can push the learning process.⁴¹ It's can be conclude that media is something that has a nature to transfer a message and it can be stimulate of a minds, feelings and willingness of students so that it happen in learning process. Generally, media is a humans, materials, or the happen which build a situations whom makes a students get a knowledge, skill, and attitude.⁴² It can be seen that media is not only as a tool in language teaching, but also media can make the students getting a point and information from it such as knowledge, skill and making a good attitude.

Accordingly a teacher, books materials, and environment of school is included as media. It is clear that media in learning process is a tools of graphic, photograpic, or electronic to catch, process, and rearrange the information.⁴³ In the classroom, the use of media has varied widely, depending on the methodology seleccted. In some methods, media has figured prominently and included in the curriculum.

⁴¹ Asnawir and M. Basyiruddin Usman, *Media Pembelajaran* , (Jakarta: Ciputat Press, 2002), p.11

⁴² Azhar Arsyad, *Media Pembelajaran*, (Jakarta: PT Raja Grafindo Persada, 2011), p.3

⁴³ Ibid.

In short, a media helps the teacher to motivate the students by bringing a slice of real into the classroom and by presenting language in its more complete communicative content. Media also provide a density information and richness of cultural input not otherwise possible in the classroom. Therefore, the use of an interesting media is necessary to motivate the students to learn.

B. Action Hypothesis

The Hypothesis of the study is:

“By implementation of picture, the students’ writing descriptive paragraph at the eighth graders of junior High School Karya Bakti Sukadana will be increased.”

CHAPTER III
RESEARCH METHOD

A. Setting, Subject and Object of the Research

1. Setting of Research

This research was conducted at the junior high school Karya Bakti Sukadana, which was located in the Rantau Jaya Udik II Sukadana, East Lampung.

2. Subject of the Research

The subject of this research is the eighth graders of junior high school Karya Bakti Sukadana East Lampung. There are 31 students in this class. The total of students of class VIII as follows:

Table 2:

The Total Students of Class VIII

| NO | Category | Number of Student |
|-----------|-----------------|--------------------------|
| 1. | Male | 16 |
| 2. | Female | 15 |
| Total | | 31 |

Source: Documentation data of SMP Karya Bakti Sukadana⁴⁴

⁴⁴ Documentation data of SMP Karya Bakti Sukadana taken on february 6th 2016.

3. Object of the Research

The object of this research is increasing the students' writing descriptive paragraph at The Eighth Graders of The Junior High School Karya Bakti Sukadana. Here, the researcher selected the pictures to increase the students' writing descriptive text.

B. Action Plan

According to Jean McNiff that action research is a methodology that is developed from within practice, a process of trying to understand how values may be lived in practice.⁴⁵ Moreover, Yogesh Kumar Singh stated that action research was a method for improving and modifying the working system of a classroom in school.⁴⁶ It means that action research was a way to investigate teaching and learning process in class.

C. Action Procedure

According to Kemmis and Taggart as cited by Anne Burns (1999) action research is dynamic and complementary process which consists of four essential steps such as planning, action, observation, and reflection in spiral system.⁴⁷

⁴⁵ Jean McNiff and Jack Whitehead, *Action Research: Principles and Practice (2nd ed)*, (London and New York: Routledge Falmer, 2002), p. 40.

⁴⁶ Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistic*, (New Delhi: New Age International Publisher, 2006), p. 261.

⁴⁷ Anne Burns, *Collaborative Action Research for English Language Teacher*, (Cambridge: Cambridge University Press, 1999), p.32

Those steps can be seen by following figure:

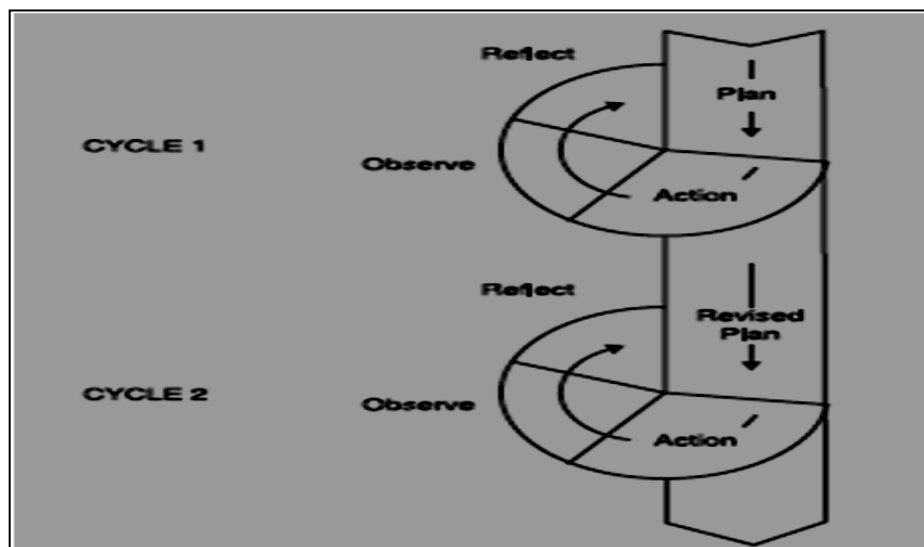


Figure 1. Kemmis and Mac Taggart Model

This figure describes the sequence of the research that is started by preliminary study and followed by planning, acting, observing, and reflecting that implemented in each cycle in spiral system.

1. Cycles I

a. Planning

The first step before we are going to teach in the classroom is planning. The material must suitable with syllabus and instrument of evaluation. Planning a lesson is more than just setting out a program of learning.⁴⁸ Without planning, the researchers' activity would not focus. The planning would reference in doing action. In the planning, the researcher focused on making lesson plan. Here were planning steps:

⁴⁸Ernes T. Stringer, *Integrating Teaching, Learning, And Action*, Sage, USA, 2010, p.4.

- 1) The researcher prepares a lesson plan.
- 2) The researcher prepares the material about descriptive paragraph.
- 3) The researcher prepares the source of learning that is the English book “*English in Focus for Grade VIII*”.
- 4) The researcher prepares the pictures
- 5) The researcher prepares the observation sheet for the students.

b. Acting

Doing action is the next step in this cycle after doing planning. Action is the realization from the planning that the researcher has made.⁴⁹ In this research, the researcher use the picture in teaching learning process. Here are the steps that the researcher does in the action:

1) Pre-Teaching Activities

- a) Greeting and pray together.
- b) Check attendance list.
- c) Ask students about their condition.
- d) Giving motivation to the students.

2) While-Teaching Activities

- a) The teacher ask students about descriptive
- b) The teacher review descriptive and explained more.
- c) The teacher give student topic about something.

⁴⁹ Kunandar, *Langkah Mudah Penelitian Tindakan Kelas Sebagai Pengembangan Profesi Guru*, (Jakarta: Rajawali Pers, 2013), p. 98.

- d) The teacher explained how to make descriptive easily (by using picture).
- e) The teacher give students exercise by using picture.
- f) Giving feedback to the students by giving appreciation for all that had been presented their task.
- g) Giving confirmation to the students about their work.

