AN UNDERGRADUATE THESIS

THE INFLUENCE OF USING PICTURE MEDIA TOWARD STUDENTS' WRITING DESCRIPTIVE TEXT OF THE EIGHT GRADE OF MTS MA'ARIF 11 SEPUTIH BANYAK CENTRAL LAMPUNG

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STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1439 H / 2017 M

THE INFLUENCE OF USING PICTURE MEDIA
TOWARD STUDENTS' WRITING DESCRIPTIVE TEXT
OF THE EIGHT GRADE OF MTS MA'ARIF 11
SEPUTIH BANYAK CENTRAL LAMPUNG

Presented as a Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
in English Education Department

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STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

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APPROVAL PAGE

Title   : THE INFLUENCE OF USING PICTURE MEDIA TOWARD STUDENTS' WRITING DESCRIPTIVE TEXT OF THE EIGHT GRADE OF MTs MA'ARIF 11 SEPUTIH BANYAK CENTRAL LAMPUNG

Name   : Isticomah

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Faculty   : Tarbiyah and Teacher Training

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To be discussed in the tesis (munaqosyah) in Tarbiyah Faculty of State Institute of Islamic Studies (IAIN) of Metro.

Metro, 13 November 2017

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NOTA DINAS

Nomor   :

Lampiran   :

Perihal   : **Mohon dimunaqosyahkan Skripsi**

                Saudari Isticomah

                                    Kepada yth,

                                      Dekan Fakultas Tarbiyah dan Ilmu Keguruan

                                      Institut Agama Islam Negeri (IAIN) Metro

Assalamualaikum Wr.Wb.

       Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka skripsi yang disusun oleh:

Name   : Isticomah

Students Number   : 13107507

Judul Skripsi   : THE INFLUENCE OF USING PICTURE MEDIA TOWARD STUDENTS' WRITING DESCRIPTIVE TEXT OF THE EIGHT GRADE OF MTs MA'ARIF 11 SEPUTIH BANYAK CENTRAL LAMPUNG

Sudah kami dapat setujui dan dapat diajukan untuk dimunaqosyah, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

                                                 Metro, 13 November 2017

            Sponsor   Co-sponsor

Dr. Widhiya Ninsiana, M.Hum   **Trisna Dinillah Harya, M.Pd.**
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NOTIFICATION LETTER

Number   :
Appendix   :
Matter   : **In order to hold the munaqosyah**
             of Isticomah

To: The Honorable the
Dean of Faculty of Tarbiyah and Teacher
Training
State Institute For Islamic Studies of Metro

Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to research tesis script which is written
by:

Name   : Isticomah

Students Number   : 13107507

Title   : THE INFLUENCE OF USING PICTURE MEDIA TOWARD
STUDENTS' WRITING DESCRIPTIVE TEXT OF THE EIGHT
GRADE OF MTs MA'ARIF 11 SEPUTIH BANYAK CENTRAL
LAMPUNG

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

Wassalmu'alaikum Wr.Wb

Metro, 13 November 2017

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RATIFICATION PAGE

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An undergraduate thesis entittled: THE INFLUENCE OF USING PICTURE MEDIA TOWARD STUDENTS' WRITING DESCRIPTIVE TEXT OF THE EIGHT GRADE OF MTS MA'ARIF 11 SEPUTIH BANYAK CENTRAL LAMPUNG

Written by Isticomah, student number. 13107507, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on December 12, 2017 at 08.00-09.30.

BOARD OF EXAMINERS:

Chairperson   : Dr. Widhiya Ninsiana, M.Hum   (.....................)

Examiner I   : Drs. Kuryani Utih, M.Pd   (.....................)

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THE INFLUENCE OF USING PICTURE MEDI TOWARD STUDENTS' WRITING DESCRIPTIVE TEXT OF THE EIGHT GRADE OF MTS MA'ARIF 11 SEPUTIH BANYAK CENTRAL LAMPUNG

ABSTRACT

By:
ISTICOMAH

The purpose of this research was to determine whether there is any positive and significant influence of using picture media toward students' writing descriptive text. The problem that faced by the students is the students have lack of vocabulary to express their ideas in writing text. They have low motivation. This research is carried out to discuss how picture media influences toward students' writing descriptive text.

This research is quantitative research. The research used documentation and test to collect the data. This research used purposive clusters sampling as sampling technique. The researcher gave one pre-test before treatment and one post-test after treatment. This research used VIII.B class as subject of research. The writer analyzed the data by using Chi Square and t-test formulation to prove whether hypothesis is accepted or rejected.

Based on the result and the discussion of this research, it can be said that critical value " $X^2_{observed}$" is 10,934 and "X^2_{table}" = 5% (5,9914) and 1% (9,2103). The data confirmed that "$X^2_{observed}$" is higher than "X^2_{table}". Moreover, the data confirmed that t = observed 6,21 is higher than t = table 1,729 in 5% and 2,860 in 1%. Therefore, it can be concluded that Ha is accepted and Ho is rejected. This shows that there is any positive and significant influence of using picture media toward students' writing descriptive text of the eight grade of MTs Ma'arif 11 Seputih Banyak Central Lampung. The research conclusion is picture media as one of alternative media can help the students; to improve writing descriptive at the eight grade of MTs Ma'arif 11 Sepuith Banyak Central Lampung.

PENGARUH PENGGUNAAN MEDIA GAMBAR TERHADAP KEMAMPUAN MENULIS DESKRIPTIF TEKS SISWA KELAS VII MTs MA'ARIF 11 SEPUTIH BANYAK LAMPUNG TENGAH

ABSTRAK

oleh:
ISTICOMAH

Tujuan penelitian ini adalah untuk mengetahui pengaruh positif dan signifikan penggunaan media gambar terhadap kemampuan menulis deskriptif teks. Masalah yang dihadapi siswa yaitu siswa kurang dalam penguasaaan kosa kata untuk mengekpresikan idenya dalam menulis teks. Mereka memiliki motivasi yang rendah. Penelitian ini diadakan untuk mendiskusikan bagaimana pengaruh media gambar terhadap kemampuan menulis deskriptif siswa.

Penelitian ini merupakan penelitian kuantitatif. Metode yang digunakan dalam mengumpulkan data ialah dokumentasi dan tes. Teknik pengambilan sampel yang digunakan adalah purposive sampling. Dalam penelitian ini siswa diberikan satu kali pre-test sebelum perlakuan khusus dan satu kali post-test setelah perlakuan khusus. Subjek penelitian ini ialah kelas VIII.B MTs Ma'arif 11 Seputih Banyak Lampung Tengah. Penelitian ini menggunakan rumus Chi Square dan t-test untuk menganalisa data.