3) Post-Teaching Activities

- a) Asking students are any difficulties in the lesson.
- b) Making conclusion about the lesson together with the students.
- c) Giving a reward for the group that has the highest score.
- d) Closing the lesson by praying and greeting.

c. Observing

In this term, Observing is the activity of collecting the data and information. The researcher would use observation sheet to write down the important things as long as the learning process happened. From the observation sheet the researcher should know the result of the student's learning activities.

d. Reflecting

In this step, the researcher would analyze how the effect of the acting, what thing which had to be repaired, and what thing which became attention on the next acting. Then, the result of reflecting would be used as a guideline to make a new plan in the next cycle.

2. Cycle II

a. Planning

- 1) The researcher would study the result of reflecting on cycle I.
- 2) The researcher would prepare the lesson plan, material and media of learning and observation sheet for students.

b. Acting

In the second step, it is regarded with same step in previous cycle in which the researcher and collaborator apply the revised plan such as lesson plan, selected material, and instrument for evaluation to be implemented in teaching and learning process in the classroom.

c. Observing

The researcher would observe and collect the data when the learning process was conducting.

d. Reflecting

The researcher would reflect all the acting which had been conducted and identified the result of observation in the learning process and compared the score of pre-test and post-test.

D. Data Collection Technique

In collecting the data, the researcher will use the following techniques as follows:

1. Test

According to Douglas Brown test is a technique of measuring a person's competence or knowledge in a given domain.⁵⁰ The researcher will give two tests. Those are pre-test and post-test.

a. Pre-test

Pre-test is a test that conducted before the treatment. The purpose is to know how far the students' ability before they are given a treatment. It was given in the first meeting before doing the treatment. In this case, the students are given an essay test to make a descriptive paragraph by their own words.

b. Post-test

Post-test is test that conducted after doing the treatment. This test is to know whether the treatment gave any contribution or not to the students in writing descriptive paragraph. The form and the procedure of post-test are same whit pre-test.

2. Observation

In this research, the researcher will observe the students' behavior and the students' activities in learning process to know how the process of learning would be held. In doing the observation, the research would make the observation sheet that contained of list of the students' activities.

⁵⁰H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, , p.384.

3. Documentation

In this research, the researcher take the data from the documentation of school such as the profile of the school, the total of students, teachers, and the condition of the school.

4. Field Note

In this research, to collect the data more accurate, the researcher use field note. This is to know the students' activities during teaching learning process. It will be conducted after finishing the teaching learning process.

E. Data Analysis Technique

The researcher collecte and analyze the data would do it step by step the average scores of pre-test and post-test. The formula was to get the average pre-test and post-test as follows:⁵¹

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

X = Mean

ΣX = Number of student's score

N = Number of student

Then, the researcher will calculate the percentage of students' activity during teaching learning process in each cycle. The formula of calculating the percentage is as follows:

⁵¹James B. Schreiber and Kimberly Asner-Self, *Educational Research*, (New Jersey: John Wiley and Sons, 2011),p. 233

$$p = \frac{f}{N} \times 100\%$$

Notes:

f = frequency of students that will be calculated.

N = the total of students⁵²

F. Indicator of The Success

The successful of the classroom action research (CAR) is based on the criterion that has been determined and it is fail if it could not exceed criteria that have been determined. The study will be called success when 70% of students get minimum score 70 and students learning activities was increase of last cycle.

⁵² Louis Cohen, Et.al, *Research Methods in Education*, (New York: Routledge,2007). P. 423

CHAPTER IV

RESULT OF THE RESEARCH AND INTERPRETATION

A. Result of The Research

1. Brief History of The Junior High School Karya Bakti

The Junior High School Karya Bakti is located at Rantau Jaya Udik II, Sukadana, East Lampung. It was built on 4.635 M² by the ownerships the governor. This school established on June 20th, 2008.

Since The Junior High School Karya Bakti was established, this school has been led by the following principals:

- 1) Imam Suhono, S.Pd (2008 – 2011)
- 2) Samsudin, S.Pd (2011 – 2013)
- 3) Jamaluddin, S.Pd (2013 - 2016)
- 4) RizaAndrian Zen, S.Pd (2016 – now)

2. Vision and Mission of The Junior High School Karya Bakti

a. Vision of School

Having quality in the field of science, technology and religion.

b. Mission of School

- 1) Increasing the average value of The National Examination
- 2) Implementing learning process by guidance effectively
- 3) Increasing self-discipline to all of people in the school
- 4) Helping to develop the students' potential in the field of sport, scouts, art and motivating to participate in various competitions.
- 5) Creating the clean, beautiful and comfortable environment.

3. List of Teachers and Staff in The Junior High School Karya Bakti

Total of teachers and staff in The Junior High School Karya Bakti are 20 that can be identified as follows:

Table 3
List of Teachers and Staff at
The Junior High School Karya Bakti

| No. | Name | Last Eduaction | Occupation |
|-----|--------------------------|----------------|---------------------|
| 1. | RizaAndrian Zen, S.Pd | S1 | Headmaster |
| 2. | Agus Priyono, S.Pd | S1 | Mathematics |
| 3. | DewiHalimah, S.Pd.I | S1 | Administration |
| 4. | Sri Endang wahyuni, S.Pd | S1 | English Language |
| 5. | Devi Ayu Lestari, S.Pd | S1 | Indonesian Language |
| 6. | Defi Yulia, S.Pd | S1 | IPS Teacher |
| 7. | DodyHermawan, S.Pd | S1 | Penjaskes |
| 8. | Hasan Basri, S.Pd.I | S1 | PAI |
| 9. | Hendra Buwana | S1 | IPS |
| 10. | Jamaluddin, S.Pd | S1 | PKN |
| 11. | Megaria Susanti, S.Pd | S1 | English Language |
| 12. | Musirahwati, S.Si | S1 | Mathematics |
| 13. | Ngatino, Amd.Pd | D3 | IPA |
| 14. | Riana, S.Pd | S1 | Lampung Language |
| 15. | Siswaniatun, S.Pd.Ind | S1 | Indonesian Language |
| 16. | Sumarni | SMA | Administration |
| 17. | Suryadi | S1 | Library Staff |
| 18. | Murni , S.Pd | S1 | PAI |
| 19. | WahitHasim, S.Pd | S1 | Arabic Language |
| 20. | Meliyawati , S.Pd | S1 | Seni Budaya |

Source: The Documentation of The Junior High School Karya Bakti

4. Building Condition of The Junior High School Karya Bakti

The Junior High School Karya Bakti have many buildings such as classroom, library, canteen and many others. The explanation of these building as follow:

Table 4
Building Condition of The Junior High School Karya Bakti

| No | Names of Building | Total |
|-----|--------------------------|-------|
| 1. | Headmaster Room | 1 |
| 2. | Teacher Room | 1 |
| 3. | Administration Room | 1 |
| 4. | Class Room | 12 |
| 5. | Library | 1 |
| 6. | School Healthy Unit Room | 1 |
| 7. | Mosque | 1 |
| 8. | Canteen | 1 |
| 9. | Kitchen | 1 |
| 10. | Teachers' Rest Room | 2 |
| 11. | Students' Rest Room | 2 |

Source: Documentation of The Junior High School Karya Bakti

5. Total of The Students at The Junior High School Karya Bakti

Table 5
Total of Students at The Junior High School Karya Bakti

| No. | Class | Gender | | Total |
|-----|------------|--------|--------|-------|
| | | Male | Female | |
| 1. | Class VII | 30 | 60 | 90 |
| 2. | Class VIII | 40 | 57 | 97 |
| 3. | Class IX | 35 | 60 | 95 |
| | Total | 105 | 177 | 282 |

Source: Documentation of The Junior High School Karya Bakti

B. Description of Result Finding

In this research, the researcher conducted the research in two cycles. Each of cycle consists of planning, acting, observing and reflecting. The researcher gave a pre-test for the students before doing the treatment. It was aim to know how far the students' ability in writing descriptive text before they were given the treatment. The students' result of descriptive writing text was gained through test which consisted of pre test and post test in the beginning research and in the end of each cycles while the student' activities were gained from observation during the learning process.