Berdasarkan hasil dan pembahasan penelitian ini diperoleh nilai chi-square "X^2_{hitung}" yaitu 10,934 dan "X^2_{table}" = 5% (5,99146) dan 1% (9,2103) yang menunjukkan "X^2_{hitung}" lebih tinggi dari pada "X^2_{table}". Kemudian nilai t-test menunjukkan t_{hitung} = 6,21 lebih tinggi dari pada t_{table} = 1,729 di 5% dan 2,860 di 1%. Ini berarti bahwa Hi diterima dan Ho ditolak. Hal ini menunjukkan bahwasannya penggunaan media gambar berpengaruh positif dan signifikan terhadap kemampuan menulis deskriptif siswa kelas VIII MTs Ma'arif 11 Seputih Banyak Lampung Tengah. Kesimpulan penelitian ini adalah media gambar sebagai salah satu alternative media yang membantu siswa dalam meningkatkan kemampuan menulis deskriptif kelas VIII MTs Ma'arif 11 Seputih Banyak Lampung Tengah.

STATEMENT OF RESEARCH ORIGINALITY

The Undersigned:

Name   : ISTICOMAH

Student Number   :13107507

Department   : English Education

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

Metro, 19 October 2017

ISTICOMAH
St. Number 13107507

ORISINALITAS PENELITIAN

Yang bertanda tangan dibawah ini:

Nama   : ISTICOMAH

Npm   : 13107507

Jurusan   : Tadris Bahasa Inggris (TBI)

Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian saya,
kecuali bagian-bagian yang dirujuk dari sumbernya dan disebutkan dalam daftar
pustaka.

Metro, 19 October 2017

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MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا

" Indeed, there are difficulties in addition to ease of "

(Q.S.Al-Insyirah:5)

"You can do anything if you believe you can do it"

(Writer)

DEDICATION PAGE

All praise to Allah SWT, I highly dedicate this undergraduate thesis to:

1. My great family, especially for my parents, Mr. Abdul Shomad and Mrs. Sawiyah who always contribute their support, power and advice for my life and my study, thanks a lot for your everlasting love and incessant prayer.

2. My beloved brother Zulham and Hamdi thanks for your support and your care

3. My beloved Uncle Abdul Wahab, S.Pd thanks for your support and your care. Do not ever leave me because I need your support.

4. My sponsor Mrs. Dr. Widhya Ninsiana, M.Hum and Mrs. Trisna Dinillah Harya, M.Pd it will not be real without your assistance.

5. My beloved friends (Anna Meylinda, Tuatul Imah, Tia Anggraini, Pyngki Soraya, Maratus Sholekhah, Maryana Ulfa, Dewi Parwanti, Dewi Saraswati). Thanks for all your help, support and care, and thanks for all your assistance, so that I could finish my graduate thesis.

6. My beloved Almamater IAIN Metro, Lampung.

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First of all, I say alhamdulillah to Allah, The Almighty, who has given human health and happiness and created all mankind in the best form. Shalawat and salam just to the best prophet, Muhammad SAW., who has taught all Moslem many knowledge based on the holy Qur'an and his tradition called Sunnah.
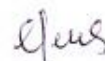
An undergraduate thesis is presented as a Partial Fulfillment of Requirements for the Degree of Sarjana Pendidikan (S.Pd.) in English Education Study Program entitled: "The Influence Of Using Picture Media Toward Students' Writing Descriptive Text Of the Eight Grade of MTs Ma'arif 11 Seputih Banyak Central Lampung".

The writer would like to express her gratitude especially to the Principal of IAIN METRO Prof. Dr. Enizar, M. Ag., The Head of English Education Study Program Mr. Ahmad Subhan Roza, M. Pd., Sponsor Dr. Widhya Ninsiana, M.Hum., and Co-sponsor, Trisna Dinillah Harya, M.Pd., who have sincerely guided the writer to accomplish this research. The writer also appreciated to all helps and supports from, my parents, my brothers, and all my conversion friends and also staffs and students of MTs Ma'arif 11 Seputih Banyak Central Lampung.

Finally, the writer realizes that this undergraduate thesis. Therefore, the best critique and suggestion are needed to make this research undergraduate thesis to be better. At last, the writer hopes that this undergraduate thesis gives a good contribution.

Metro, 19 October 2017

The Writer,

Isticomah
NPM. 13107507

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CHAPTER I

INTRODUCTION

A. Background of the Research

English is important for Indonesian in order to face the development of the world. It has also been a compulsory subject to Indonesian learners from junior high school up to university. The student should have four language skills such as listening, speaking, reading and writing. There are also language components vocabulary, spelling and structure.

Writing is one of the important aspects in language learning. By writing, the learners can share information and ideas with others through written text. Writing skill can help them to think critically and to clarify their thoughts smoothly. They often discover what they really think and feel about people, ideas, issues, and events only in the actual process of writing. Writing is also as a learning tool, helping them to understand what they have discovered.

Writing itself is divided into some layers, namely phrase, clause, sentence, paragraph, text, and discourse. Usually, the implementation of writing phrase and writing sentence are introduced in the beginning level of learners, while the writing paragraph, writing text and writing an article are implemented in the intermediate level of learners.

Writing known as the most difficult and complex language skill compared to other language skills. Writing needs more efforts than the other skills, such as

thingking hard to produce idea, words, phrases, sentences, paragraph and text. Besides, writing needs the right word choice, speeling, punctuation and grammar.

Beside it, there are another factor that makes writing be the most difficult subject. The other reason, there are many kinds of English text, such as descriptive, narrative, argumentative, and exposition. Desriptive writing is a text which describe about person, place, or things as the reader can see, feel, hear or touch. In teaching learning process the students often find the difficulties in digging their ideas and imagination to write a descriptive text. Moreover, each text has different characteristics especially in descriptive text. Because in this text, the students must describe a particular person, place, or thing. Even, there are the teachers who asked their students to practice the writing descriptive text, but they do not yet use proper media in the learning process. So, the students only depend on their imagination in describing the object, of course it is not enough to get the idea in descriptions.

By looking at the problems, so the teacher should be find a proper media in teaching writing in order to increase the students writing ability and also change the students perception that writing is very difficult in their mind. Moreover, we need to make writing be an interesting activity to them. One of the good media to teach the writing descriptive text is using picture. Pictures is a visual media that can give the students motivations and students feel interesting in the writing process. Picture has some benefit such as giving true, concrete and realistic concept, pictures can attract students' attention in the learning process and make the students more imaginative and creative in writing class.

Furthermore, the result of pre-survey conducted on November 14, 2016, the researcher found some problems on students' English learning of the eight grade of MTs Ma'arif 11 Seputih Banyak, such as : the students are not interest in learning English, the students have low motivation in learning English, the students have low ability in writing, the students feel bored in learning process expecially in learning English.

Below the data of the students' english test score of the eight grade of MTs Ma'arif 11 Seputih Banyak with the minimum master criteria (MMC) for English 70.

Table 1.
The Students English Test Score of the Eight Grade of MTs Ma'arif 11 Seputih Banyak.

No	Score	Frequency	Explanation	Persentage
1.	≥70	7	Complete	35%
2.	<70	13	Incomplete	65%
Total		20		100%

Source: English teacher document of MTs Ma'arif 11 Seputih Banyak.

Based on the result of pre-survey above, it could be seen that there are 7 students complete for the score ≥70 (35%) and there are 13 students incomplete for the score <70 (65%). It means 13 students at class VIII.B are low in writing.