In this research before the process of cycle one, the research conducted the pre test on Thursday, February 23th 2017. The researcher gave a pre-test for the students to see how far the students' writing ability before the treatment was given. In pre-test activity, the researcher gave an essay test. The researcher asked them to create a descriptive text based on the themes that was given. Then, the result of pre-test can be seen on the table below:

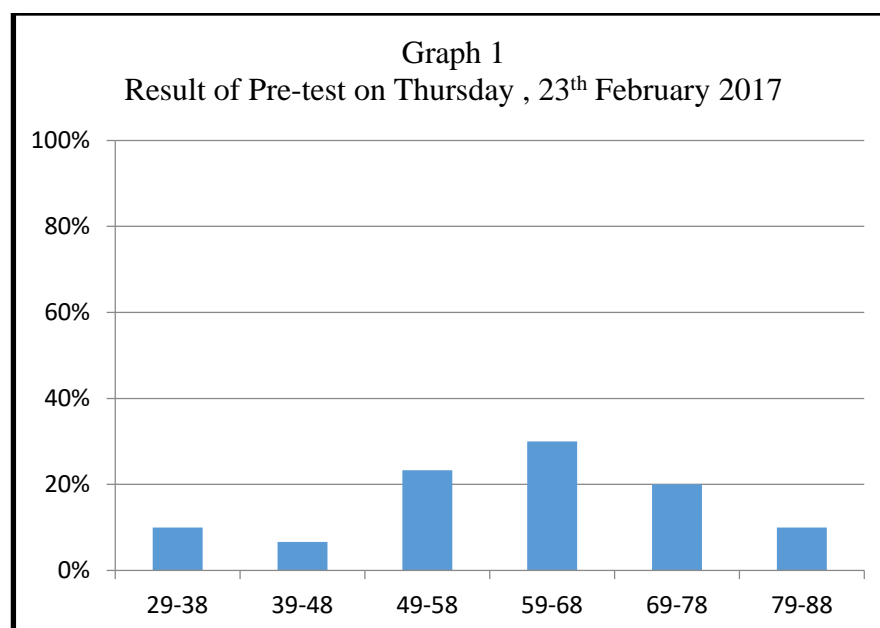
Table 6
The Students' Score of Pre-test

| No. | Students' Code | Score |
|-----|----------------|-------|
| 1. | AS | 62 |
| 2. | APL | 39 |
| 3. | AA | 54 |
| 4. | ADW | 62 |
| 5. | AR | 37 |
| 6. | AA | 59 |
| 7. | BP | 68 |
| 8. | BPS | 71 |
| 9. | DR | 73 |
| 10. | DA | - |
| 11. | DAP | 72 |

| | | |
|---------------|------|-------|
| 12. | DW | 47 |
| 13. | DAAN | 57 |
| 14. | DWN | 62 |
| 15. | DAL | 75 |
| 16. | EE | 58 |
| 17. | EK | 78 |
| 18. | EA | 79 |
| 19. | FS | 63 |
| 20. | KA | 78 |
| 21. | LAL | 58 |
| 22. | NDM | 29 |
| 23. | NA | 59 |
| 24. | PAF | 61 |
| 25. | PA | 57 |
| 26. | PDL | 33 |
| 27. | RA | 60 |
| 28. | RN | 83 |
| 29. | SP | 56 |
| 30. | SZ | 81 |
| 31. | WP | 51 |
| Lowest Score | | 29 |
| Highest Score | | 83 |
| Average | | 60,73 |

Table 7
Frequency of Students' Score at Pre-test of Descriptive Writing Ability

| Students' Score | Frequency | Percentage (%) | Category |
|-----------------|-----------|----------------|----------|
| 29 – 38 | 3 | 10% | Low |
| 39 – 48 | 2 | 6,67% | Low |
| 49 – 58 | 7 | 23,33% | Low |
| 59 – 68 | 9 | 30% | Average |
| 69 – 78 | 6 | 20% | Average |
| 79 – 88 | 3 | 10% | Average |
| Total | 30 | 100% | |



Based on the result of the students' pre-test, just 9 (30%) students passed The Minimum Mastery Criteria (MMC) that was 70. In pre-test, the researcher found the students' problem such as they still confused how to create a descriptive text. The problem could be seen by the students' score in pre-test. There were 21 students who got score less than 70. It showed that the result of students' writing ability was still low. That is the reason, why the

researcher choosed increasing their descriptive writing ability in Junior High School Karya Bakti Sukadana.

C. Description

1. Cycle 1

a. Planning

In this step, the researcher prepared the lesson plan, material and media that would be used in teaching learning process. The material was descriptive text. The material included the definition, the generic structure, the language features and the example of descriptive paragraph. Moreover, the researcher made an observation sheet that consists of list of students' name and list of the students' activities that will be observed during teaching learning process.

b. Acting

Acting is the second step in this research. The researcher conducted this cycle in two meetings. The schedule of action in this cycle is as follows:

Table 9
The Schedule of Action in Cycle 1

| Meeting | Day/Date | Time |
|-----------------|---|-------------------|
| 1 st | Monday, February 27 th 2017 | 08.50 – 10.20 a.m |
| 2 nd | Wednesday, March 1 st 2017 | 10.20– 11.40 a.m |

1) The First Meeting

The first meeting was done on Monday, February 27th 2017 at 08.50-10.20 a.m. At the beginning of teaching learning process, the researcher greeted students by saying “salam (Assalamualaikum wr.wb.) and good morning” and all of students answered by saying “salam (Walaikumsalam wr. Wb.) and good morning miss” friendly. Then, the researcher asked about their condition first before checked attendance list. Before giving the material, the researcher gave some question, for example “what do

you know about text?”. Some students could answer it but they used Indonesian language. It could happen because they usually discussed it in Indonesian language. Therefore, the researcher explained about what is text in English first before she explained about descriptive.

Then, the researcher explained about the characteristics of text and how to make a good paragraph. After that, the explanation continued about descriptive text. Most of students still did not understand about it. Next, the researcher invited the students to play a picture. The researcher gave some pictures in whiteboard and the students had to describe what it is.

After 2 x 40 minutes the ball rang and the researcher closed the lesson and reminded the students that it would be discussed in the next meeting.