Based on the explanation above, the researcher conducted a research entitled "The Influence of Using Picture Media Toward Students' Writing Descriptive Text of the Eight Grade of MTs Ma'arif 11 Seputih Banyak Central Lampung".

B. Problem Identification

In the case of the background above, the researcher identifies the problem as follows:

1. The students are not interest in learning English.

2. The students have low ability in writing text.

3. The students have difficulties to find the main ideas in writing text.

4. The students have lack of vocabulary to express their ideas in writing text.

C. Problem Limitation

Based on the problem above, the researcher limited the problems at the fourth problem, that is the students have lack of vocabulary to express their ideas in writing text. The writer recommended the picture media in teaching English, especially in writing text.

D. Problem Formulation

Concerning the background of the research and problem identifications above, the researcher formulates the problem in this research as follows: " Is there any positive and significant influence of using picture media toward students' writing descriptive text of the eight grade of MTs Ma'arif 11 Seputih Banyak Central Lampung?

E. Objective and Benefit of the Research

1. Objective of the Research

The objectives of the research is to know wheter the influence of using picture media toward students' writing descriptive text.

2. Benefit of the Research

a. For the students

The result of this research may help the students to improve their ability in writing descriptive paragraph. Besides it, picture may help them to remove their boredom in the learning process.

b. For the Teacher

Every teacher may use the proper media like as the picture in the learning process to improve students writing ability.

c. For the Headmaster

It is hopefully could be a positive contribution an as information to improve quality of learning English in MTs Ma'arif 11 Seputih Banyak.

CHAPTER II

THEORETICAL RIVIEW

A. The Concept of Writing

1. Definition of Writing

According to Nunan, writing is a the physical act of commiting words or ideas to some medium, whether it is hieroglyphics inked into parchment or an e-mail message typed into a computeron the other hand,[1] writing is the mental work of investing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a leader.

Moreover, Franklin states that writing can be a powerful instrument in social organization, in the maintenance and exercise of authority. It can amplify the 'voice' of those who control its contents and dissemination, carrying that voice across huge distance and preserving its resonance every time.[2] It can help to sustain networks of communication outside the narrow local community, or to accumulate and convey orders and rules, or to fix the memory of indivual transactions; it can be stored for the future, and retrieved in cases of dispute.

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[1] David Nunan, *Practical English Language Teaching*, (Singapore: McGrawHill, 2003), p.87.

[2] Simon Franklin, *Writing Society and Culture in Early Rus,C,950-13001,* (Cambridge: University Press, 2004), p.129.

Meanwhile, Sharples states that writing is a demanding mental activity, yet some people appear to write without great effort.[3] Writing involves both engagement and reflection and Writing is also analytic, requiring evaluation and problem solving, yet it also a synthetic, productive process.

Furthermore, Mike and David explain that writing is a powerful means of self-and social expression, potentially communicating to an increasingly wide audience through formal or in formal publication, easy and quick copying, and information and communication technology.[4] Writing is also an important controlling mechanism, a means of achieving orderly discipline in many lesson.

On the other hand, Javed said that writing is the one of the basic skills of the English language. It is generally considered one of the most difficult that other skills for foreign language students.[5] Even native speakers feel difficulty in showing a good command of writing.

Based on the explanation above, it can be concluded that writing is one of non verbal communications that requires the linguistic skill. It is used by the people to share their thoughts, feelings, and ideas with others. It needs a composing process in order that it produces a good product.

[3] Mike Sharples, *How We Write,* (London: Routledge, 1999), p.10.
[4] Mike Fleming and David Stevens, *English Teaching In The Secondary School,* (London: Routledge, 2010), p.89.
[5] Muhammad Javed *et Al*, *A study of Students' Assessment in Writing Skills of the English Language*. International Journal of Instruction. Vol.6, (Malaysia: University Sains Malaysia, 2013), p.130.

3. **Types of Writing Text**

There are several types of writing as follow:

a. Narrative

Narrative is an account or description of events in the past which entails following a time sequence or chronological order.[6]

b. Descriptive

Descriptive writing 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.[7]

c. Expository

Expository paragraphs deal with facts, ideas, beliefs. it explain, analyze, define, compare, illustrate. They answer questions like What? Why? How? What was the cause? The effect? Like what? Unlike what? They are the kinds of paragraph we write in reports or term papers or tests.[8]

d. Argumentation

Argument is writing that takes a position on an issue and gives supporting evidence to persuade someone else to accept, or at least consider, the position. Argument is also used to convince someone to take (or not take)

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[6] R.R Jordan, *Academic Writing Course Study Skills In English,* (Cambridge: Pearson Education Limited, 1999), p.27

[7] Alice Oshima & Ann Haque, *Introduction to Academic Writing 3th Edition,* (The United State of America: Longman, 2007), p.61

[8] Thomas S. Kane, *The Oxford Essential Guide to Writing,* (New York: Oxford University Press, 2000), p. 89

an action. Argument helps you persuade people to see things your way, or at least to understand your position.[9]

4. The Process of Writing

According to Brown, the writing process divided into three stages.[10] They are prewriting, while writing (drafting), and post writing (revising).

a. Prewriting

Prewriting is an essential step in the writing process which doing before the writer is going to write. It puts critical thinking into action. Before start writing, the writer is asserted to find ideas to write about. This way is known as brainstorming. It can help the writers get started when they have no topic to develop. It also can identify information which needed to support the point of view quickly. In other words, brainstorming is one of the several different ways to begin writing.

b. While writing (drafting)

While writing is the time when the writers have been writing. It is commonly known as drafting process. It is started by write down the objective or the main idea. Ideally, this should be in one sentence. After deciding the main idea then the writers include additional informations they need as the supporting idea. In addition, the writer needs to develop their thought in order that enhance their writing.

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[9] Susan Anker, *Real Writing with Readings Paragraphs and Essays for Colledge, Work, and Everiday Life,* (New York: Boston, 2010), p. 258

[10] H. Douglas Brown, *Teaching by Principles*: An Interactive to Language Pedagogy 2nd Edition, (New York: Addison Weasley Longman, 2001), p.348.

c. Post writing (revising)

Before finishing their writing, the writers need to asses their draft in order that they produce a good writing. They accomplish proof reading before. They also make corrections directly in their first draft to make it clearer and more convincing. This step called as the process revising. They ought to consider some facets in the text such as content, clarity, form, errors in grammar, and puctuation. The writer might change that order or insert additions to make an appropriate revisions.

B. The Concept of Descriptive Text

1. Definition of Descriptive Text

According to Susan, description is writing that creates a clear and vivid impression of the topic.[11] Description translates your experiment of a person, place, or thing into words, often by appealing to the physical senses: sight, hearing, smell, taste, and touch.

Moreover, Gayle and Lawrence explain that effective description creates images in the reader's mind by using specific details.[12] Like a painter using colour on a canvas, the writer uses words (the colour) to create the pictures in the reader's mind (the canvas). The specific details help develop the word painting that describes persons, places, thing, and emotions.