2) The Second Meeting

The second meeting was done on Wednesday, March 1st 2017 at 10.20 – 11.40 a.m. The researcher greeted the students and they answered it friendly. Then, the researcher checked the attendance list. The activity continued by giving some explanation more about descriptive text and how to create it. Then, at the end of this meeting the researcher gave post-test cycle 1 with the similar task on pre-test before. The students had to create a descriptive text based on the themes given in 40 minutes. The students did it seriously. It seemed that the students’ score will be improved. The score of post-test cycle 1 can be seen on the table below:

Table 9
The Students’ Score of Post-test Cycle I

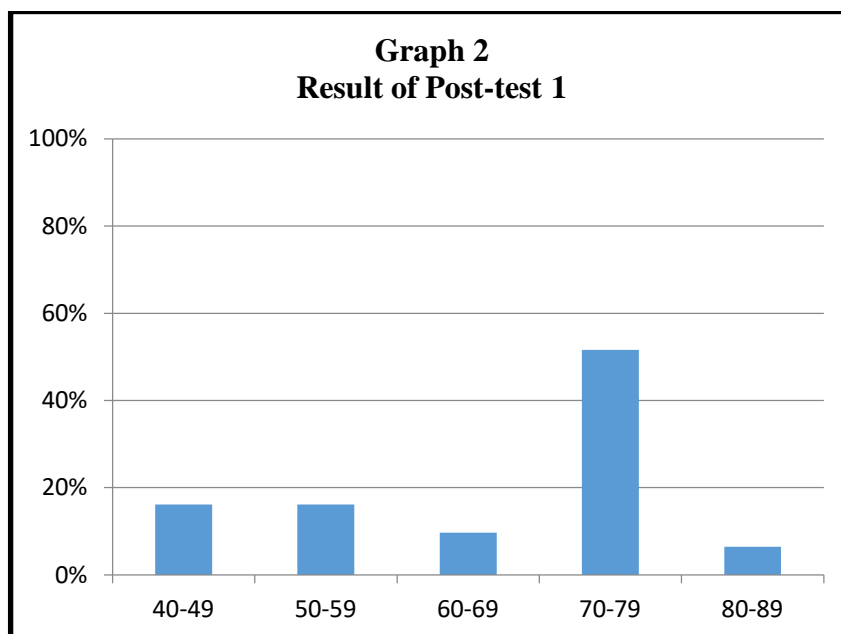
| No. | Students’ Code | Score |
|-----|----------------|-------|
| 1. | AS | 67 |
| 2. | APL | 53 |
| 3. | AA | 54 |
| 4. | ADW | 54 |

| | | |
|-----|------|----|
| 5. | AR | 74 |
| 6. | AA | 82 |
| 7. | BP | 41 |
| 8. | BPS | 66 |
| 9. | DR | 72 |
| 10. | DA | 79 |
| 11. | DAP | 49 |
| 12. | DW | 72 |
| 13. | DAAN | 45 |
| 14. | DWN | 78 |
| 15. | DAL | 71 |
| 16. | EE | 46 |
| 17. | EK | 71 |
| 18. | EA | 70 |
| 19. | FS | 72 |
| 20. | KA | 81 |
| 21. | LAL | 70 |
| 22. | NDM | 49 |
| 23. | NA | 78 |
| 24. | PAF | 55 |
| 25. | PA | 59 |
| 26. | PDL | 65 |
| 27. | RA | 75 |
| 28. | RN | 70 |

| | | |
|---------------|----|-------|
| 29. | SP | 73 |
| 30. | SZ | 79 |
| 31. | WP | 72 |
| Lowest Score | | 41 |
| Highest Score | | 82 |
| Average | | 65,87 |

Table 10
Frequency of Students' Score at Post-test Cycle I

| Students' Score | Frequency | Percentage (%) | Category |
|------------------------|------------------|-----------------------|-----------------|
| 40 – 49 | 5 | 16,13% | Low |
| 50 – 59 | 5 | 16,13% | Low |
| 60 – 69 | 3 | 9,67% | Average |
| 70 – 79 | 16 | 51,61% | Average |
| 80 – 89 | 2 | 6,45% | High |
| Total | 31 | 100% | |



Based on the data above, it can be seen that just 18 students passed in the post-test. It was more be higher than the students' score in pre-test. The Minimum Mastery Criteria (MMC) was 70. By looking the result of pre-test and post-test, it showed that the students' score increased from the average in pre-test before was 60,73 and the average score at post-test in cycle 1 was 65,87. It was not fulfill The Minimum Mastery Criteria (MMC) at least 70% students must got ≥ 70 . Therefore, the researcher had to do cycle 2.

c. Observing

While the treatment was given, observation was also conducted. Here, the researcher was as teacher and the English teacher was as a collaborator who observes the students' activities during teaching learning process.

After doing the treatment and observation, the researcher got the result of the students' learning activities from the collaborator as follows:

Table 12
The Result of Students' Activities in Cycle 1

| No | Name | First Meeting | | Second Meeting | | Category |
|----|------|---------------|-------------|----------------|-------------|----------|
| | | Act | Percentages | Act | Percentages | |
| 1. | APL | | 20% | | 20% | Constant |
| 2. | AA | | 40% | | 40% | Constant |
| 3. | ADW | | 40% | | 60% | Improve |

| | | | | | | |
|-----|------|--|-----|--|-----|----------|
| 4. | AR | | 40% | | 80% | Improve |
| 5. | AA | | 20% | | 60% | Improve |
| 6. | BP | | 20% | | 20% | Constant |
| 7. | BPS | | 20% | | 60% | Improve |
| 8. | DR | | 20% | | 20% | Constant |
| 9. | DA | | 60% | | 60% | Constant |
| 10. | DAP | | 40% | | 60% | Improve |
| 11. | DW | | 60% | | 80% | Improve |
| 12. | DAAN | | 20% | | 60% | Improve |
| 13. | DWN | | 40% | | 40% | Constant |
| 14. | DAL | | 20% | | 20% | Constant |
| 15. | EE | | 40% | | 60% | Improve |
| 16. | EK | | 60% | | 60% | Constant |
| 17. | EA | | 40% | | 40% | Constant |
| 18. | FS | | 40% | | 40% | Constant |
| 19. | KA | | 60% | | 60% | Constant |
| 20. | LAL | | 40% | | 60% | Improve |
| 21. | NDM | | 20% | | 40% | Improve |
| 22. | NA | | 40% | | 60% | Improve |
| 23. | PAF | | 40% | | 40% | Constant |
| 24. | PA | | 20% | | 20% | Improve |
| 25. | PDL | | 40% | | 60% | Improve |
| 26. | RA | | 40% | | 60% | Improve |
| 27. | RN | | 20% | | 20% | Constant |
| 28. | SP | | 80% | | 80% | Constant |
| 29. | SZ | | 60% | | 60% | Constant |
| 30. | WP | | 20% | | 20% | Constant |
| 31. | AS | | 20% | | 20% | Constant |

Note :

$\leq 50\%$ = Not Active

$\geq 50\%$ = Active

The students Score Criteria:

- 1) Giving attention to the teacher's explanation.
- 2) Giving respond to the teacher's explanation.
- 3) Enthusiastic in look the picture.
- 4) Making note from the material.
- 5) Doing the task.

Scoring:

Mark 1, with percentages 20% = low

Mark 2, with percentages 40% = enough

Mark 3, with percentages 60% = good

Mark 4, with percentages 80% = very good

Mark 5, with percentages 100% = excellent

Table 13
Frequency of Students' Activities in Cycle 1

| No | Score | First Meeting | | Second Meeting | | Category |
|-------|-------|---------------|-------------|----------------|-------------|-----------|
| | | Act | Percentages | Act | Percentages | |
| 1 | 5 | - | - | - | - | Excellent |
| 2 | 4 | 1 | 3,23% | 3 | 9,67% | Very Good |
| 3 | 3 | 5 | 16,13% | 14 | 45,16% | Good |
| 4 | 2 | 13 | 41,93% | 6 | 19,35% | Enough |
| 5 | 1 | 12 | 38,70% | 8 | 25,80% | Low |
| Total | | 31 | 100% | 31 | 100% | |

According to the result of observation above, it can be concluded that the learning process was sufficient. Although there some of students made noisy, it can be inferred that the learning process has done well. It can be seen in the first meeting the students did 3,23% of positive activity in learning process, 16,13% the students interested, 41,93% enough active and then 38,70% not active in the class. Therefore the second meeting the students more active than first meeting. It can be seen that more than 50% from all class was active in the learning process.

d. Reflecting

Based on the result of the first meeting, it can be seen that the most of the students got difficulty to write about descriptive. It happened because the teacher has not explained more about picture. Occasionally, in doing the assignment, the students face difficulty and they felt bored following the class.

Moreover, in the second meeting the teacher explained picture more. So, it has positive effect to the students in teaching and learning process. It can be seen from the result of the assignment in the first meeting and the test in the second meeting.

Got score more than 70 only, but there was increase in it. It proves that implement the picture was better than not implement it. The teaching and learning process will be effective if the teacher used bilingual language, those are English and Indonesian.

Although there was increasing of the result from the first and second meeting, but the research should be continued to the next cycle because the students' average have not achieved the minimum mastery criteria yet.

2. Cycle II

a. Planning

In the planning of cycle 2, the researcher and collaborator discussed about some of problems that found in cycle 1. Therefore, in this step the researcher would to prepare the lesson plan, material and media that would be used in teaching learning process. The material was descriptive text. The material included the definition, the generic structure, the language features and the example of descriptive text. Moreover, the researcher made an observation sheet that consists of list of students' name and list of the students' activities that will be observed during teaching learning process.

b. Acting

The researcher and collaborator arranged the schedule of action in cycle 2. It can be seen on the table below:

Table 14
The Schedule of Action in Cycle 2

| Meeting | Day/Date | Time |
|-----------------|--|-------------------|
| 1 st | Monday, March 6 th 2017 | 08.50 – 10.20 a.m |
| 2 nd | Wednesday, March 8 th 2017 | 10.20– 11.40 a.m |

1) The First Meeting

The first meeting was done on Monday, March 6th 2017 at 08.50 – 10.20 a.m. At the beginning of the class, the researcher greeted the students friendly. The students answered it friendly also.

The learning process in the cycle 2 was focused on the weakness of cycle 1. The researcher found the students' problems were in mechanic, content, organization and also grammar. The researcher asked about the previous material before she explained more about it. After that, the researcher explained again what is descriptive, the generic structure and the language features of descriptive text. Then, the researcher gave an example of descriptive text.

Next, the researcher gave some pictures and the picture push on the whiteboard. The students looked very enthusiastic learn by using picture and some of them very serious. In this second meeting, the students seemed more active than previous meeting.

Finally, the bell rang after 2 x 40 minutes. It means that the time was up and the researcher closed the lesson and reminded the students to study again about descriptive text.

2) The Second Meeting

The second meeting was done on Wednesday, March 8th 2017 at 10.20 – 11.40 a.m. The researcher began the class by greeted the students. After that, the researcher asked about their condition and checked the attendance list. The researcher asked to the students whether they have any question about the material. Then, the researcher gave feedback to the students about their question.

After that, the researcher gave pos-test cycle 2 with the similar task on post-test cycle 1 before. The score of post-test cycle 2 can be seen on the table below:

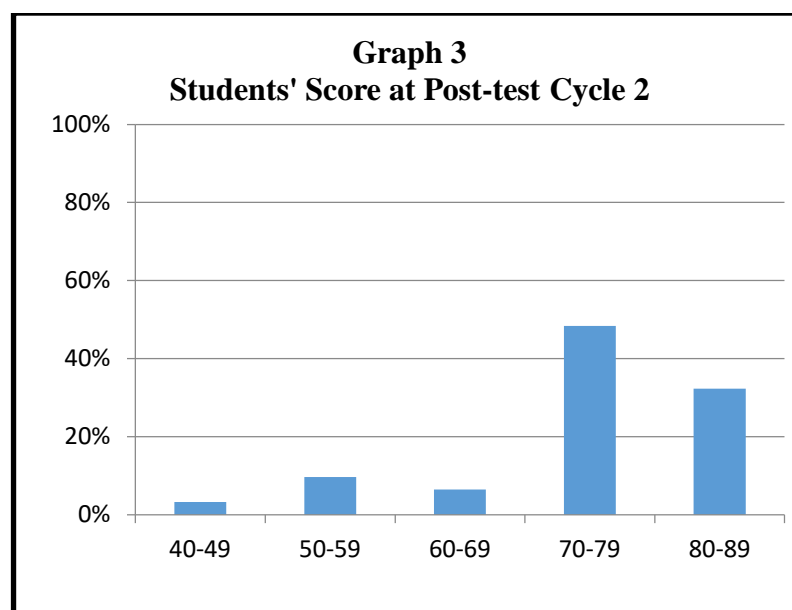
Table 15
The Students' Score at Post-test Cycle II

| No. | Students' Code | Total |
|-----|----------------|-------|
| 1. | AS | 70 |
| 2. | APL | 73 |
| 3. | AA | 87 |
| 4. | ADW | 56 |
| 5. | AR | 64 |
| 6. | AA | 88 |
| 7. | BP | 76 |
| 8. | BPS | 81 |
| 9. | DR | 71 |
| 10. | DA | 54 |
| 11. | DAP | 64 |
| 12. | DW | 71 |
| 13. | DAAN | 80 |
| 14. | DWN | 85 |
| 15. | DAL | 78 |
| 16. | EE | 41 |
| 17. | EK | 79 |
| 18. | EA | 80 |

| | | |
|---------------|-----|-------|
| 19. | FS | 77 |
| 20. | KA | 75 |
| 21. | LAL | 74 |
| 22. | NDM | 50 |
| 23. | NA | 76 |
| 24. | PAF | 78 |
| 25. | PA | 77 |
| 26. | PDL | 77 |
| 27. | RA | 81 |
| 28. | RN | 81 |
| 29. | SP | 86 |
| 30. | SZ | 84 |
| 31. | WP | 79 |
| Lowest Score | | 41 |
| Highest Score | | 88 |
| Average | | 73,96 |