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[11] Susan Anker, Real Writing with Readings Paragraphs and Essays for Colledge, Work, and Everiday Life., p.155.
[12] Gayle Feng Checkett and Lawrence Checkett, *The Write Start Sentences to Paragraphs with Professional and Student Readings,* (United States of America, 2010), p.160.

Furthermore, Kane states that description is about sensory experience-how something looks, sounds, tastes.[13] Mostly it is about visual experience, but description is also deals with other kinds of perception. The following passage, for example, uses sounds to describe the beginning of an act of revolutionary violence in china.

On the other hand, Oshima explains that Descriptive writing 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.[14]

Based on the explanation above, it can be concluded that descriptive text is describe a particular person, places or thing and explain how it looks, shapes, smells or tastes.

2. **Types of Descriptive Text**

According to Gayle and Lawrence, there are two types of descriptive text.[15] They are objective and subjective description.

a. Objective Description

Description relies on factual detail without much embellishment. For example:

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[13] Thomas S Kane, The Oxford Essential Guide To Writing., p.351.
[14] Alice Oshima & Ann Haque, Introduction to Academic Writing 3th Edition., p.61
[15] Gayle Feng Checkett and Lawrence Checkett, *The Write Start Sentences to Paragraphs with Professional and Student Readings.,* p.160.

"The snowman consisted of three round balss stacked one pn tof of the other. It stood five feet high. Its eyes were round stones, with a carrpt serving as a nose. A baseball cap sat atop its head."

From this objective description, you can picture the snowman. However it is difficult to recognize what emotion or impression the writer wants us to feel.

b. Subjective Description

Subjective description creates easly identifiable emotion or impression. For example:

"The snowman's body consisted of three plump balls of fluffy, white snow stacked liked an ice cream cone. Its eyes were made from brightly colored stones, with a squiggly, pigtail, orange carrot serving as nose. A fuzzy, red baseball cap with a crooked bill sat cockeyed on his head."

From this subjective description, it is clear that the writer wants the snowman to evoke a funny or happy emotion. Objective description tells what the writer actually sees. Subjective description shows how the writer feels.

3. **The Generic Structure of Descriptive Text**

In writing descriptive text, it should consist of generic structure, such as:[16] identification, description, and conclusion.

a. Identification

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[16] Mark Anderson and Kathy Anderson, *Text Types in English 3,* (Australia: Macmillan Education Australia Pty Ltd, 1998), p.26-27.

Identification (introduction) is a general opening statement in the first paragraph or the first sentence that introduces the subject of the description to the audience. Besides, it can give the audience brief details about the when, where, who, or what of the subject described.

b. Description

Description is a series of paragraphs about the subject where each paragraph usually begins with a topic sentence. The topic sentence previews the details that will be contained in the remainder of the paragraph. Moreover, each paragraph should describe one feature of the subject and all paragraphs build the description of the subject. The description can be physical appearance of the subject, the qualities of the subject like degree of beauty, excellence or value, and other characteristics of the subject which is like the unique of the special aspects that the subject has.

c. Conclusion

The last part of the descriptive text is optional. In this part, the writer concludes the text or restates the identification or description. A conclusion is not absolutely necessary; however, it is often very helpful to the reader because it usually concludes signals the end of the text. In addition, it reminds the reader of the important point or in other word it is to emphasize the reader to imagine the subject.

5. The Characteritics of Descriptive Text

There are some characteristics about descriptive text. The following characteristics of descriptive text as follows:

a. Using imaginative language, interesting comparisons and images that appeal to the reader's senses.

b. Using specific and concrete vocabulary to describe details.

c. Involving the reader enough so he/she can actually visualize or picture the things, person or people being described.

d. Considering the purpose and audience of the paragraph.

e. Using variety of words. It means that use of variety of adjectives, nouns, adverbs, and phrases to suggest colours, movements, expressions and feeling.

f. Using any details. If anyone want to describe an object. They should not describe just its physical features but also its habit, its characteristics and its relationship.

C. The Concept of Picture as Media

As the writer discussed in the previous chapter writing is the difficult competence that be mastered by the students. To help them in this case, the teacher needs a helpful device which is called media. There are four kinds of media namely; visual media, audio media, projected media and projected motion media. The writer's focus in this research is the using of visual media; one of them is picture.

1. **Definition of Picture**

According to Marianne and Sharon, pictures are kinds of visual instruction materials that might be used more effectively to develop and sustain motivation in producing positive attitudes toward English and to teach or reinforce language skills.[17] Picture can be used in various configurations to enchance learning and practice.

Moreover Harmer argues that picture are really useful ways to prompt students into writing stories.[18] There are a number of different task which students can be asked to undertake. He explain that students can be given a series of picture in sequence which tells a story. They have to write the story which the picture tell.

Furthermore, Heaton said that Pictures of single objects can be used for testing the production of significant phoneme contrasts, while a picture of a scene or an incident can be used for examining the total oral skills.[19] This section will concentrate on the use of pictures for description and narration.

Meanwhile, Raimes state that picture can be used as a reference for students to discuss a cultural phenomenon and their own experience related to it.[20]

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[17] Marianne Celce and Sharon Hills, *Technique and Recourse in Teaching Grammar,* (New York: Oxford University Press, 1998), p.73.

[18] Jeremy Harmer, *How To Teach Writing,* (Malaysia: Longman, 2004), p.69.

[19] J. B. Heaton, *Longman Handbooks for Language Teachers,* (New York: United States of Amerika, 1998), p.92.

[20] Ann Raimes, *Techniques In Teaching Writing*, (New York: Oxford University Press, 1983), p. 34.

Teacher have always used picture or graphics-wheter drawn, taken from books, newspapers and magazines, or photographed- to facilitate learning.[21] Picture can be in the form of flashcards (smallish cards wichh can hold up for our students to see), large wall pictures (big enough for everyone to see details), cue cards (small cards which students use pair-or groupwork), photographs or illustrations (typically in a text book).

Based on the explanation above, it can be concluded that pictures is a visual media that can give the motivation to the students and more effectively to make students feel interesting in the learning process.

2. Types of Picture

Finnochiaro and Bonomo said that an up to date picture file reflecting authentic aspects of culture is also essential.[22] It should contain three kinds of pictures. Pictures or individual person and of individual object.

a. Pictures or individual person and of individual object.

It may be used, mainly at the elementary level, to introduce or test vocabulary items. Portraits, that is picture show a person in close detail, are useful for intermediate and advanced learners, such as form or questions, for example: about the age and profession of the person, whether he/she is married, his/her interests and traits of character.

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[21] Jeremy Harmer, *The Practice of English Language Teaching 4th Edition,* (Pearson Longman, 2007), p.178.

[22] Marry Finnochiaro and Micheal Bonomo, *The Foreign Language Learner: A Guide for Teache,* (New York: Regents Publishing Company, 1973), p.164.

b. Pictures of situations in which persons are "doing something" with objects and in which the relationship of object and/or people can be seen.

c. A series pictures (six or ten) on one chart.

3. The Advantages of Using Picture

According to Andrew Wright, broad function of pictures used in teaching activities, especially for writing activities gives some advantages as follow:

a. To motivate the students.

b. To crate a context within which his written will have meaning.

c. To provide the students with information to refer to, including objects, actions, events, relationship.

d. To provide non-verbal cues for manipulation practice.

e. To provide non-verbal prompts to written composition.

Furthermore Klasek states that there are several advantages of pictures.[23]

a. The picture is inexpensive, familiar medium of communication.

b. Picture can be arranged in sequence and can be adapted to many subjects.

c. Picture has a multiplicity of uses - by individual student, on bulletin boards and on flame board.

d. Picture can translate word symbols, record events, explain process, extend experiences, draw comparison, show contrast, show continuity, focus attentions, and develop critical judgment.

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[23] http://2teachnarrative.blogspot.co.id/2011/04/advantage-of-using-pictures-in teaching.html.

4. The Use of Picture on Teaching and Learning Activities

Teacher have always used pictures or grapich wether drawn, taken from books, newspaper and magazine, or photographs to facilitate learning.[24] Pictures can be in the form of flashcards, large wall picture, cue cards or illustrations. Some teachers also use projected sliders, image from an overhead projector or projector computer images. Teachers also draw pictures on the board to help with explanation and language work. Pictures of all kinds can be used in a multiplicity of ways, as follows:

a. Communication Games

Picture are extremely useful for a variety of communication activities, especially where they have a game like feel, such as describe and draw activities where one student describes a picture and a paired classmate has to draw the same picture without looking at the original.

Teacher sometime use pictures for creative writing. They might tell students to invent a story using at leats three of the images in front of them (on cue cards, for example). They can tell them to have a conversation, they have to pick a card and bring whatever cards shows into the conversation.

b. Understanding

One of the most appropriate uses for pictures is for the presenting and checking of meaning. An easy way of explaining the meaning of the word *aeroplane,* for example, is to have a picture one. In the same way, it is

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[24] Jeremy Harmer, *The Practice of English Language Teaching 4th Edition.,* p.178-179.

easy to check the students' understanding of a piece of writing or listening by asking them to select the picture (out of, say, four) which best corresponds to the reading text or the listening passage.

c. Ornamentation

Picture of various kinds are often used to make work more appealing. In many modern coursebooks, for example, a reading text will be adorned by a photograph which is not strictly necessary, in the same way as happens in newspaper and magazine articles. The rationale for this clearly that pictures enchane the text, giving readers (or students) an extra visual dimension to what they are reading.

Some teahers and materials designers object to this use of picture because they consider it. But it should be remembered that if the pictures are interesting they will appeal to at leats some members of the class strongly. They have the power (at leats for the more visually oriented) engage students.

d. Prediction

Picture are useful for getting students to predict what is coming next in a lesson. Thus students might look at a picture and try to guess what it shows. (Are the people in it brother and sister, husband or wife, and what are they arguing about-or are they arguing ? etc). They then listen to an audio tract or read a text to see if it matches what they predicted on the basis of the picture. This use of pictures is very powerful and has the advantage of eggaging students in the task to follow.

e. Discussion

Picture can stimulate question. Pictures can also be used for creative language use. Whether they are in a or book cue card, flashcards, or wall pictures. We might ask the students to write a description of a picture, we might ask them to invent the conversation taking place between two people in a picture, or in a particular role-play activity. Ask them to answer question as if they were the characters in a famous painting.

D. **Theoretical Framework and Paradigm**

1. **Theoretical Framework**

There are two variables in this research. They are independent variable (X) and Dependent variable (Y). The dependent variable (X) is Picture as media. Then the dependent variable (Y) is the students writing descriptive text.

Pictures are kinds of visual instruction materials that might be used more effectively to develop and sustain motivation in producing positive attitudes toward English and to teach or reinforce language skills. Picture can be used in various configurations to enchance learning and practice.

As a media picture is really usefull, especially in wtiring descriptive text because picture can give the real concept and it make the students easly to write their idea. Therefore, there is any influence of using picture toward students' writing descriptive text of the eight grade of MTs Ma'arif 11 Seputih Banyak Central Lampung.

2. Paradigm

Based on the explanation above, the researcher describe the paradigm as follows:

Figure 1.

The Scheme of Paradigm
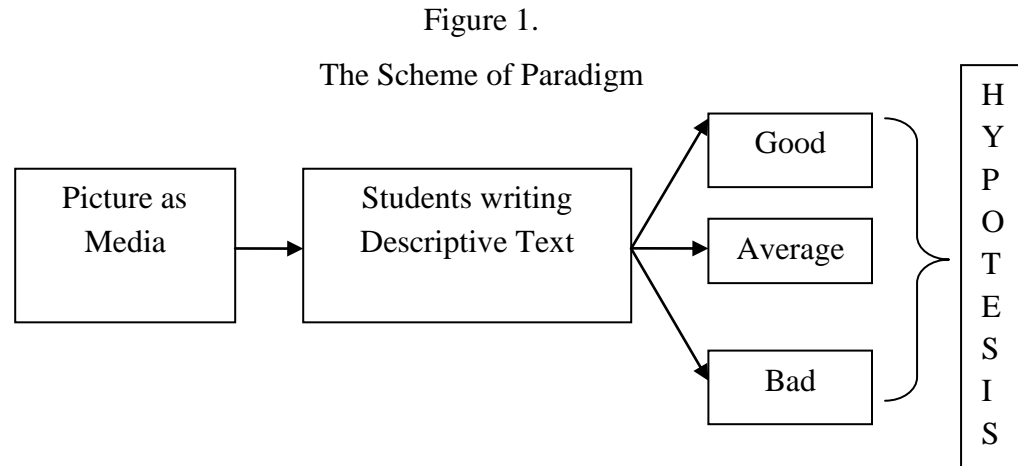
Based on figure above, it can assume that picture is good, the students writing descriptive text is also good. So there is positive and significant of using picture towards students writing descriptive text. However, if the picture is bad, the students writing descriptive tetx is also bad. So, there is no positive and significant influence of using picture towards students writing descriptive text.

E. Hypotesis Formulation

Based on the theoretical framework and paradigm above, the researcher formulates the hypothesis is as follow:

1. Alternative Hypothesis (Hi):

There is positive and significant influence of using picture towards students writing descriptive text of the eight grade of MTs Ma'arif 11 Seputih Banyak.

2. Null Hypothesis (Ho):

   There is no positive and significant influence of using picture towards students writing descriptive text of the eight grade of MTs Ma'arif 11 Seputih Banyak.

3. Statistical Hypothesis

   a. IF $H_a > H_o$, H_a is accepted and

      H_o is rejected.

   b. IF $H_o > H_a$, H_a is rejected and

      H_o is accepted.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Desaign

In this research the researcher used quantitative research. Quantitative research is the research which explaining phenomena by collecting numerical data that will analyze by using mathematically based on methods (in particular statistics).[25] Cohen, Manion, and Morrison state that a pre-experiment design mostly "reports about the value of a new teaching method or interest aroused by some curriculum innovation or other reveal that a researcher has measured a group on a dependent variable." [26] The researcher used the quantitative research type pre experimental design to identify the influence of using picture media toward students' writing descriptive text of the eight grade of MTs Ma'arif 11 Seputih Banyak Central Lampung.