Table 16
Frequency of Students' Score at Post-test Cycle II

| Students' Score | Frequency | Percentage (%) | Category |
|-----------------|-----------|----------------|----------|
| 40 – 49 | 1 | 3,26% | Low |
| 50 – 59 | 3 | 9,67% | Low |
| 60 – 69 | 2 | 6,45% | Average |
| 70 – 79 | 15 | 48,38% | Average |
| 80 – 89 | 10 | 32,26% | High |
| Total | 31 | 100% | |



Referring to the table above, it showed the result of post-test cycle II fulfill The Minimum Mastery Criteria (MMC) in which there were of 25 students got score ≥ 70 and only 6 students who was success yet. The average score of post-test cycle 2 was 73,96 it means that they were successful.

c. Observing

An observation was conducted with the same in cycle 1. After doing the treatment and observation, the researcher got the result of the students' learning activities from the collaborator as follows:

Table 17
The Result of Students' Activities in Cycle II

| No | Name | First Meeting | | Second Meeting | | Category |
|-----|------|---------------|-------------|----------------|-------------|----------|
| | | Act | Percentages | Act | Percentages | |
| 1. | AS | | 60% | 3 | 60% | Constant |
| 2. | APL | | 60% | 3 | 60% | Constant |
| 3. | AA | | 80% | 5 | 100% | Improve |
| 4. | ADW | | 100% | 5 | 100% | Constant |
| 5. | AR | | 80% | 4 | 80% | Constant |
| 6. | AA | | 60% | 3 | 60% | Constant |
| 7. | BP | | 60% | 4 | 80% | Improve |
| 8. | BPS | | 60% | 3 | 60% | Constant |
| 9. | DR | | 60% | 3 | 60% | Constant |
| 10. | DA | | 80% | 4 | 80% | Constant |
| 11. | DAP | | 100% | 5 | 100% | Constant |
| 12. | DW | | 80% | 5 | 100% | Improve |
| 13. | DAAN | | 60% | 3 | 60% | Constant |
| 14. | DWN | | 60% | 4 | 80% | Improve |
| 15. | DAL | | 80% | 4 | 80% | Constant |
| 16. | EE | | 80% | 5 | 100% | Improve |
| 17. | EK | | 60% | 3 | 60% | Constant |
| 18. | EA | | 60% | 4 | 80% | Improve |
| 19. | FS | | 80% | 5 | 100% | Improve |
| 20. | KA | | 80% | 4 | 80% | Constant |
| 21. | LAL | | 60% | 4 | 80% | Improve |
| 22. | NDM | | 80% | 5 | 100% | Improve |
| 23. | NA | | 60% | 4 | 80% | Improve |
| 24. | PAF | | 60% | 3 | 60% | Constant |
| 25. | PA | | 100% | 5 | 100% | Constant |
| 26. | PDL | | 80% | 5 | 100% | Improve |
| 27. | RA | | 60% | 3 | 60% | Constant |
| 28. | RN | | 100% | 5 | 100% | Constant |
| 29. | SP | | 100% | 5 | 100% | Constant |
| 30. | SZ | | 60% | 4 | 80% | Improve |
| 31. | WP | | 60% | 3 | 60% | Improve |

Note :

$\leq 50\%$ = Not Active

$\geq 50\%$ = Active

The students Score Criteria:

- 1) Giving attention to the teacher's explanation.
- 2) Giving respond to the teacher's explanation.
- 3) Enthusiastic in look the picture.
- 4) Making note from the material.
- 5) Doing the task.

Scoring:

Mark 1, with percentages 20% = low

Mark 2,with percentages 40% = enough

Mark 3,with percentages 60% = good

Mark 4,with percentages 80% = very good

Mark 5,with percentages 100% = excellent

Table 18
Frequency of Students' Activities in Cycle II

| No | Score | First Meeting | | Second Meeting | | Category |
|-------|-------|---------------|-------------|----------------|-------------|-----------|
| | | Act | Percentages | Act | Percentages | |
| 1 | 5 | 5 | 16,13% | 11 | 35,49% | Excellent |
| 2 | 4 | 10 | 32,25% | 10 | 32,25% | Very Good |
| 3 | 3 | 16 | 51,61% | 10 | 32,25% | Good |
| 4 | 2 | - | - | - | - | Enough |
| 5 | 1 | - | - | - | - | Low |
| Total | | 31 | 100% | 31 | 100% | |

According to the result of the observation above, it can be concluded that the learning process was successful. It can be inferred that the learning process has done well and the students were active in the class than cycle I.

d. Reflecting

Based on the result of the first meeting, it can be seen that the most of the students have not difficulty to express their idea into word and how construct sentence become a good paragraph. It happened because the teacher explained the picture more. The students have serious in doing the assignment. In this meeting, most of the students got good score. It happened caused the teacher and the researcher has revised and improved the teaching and learning process in cycle I.

In the second cycle, the students were also active to do the assignment and test than before. They also felt confidence to answer the question. It means that the picture is effective media to increase the student's descriptive writing ability. The students who got score more than 70 were 27 (87, 09%) out of 31 students. The research did not continue to the next cycle because the students' Average was 70.

D. Discussion

1. The Result of Pre Test

To see the students' descriptive writing ability before implementing the treatment, the researcher conducted the pre-test. It carried out on Thursday, February 23th, 2017.

Based on the result of the students' pre-test, just 9 (30%) students passed The Minimum Mastery Criteria (MMC) that was 70. In pre-test, the researcher found the students' problem such as they still confused how to create a descriptive text. The problem could be seen by the students' score in pre-test. There were 21 students who got score less than 70. It showed that the result of students' writing ability was still low. So, it needs improvement by using picture.

2. The Result of Post Test Cycle I

Based on the result of post test cycle I, it can be seen that just 18 students passed in the post-test. It was more be higher than the students' score in pre-test. The Minimum Mastery Criteria (MMC) was 70. By looking the result of pre-test and post-test, it showed that the students' score increased from the average in pre-test before was 60,73 and the

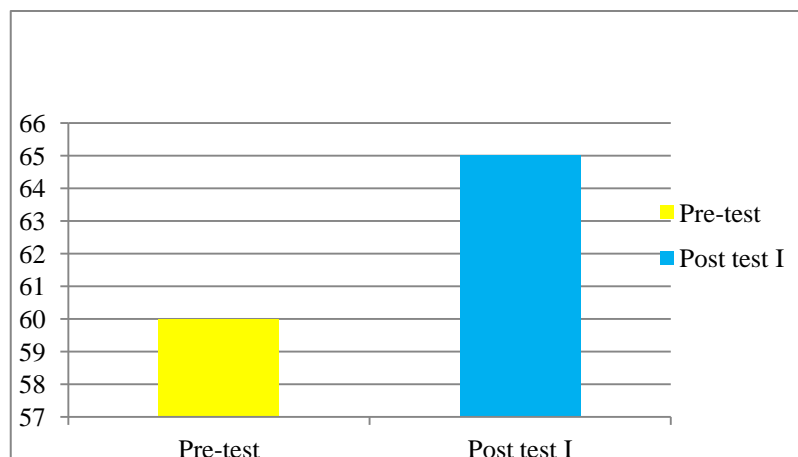
average score at post-test in cycle 1 was 65,87. It was not fulfill The Minimum Mastery Criteria (MMC) at least 70% students must got ≥ 70 . It can be seen that most of the student failed in achieving material. So, it needs improvement by using the picture.