This research involves two variables; they are independent variables (X) and dependent variable (Y). The independent variables is picture media (X), and dependent variable (Y) is writing descriptive text.

In this research the researcher was used one class as an experimental class that receives the special treatments that is taught English by using picture media. This research is intended to investigate whether there is a positive and significant

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[25] Daniel Muijs, "*Doing Quantitative Research in Education*", (London: Sage Publication, New Delhi: Thousand Oaks, 2004), p.1.

[26] L. Cohen, L. Manion., & K. Morrison, *Research Methods in Education.* (New York: Routledge Falmer, 2005), p. 211

influence of using picture media toward students' writing descriptive text of the eight grade of MTs Ma'arif 11 Seputih Banyak Central Lampung.

B. Population, Sample, and Sampling Technique

1. Population

Population is the group of individuals having one characteristic that distinguishes them from other groups.[27] It means that the population is all subject which will be presumed in this research. Moreover, Kumarsingh defines population as "the entire mass of observation, which is the parent group from which a sample is to be formed.[28] It means that population is total number of subject or unit of analysis who has gather characteristics to contrast with others.

The population of this research is students of the eight grade of MTs Ma'arif 11 Seputih Banyak Central Lampung. The total population in this research is 85 students which are divided into three classes.

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[27] John W. Creswell, *Educational Research Planning, Conducting and Evaluating Quantitave and Quaitative Research 4ᵗʰ Edition,* (United States of America:Pearson, 2012), p.381.
[28] Yogesh Kumarsingh*, Fundamental of Research Methodology and Statistics*, (New Delhi: New Age International (P) Limited, 2006), p. 82.

2. Sample

Sample is "best represents a large population".[29] Based on the description above, the researcher took the eight grade of MTs Ma'arif 11 Seputih Banyak Central Lampung at class B as the sample consist of 20 students.

3. Sampling Technique

Suharsimi Arikunto explains that if the subjects are less than 100 people, all subjects are used in this research, but if the subjects are more than 100 people, the subjects used are just 10-15 % or 20-25 %.[30] Therefore, all subjects in this research are involved. The researcher used purposive sampling as the method in choosing a sample.

Based on the explanation above, the sample of the research is the eight grade students of MTs Ma'arif 11 Seputih Banyak Central Lampung in the class VIII.B which consist of 20 students.

C. Operational Definitions of Variables

John W. Creswell stated that a variable refers to a characteristic attribute of individual or an organization that can be measured or observed and that varies among the people or organization being studied.[31] The operational definition of variables in this research as follows:

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[29] Zina O'leary, *The Essential Guide to Doing Research,* (London: Sage Publications, 2004), p.103.

[30] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek,* (Rineka Cipta, Jakarta, 1998), p.306

[31] Jhon W. Cresswell, *Research Design: Qualitative, Quantitative, and Mix Methods Approaches 3rd Edition*, (New Delhi: Sage Publication, 2009), p.235.

1. Independent Variable

Independent variable is the element that the writer believed may in some way relate to, or influence, the dependent variable.[32] We can concluded that the independent variable is the primary variable, selected, manipulated, and measured by writer. Independent variable of this research is picture media.

The researcher measured independent variable by using questionnaire. The researcher tested the students by giving them some question about the using picture media in teaching and learning process, and then the witer can giving score from their antusiasm and their respond about the question.

Then, the researcher determines some indicator that should be attained by students in picture as media (independent variable) are as follows:

a. The students are able to interest in learning English writing.

b. The students are able to active in the process of learning.

c. The students easier to find out the ideas in writing process.

2. Dependent Variable

The dependent variable is the major variable that will be measured or observed to determine how, and if, it is affected by the presence of the independent variable.[33] Dependent variable of this research is writing descriptive text. The writer measured dependent variable by using written

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[32] Graeme Keith Porte, *Appraising Research in Second Language Learning (A oractical approach to critical analysis of quantitative research)*, (Amsterdam: John Benjamin Publishing Company, 2002), P 23

[33] Graeme Keith Porte, Appraising Research., P 23.

test. The researcher asked the students to make a descriptive text. Then, the indicator of dependent variable (writing descriptive text) as follows:

a. The students are able to identify the information of writing text.

b. The students are able to know the language features of writing descriptive text.

c. The students are able to identify the general structure or writing text.

In writing, there are criteria that can be used to know the students writing score as follow:

Table 2
The Measurement Rubrics of Writing Descriptive Text

Descriptive Writing	Score	Criteria	Criteria
Content	30-27	Excellent to Very Good	Knowledgeable, substantive, development of thesis, relevant to assigned topic.
	26-22	Good to Average	Some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic, but lacks detail.
	21-17	Fair to Poor	Limited knowledge of subject, little substance, inadequate development of topic.
	16-13	Very poor	Does not show knowledge of subject, non-substantive, not pertinent, or not enough to evaluate.
	20-18	Excellent to Very Good	Fluent expression, ideas clearly stated/ supported, succinct, well-organized, logical sequencing, cohesive.

Organization	17-14	Good to Average	Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.
	13-10	Fair to Poor	Non-fluent, an ideas confused or disconnected, lacks logical sequencing and development.
	9-7	Very Poor	Does not communicate, no organization, or not enough to evaluate.
Vocabulary	20-18	Excellent to Very Good	Sophisticated range, effective word/idiom choice and usage, word from mastery, appropriate register.
	17-14	Good to Average	Adequate range, occasional errors of word/idiom form, choice, usage but meaning not obscured.
	13-10	Fair to Poor	Limited range, frequent errors of work/idiom form, choice, usage, meaning confused or obscured.
	9-7	Very Poor	Essentially translation, little knowledge, of English vocabulary, idioms, word form, or not enough to evaluate.
	25-22	Excellent to Very Good	Effective complex constructions, few errors of agreement, tense, number, word order/function, articles, pro-nouns, preposition.
	21-18	Good to Average	Effective but simple constructions, minor problems in complex constructions, several errors of agreement, tense, number, word order/function, article, pronouns,

Language Use			prepositions, but meaning seldom obscured.
	17-11	Fair to Poor	Major problems in simple/complex constructions, frequent errors of negation, agreement, tense, number, run-ons, deletions, meaning confused or obscured.
	10-5	Very Poor	Virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate.
Mechanic	5	Excellent to Very Good	Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.
	4	Good to Average	Occasional errors of spelling, punctuation, capitalization, paragraphing but meaning or obscured.
	3	Fair to Poor	Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.
	2	Poor	No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, hard writing illegible, or not enough to evaluate.[34]

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[34] Batoul Ghanbari, et al. "*Rating Scales Revisited: EFL Writing Assessment Context of Iran under Scrutiny*" Language Testing in Asia, (Iran: English Department, Faculty of Foreign Languages, University of Isfahan, Issue one), NO. 2/Februari 2012, p.94

D. Data Collection Method

1. Test

According to Anderson with Arsenault, "instrument includes test and questionnaire, observation schedules and any other tools used to collect data."[35] It means that test is one of several techniques of data collection method.

a. Pre-test

The pre-test helds in the first meeting before doing treatment in order to know the ability of the students before doing the action research.

b. Post-test

The post-test helds in the last meeting after doing treatments to find out whether the treatment gives any contribution to the students' achievement in the class.