Table 19
The Result of Students' Score at Pre-test and Post-test Cycle I

| No | Students' Code | Score of Pre-test | Score of Post-test Cycle 1 | Explanation |
|-----|----------------|-------------------|----------------------------|-------------|
| 1. | AS | 62 | 67 | Increased |
| 2. | APL | 39 | 53 | Increased |
| 3. | AA | 54 | 54 | Constant |
| 4. | ADW | 62 | 54 | Decreased |
| 5. | AR | 37 | 74 | Decreased |
| 6. | AA | 59 | 82 | Increased |
| 7. | BP | 68 | 41 | Decreased |
| 8. | BPS | 71 | 66 | Decreased |
| 9. | DR | 73 | 72 | Decreased |
| 10. | DA | - | 79 | Increased |
| 11. | DAP | 72 | 49 | Decreased |
| 12. | DW | 47 | 72 | Increased |
| 13. | DAAN | 57 | 45 | Decreased |
| 14. | DWN | 62 | 78 | Increased |
| 15. | DAL | 75 | 71 | Decreased |
| 16. | EE | 58 | 46 | Decreased |
| 17. | EK | 78 | 71 | Decreased |

| | | | | |
|-------------|-----|-------|-------|-----------|
| 18. | EA | 79 | 70 | Decreased |
| 19. | FS | 63 | 72 | Increased |
| 20. | KA | 78 | 81 | Increased |
| 21. | LAL | 58 | 70 | Increased |
| 22. | NDM | 29 | 49 | Increased |
| 23. | NA | 59 | 78 | Increased |
| 24. | PAF | 61 | 55 | Decreased |
| 25. | PA | 57 | 59 | Increased |
| 26. | PDL | 33 | 65 | Increased |
| 27. | RA | 60 | 75 | Decreased |
| 28. | RN | 83 | 70 | Decreased |
| 29. | SP | 56 | 73 | Increased |
| 30. | SZ | 81 | 79 | Decreased |
| 31. | WP | 51 | 72 | Increased |
| Total Score | | 1.822 | 2.042 | Increased |
| Average | | 60,73 | 65,87 | Increased |

Graph 4
The Average of the Students' Score on Pre-test and Post-test 1



Source: the result of pre test and post test 1

3. The Result of Post Test Cycle II

The result of posts test cycle II, it showed the result of post-test cycle II fulfill The Minimum Mastery Criteria (MMC) in which there were of 25 students got score ≥ 70 and only 6 students who was success yet. The average score of post-test cycle II was 73,96 it means that they were successful.

Table20
The Result of Students' Score at Post-test I and Post-test II

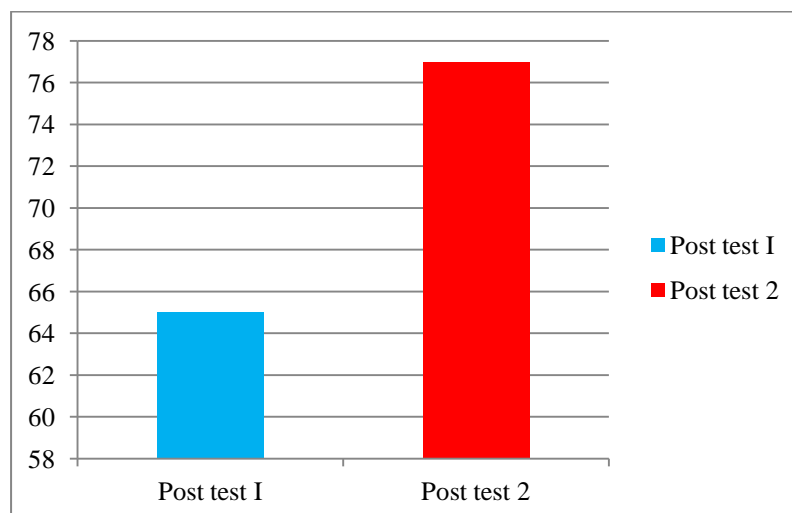
| No | Students' Code | Score of Post-test 1 | Score of Post-test 2 | Explanation |
|----|----------------|----------------------|----------------------|-------------|
| 1. | AS | 67 | 70 | Increased |
| 2. | APL | 53 | 73 | Increased |
| 3. | AA | 54 | 87 | Increased |
| 4. | ADW | 54 | 56 | Increased |

| | | | | |
|-----|------|----|----|-----------|
| 5. | AR | 74 | 64 | Decreased |
| 6. | AA | 82 | 88 | Increased |
| 7. | BP | 41 | 76 | Increased |
| 8. | BPS | 66 | 81 | Increased |
| 9. | DR | 72 | 71 | Decreased |
| 10. | DA | 79 | 54 | Decreased |
| 11. | DAP | 49 | 64 | Increased |
| 12. | DW | 72 | 71 | Increased |
| 13. | DAAN | 45 | 80 | Increased |
| 14. | DWN | 78 | 85 | Increased |
| 15. | DAL | 71 | 78 | Increased |
| 16. | EE | 46 | 41 | Decreased |
| 17. | EK | 71 | 79 | Increased |
| 18. | EA | 70 | 80 | Increased |
| 19. | FS | 72 | 77 | Increased |
| 20. | KA | 81 | 75 | Decreased |
| 21. | LAL | 70 | 74 | Increased |
| 22. | NDM | 49 | 50 | Increased |
| 23. | NA | 78 | 76 | Decreased |
| 24. | PAF | 55 | 78 | Increased |
| 25. | PA | 59 | 77 | Increased |
| 26. | PDL | 65 | 77 | Increased |
| 27. | RA | 75 | 81 | Increased |
| 28. | RN | 70 | 81 | Increased |

| | | | | |
|-------------|----|-------|-------|-----------|
| 29. | SP | 73 | 86 | Increased |
| 30. | SZ | 79 | 84 | Increased |
| 31. | WP | 72 | 79 | Increased |
| Total Score | | 2.042 | 2.292 | Increased |
| Average | | 65,87 | 73,96 | Increased |

Graph 5

The Average of The Students' Score on Post test I and Post test II



Source: the result of post test I and post test II.

4. The Comparison of Pre Test, Post Test I, Post Test II

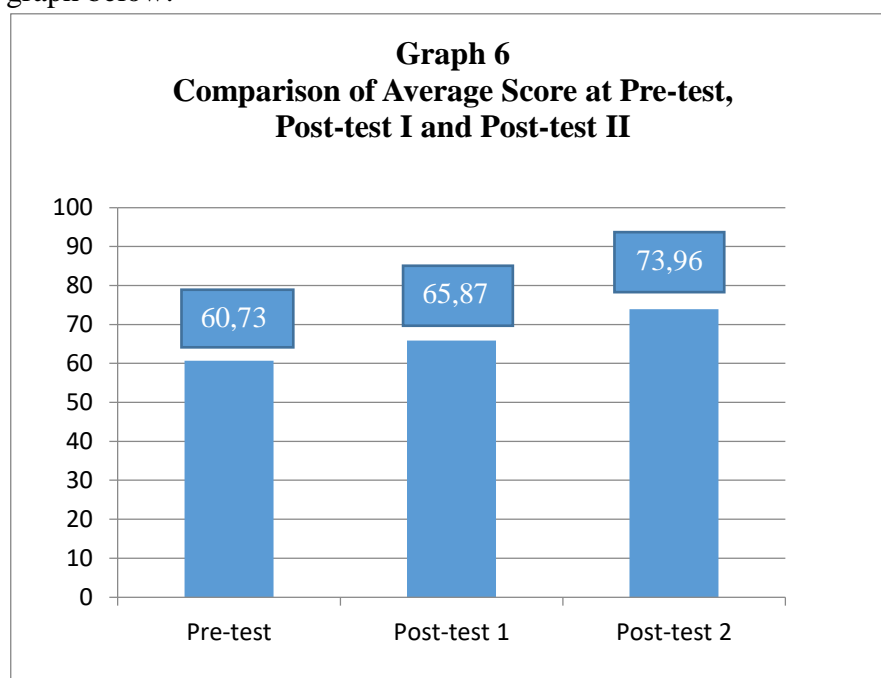
Based on the observation and reflection in this cycle the researcher and collaborator surely assumed that the use of picture in teaching writing descriptive text gave many useful for the students in increasing their ability. It is supported by the result of students' score at pre-test, post-test 1 and post-test 2. The comparison of students' score was shown on the table as follows:

Table 20
Comparison of Students' Score at Pre-test,
Post-test I and Post-test II

| No | Students' Code | Score of Pre-test | Score of Post-test I | Score of Post-test II | Explanation |
|-----|----------------|-------------------|----------------------|-----------------------|-------------|
| 1. | AS | 62 | 67 | 70 | Increased |
| 2. | APL | 39 | 53 | 73 | Increased |
| 3. | AA | 54 | 54 | 87 | Increased |
| 4. | ADW | 62 | 54 | 56 | Increased |
| 5. | AR | 37 | 74 | 64 | Decreased |
| 6. | AA | 59 | 82 | 88 | Increased |
| 7. | BP | 68 | 41 | 76 | Increased |
| 8. | BPS | 71 | 66 | 81 | Increased |
| 9. | DR | 73 | 72 | 71 | Decreased |
| 10. | DA | - | 79 | 54 | Decreased |
| 11. | DAP | 72 | 49 | 64 | Increased |
| 12. | DW | 47 | 72 | 71 | Increased |
| 13. | DAAN | 57 | 45 | 80 | Increased |
| 14. | DWN | 62 | 78 | 85 | Increased |
| 15. | DAL | 75 | 71 | 78 | Increased |
| 16. | EE | 58 | 46 | 41 | Decreased |
| 17. | EK | 78 | 71 | 79 | Increased |
| 18. | EA | 79 | 70 | 80 | Increased |
| 19. | FS | 63 | 72 | 77 | Increased |
| 20. | KA | 78 | 81 | 75 | Decreased |

| | | | | | |
|-------------|-----|-------|-------|-------|-----------|
| 21. | LAL | 58 | 70 | 74 | Increased |
| 22. | NDM | 29 | 49 | 50 | Increased |
| 23. | NA | 59 | 78 | 76 | Decreased |
| 24. | PAF | 61 | 55 | 78 | Increased |
| 25. | PA | 57 | 59 | 77 | Increased |
| 26. | PDL | 33 | 65 | 77 | Increased |
| 27. | RA | 60 | 75 | 81 | Increased |
| 28. | RN | 83 | 70 | 81 | Increased |
| 29. | SP | 56 | 73 | 86 | Increased |
| 30. | SZ | 81 | 79 | 84 | Increased |
| 31. | WP | 51 | 72 | 79 | Increased |
| Total Score | | 1.883 | 2.042 | 2.292 | |
| Average | | 60,73 | 65,87 | 73,96 | |

Moreover, the comparison of students' score can be seen on the graph below:



E. Interpretation

After the researcher analyzed of the result of post-test cycle 1 and post-test cycle 2 there was comparison between of them. There was improvement score of the students' ability in writing descriptive text. There was improvement score from post-test cycle 1 to post-test cycle 2. It can be seen from the graph of average score. The students' average score in post-test cycle 1 was 65,87 and average score in post-test cycle 2 was 73,96. It means that the students could achieve the target of this research that was 70.

Moreover, referring to the data of students' activities result in cycle 1 and cycle 2, there was improvement in students' activities during teaching learning process. By applying the picture the students feel more enjoy in learning process. Therefore, the students' activities were also improved. Because of the target of this research was 70% of students have got score at least 70 in writing descriptive text and 70% of students became more active in the class so it can concluded that the research was successful.

Hence, the picture can apply in the classroom in order to the students more attractive in learning process. This media can increase the students' ability in writing descriptive text. So the teacher can use this media as a technique in teaching writing especially descriptive text.

CHAPTER V CONCLUSION

A. Conclusion

Based on the result of implementation the picture in teaching writing descriptive text , the researcher would like to give the conclusion as follows:

1. The students at VIII class of The Junior High School Karya Bakti in learning descriptive text by using picture is better than before. It is supported by the result of pre-test, post-test 1 and post-test 2. There is improvement of each cycle. So, it means that the students' ability in writing descriptive text after the treatment by using picture is increase. Therefore The students activity in learning process is also improved. It can be seen from the observation data of students' activities of each cycle. Based on the data, the researcher concluded that by using picture the students' ability in writing descriptive text at the eighth grades of The State Junior High School Karya Bakti can increase.
2. The increasing of students` learning result could be seen from the average score of students' learning result on cycle I was 65.87% and improved on cycle II 73.96%. So that it improved 8.09%.

B. Suggestion

Referring to the result of the research and the conclusion stated previously, the researcher proposes some suggestions as follow:

1. For The Students

The students must be more active in learning process in order to they can understand the material and increase their result especially in writing performance.

2. For The English Teacher

The English teacher can apply the picture as a technique that effective to increase and to motivate the students in learning writing especially in writing descriptive text.

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CURRICULUM VITAE



Siti Muyasaroh was born on February 24th, 1993. She is the first child of Mr. Ngisomudin and Mrs. Siti Fathul Janah. She lived in Sukadana East Lampung. She has got married in 2015. Her husband name is Rudi Hermanto. She has baby. Her baby name is Alifa Sa'diyatul Uula.

After She graduated from TK PKK Rantau Jaya Udik II. Then she continued her study in SD N1 Rantau Jaya Udik II Sukadana, and she graduated in 2005. After that she continued her study in MTs Wasilatul Huda Surabaya Udik Sukadana, she graduated in 2008. Next, she continued in SMK Rodotul Falakh in Sukadana city, and she graduated in 2011. Then she continued her study in English Education Department of IAIN Metro.

APPENDIXES

The Documentation of Research