2. Documentation

Documentation is a method that is used to acquire information without using the instrument. The researcher will use documentation to get detail information about condition the teacher, employers, and organization structure of MTs Ma'arif 11 Seputih Banyak.

E. Research Instrument

Instrument is tool that is used by the writer to gather the data that fits to the data collecting technique. Furthermore, in this research that is used involves:

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[35] Gary Anderson, with Nancy Arsenault, *Fundamentals of Educational Research*, (USA: Falmer Press, 2005), p.94.

1. Instrument Blueprint

Table 3

The research instrument Blueprint Test

No	Variable	Indicator	Item
	Independent Variable (X) Picture media.	a. The students are able to interest in the learning English writing. b. The students are able to active in the process of learning. c. The students easier to find out the ideas in writing process.	...estionnaire
	Dependent Variable (Y) students writing Descriptive text.	a. The students are able to identify the information of writing text. b. The students are able to know the language features of writing descriptive text. c. The students are able to identify the general structure of writing text.	...mposing

2. Instrument Calibration

Instrument calibration is the scale of measurement which was used to decide the instrument standard which will be used. Furthermore, instrument calibration is screening or examination of items of instrument that made by the writer. It can be inferred that the instrument calibration is the scale of measurement which was used to decide the action in this research made by the writer. Moreover, The researcher was collected the data by using written test. There is one direction in this research consist of making a descriptive text. The biggest score of writing descriptive text is 100 and the lowest score of item is 0.

In addition, the researcher used content validity based on the syllabus and materials of the eight grade of MTs Ma'arif 11 Seputih Banyak Central Lampung.

F. Data Analysis Technique

To confirm or investigate the picture media there any influences on the students' writing descriptive text of the eight grade of MTs Ma'arif 11 Seputih Banyak. In this research the researcher analyzed the data using the Chi-Square.

To determine whether the difference between the expected and frequencies is statistically significant, apply the Chi-square formula:

$$\chi^2 = \sum \frac{(fo - fe)^2}{fe}$$

By the explanation as bellow:

χ^2 = Value of chi square

f_o = observed frequency

f_e = expected frequency

To investigate whether there is any positive and significant influence of picture media toward the students' writing descriptive text of the eight grade of MTs Ma'arif 11 Seputih Banyak Central Lampung; the researcher analyzed the data by using t-test. According to DonalAry the formulation of t-test is as follows:

$$t = \frac{\overline{D}}{\sqrt{\dfrac{\sum D^2 - \dfrac{(\sum D)^2}{N}}{N(N-1)}}}$$

Where :

t = ratio.

$\overline{D}$ = Average difference.

D = (difference), difference between pre-test and post-test score.

D^2 = Square of D.

N = Total of participant.[36]

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[36] Donal Ary *et Al, Introduction to Research in Education 8th Editin,* (USA: Wadsworth,2010), p.177.

CHAPTER IV

RESULT OF THE RESEARCH

A. **Description of Data**

1. **Research Setting**

   a. **The brief history of the establishment of MTs Ma'arif 11 Seputih Banyak**

   MTs Ma'arif 11 Seputih Banyak is one of junior high school in Seputih Banyak Central Lampung. Based on the interview with mr hargo wigantoro as the headmaster of MTs ma'arif 11 seputih banyak central lampung, we can get tha data that the name of MTs ma'arif 11 seputih banyak cental lampung in 1972 is MTs Darululum and changed to MTs Ma'arif 11 Seputih Banyak in 2003. The location is in Jl. KH, Hayim Asy'ari no 8A Gg V Tanjung harapan Seputih Banyah Central Lampung. MTs ma'arif 11 seputih Banyak was builded on the land area 7.500m2.

   b. **Vision, Mission, and Purpose of MTs Ma'arif 11 Seputih Banyak Central Lampung**

      1) **Vission**

         a) Creating a qualified school.

      2) **Mission**

         a) Creating a conducive learning.

         b) Increasing UAN and UAM results.

         c) Increasing the professionalism of teachers and Employers.

d) Prepare adequate facilities and infrastructure.

e) Increasing cooperation relationship among the other school, society and agencies.

c. School Identity of MTs Ma'arif 11 Seputih Banyak Central Lampung

Name of School   : MTs Ma'arif 11 Seputih Banyak Central Lampung

Adress   : Jl. KH. Hasyim Asy'ari No. 8A Tanjung Harapan Seputih Banyak central Lampung

Postal Code   : 34156

Status   : Accreditation B

d. The Conditions of MTs Ma'arif 11 Seputih Banyak

1) The infrastructure of MTs Ma'arif 11 Seputih Banyak

Tabel 4
The Infrastructure of MTs Ma'arif 11 Seputih Banyak
Central Lampung

No	Name	Total
1	Classroom	6 rooms
2	Laboratory room	3 rooms
3	Library room	1 room
4	Healthy room	1 room
5	Konseling room	1 room
6	Headmaster room	1 room
7	Mosque	1 room
8	Teacher office room	1 room
9	Organization students room	1 room
10	Toitlet	2 rooms

11	School medical room	1 room
12	Administration room	1 room
13	Store room	1 room

2) Conditions of Teachers and Official Employers in MTs Ma'arif 11 Seputih Banyak Central Lampung

Tabel 5
The List of the Teachers and Official Employees
of MTs Ma'arif 11 Seputih Banyak Central Lampung

NO	Name	Level	Position
1	Hargo Wigiantoro, M.Pd.I.	S2	Headmaster
2	Purwadi, S.Pd.I	S1	Vice Of Curiculum
3	Dwi Oktimkuswati, S.Pd.	S1	Treasure
4	Bibit Prayitno, S.Pd.I.	S1	Vice of Students
5	Muhaimin, S.Pd.	S1	Vice Of Infrastucture
6	Nur Chasanah, S.Pd.I	S1	Official Administration
7	Siti Maskanah, S.Pd.	S1	Teacher
8	Yamroni, S.Pd.I.	S1	Teacher
9	Drs. Hartodi, M.Pd.I.	S2	Teacher
10	Ike Ningtiyas, S.Pd.	S1	Teacher
11	Sri Wahyuni, S.Pd.I.	S1	Teacher
12	Indun Rofiah, S.Pd.I.	S1	Teacher
13	A Sadzili, S.Pd.I.	S1	Teacher
14	M Yusuf, S.T.	S1	Teacher
15	Lia Wulandari, S.Pd.	S1	Teacher
16	Sinta Nurbaiti	MA (On process S1)	Teacher
17	Lyxe Orvia, S.Pd.	S1	Teacher
18	Miftahul Huda, S.Pd.I.	S1	Teacher
19	Dwi Agustiningsih, S.Pd.	S1	Teacher

20	Retno Eva Afriana, S.Pd.	S1	Teacher
21	Anita Rahmawati, S.Pd.	S1	Teacher
22	Evvi Ari widyawati, S.Pd.	S1	Teacher
23	Khoirul Makwa, S.Pd.I.	S1	Teacher
24	Suprayitno, S.Pd.I.	S1	Teacher

3) Quantity of students in MTs Ma'arif 11 Seputih Banyak

The quantities of the students in MTs Ma'arif 11 Seputih Banyak

are 199 students that can be identified as follows:

Table 6
Total the Students' of
MTs Ma'arif 11 Seputih Banyak Central Lampung

No	Class	Sex		Amount
		Male	Female	
1	VII	35	36	71
2	VIII	36	49	85
3	IX	20	23	43
Total		91	108	199

4) **Organization Structure of MTs Ma'arif 11 Seputih Banyak Central Lampung**

Figure 2
Organization Structure of MTs Ma'arif 11 Seputih Banyak
Central Lampung

Head Master
Hargo Wigiantoro, M.Pd.I.

Treasure	Official Administration
Dwi Oktimkuswati, S.Pd	Nur Chasanah, S.Pd.I

Vice Of Curiculum	Vice of Infrastructure	Vice Of Students
Purwadi, S.Pd.I	Muhaimin, S.Pd	Bibit Prayitno, S.Pd.I.

TEACHER
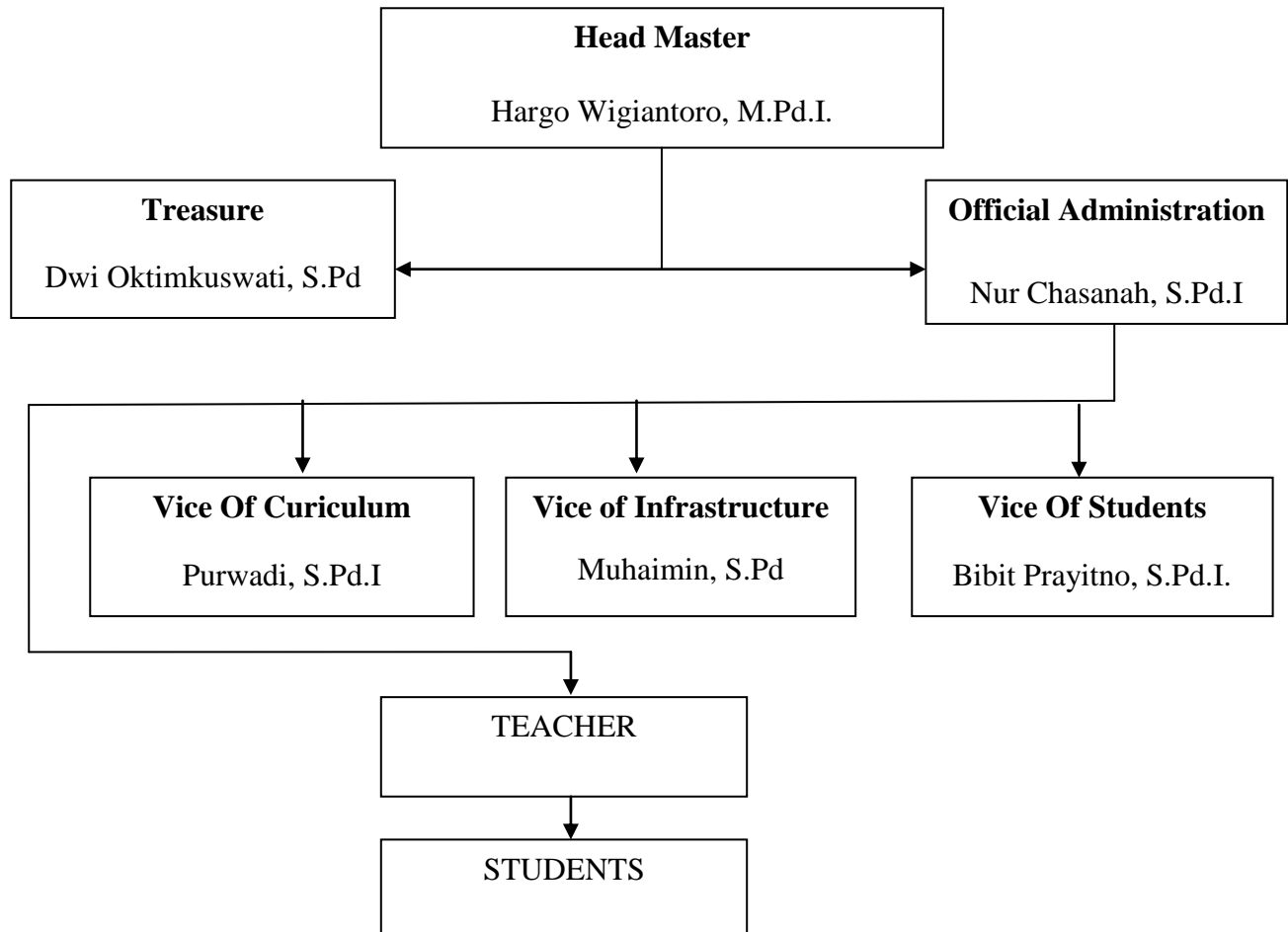
STUDENTS

2. **Research Data**

   a. **Pre-Test Result**

   The purpose of pre-test is to know the students writing descriptive text. The test was used by the researcher in pre-test before giving

experimental treatments by using Picture. The result of pre-test can be

identified in the table, as followed:

Table 7
The Pre-test Score of Students' Writing Descriptive Text At the Eight Grade of
MTs Ma'arif 11 Seputih Banyak Central Lampung

No	Students Initial	Score					Total Score
		CO	OR	VO	LA	ME	
1	AAS	20	12	15	10	3	60
2	KNS	18	12	18	8	2	50
3	LA	17	18	14	18	3	70
4	MC	17	10	18	13	4	63
5	MAP	10	11	9	8	3	42
6	MMA	15	10	8	10	2	45
7	MD	21	10	15	18	2	56
8	MDV	18	15	13	15	3	64
9	MF	13	10	8	9	3	43
10	NNR	15	10	15	16	4	60
11	NK	22	12	12	10	2	60
12	PA	13	12	13	5	3	41
13	RK	25	17	15	20	4	81
14	RM	13	10	8	7	2	40
15	RAP	13	13	16	17	3	62
16	SRN	25	20	19	17	4	85
17	SMT	13	10	8	8	2	41
18	SM	13	12	10	8	2	45
19	UL	15	10	8	6	3	42
20	VAM	13	7	7	5	2	34
	Total						1084
	High Score						85
	Low Score						34
	Average						54,2

From the data above, it can be found the highest score was 85 and the

lowest score was 34. Based on the data the writer measured the class

interval by using the formula as follow:

K= 1+3,3 log n

K= 1+3,3 log 20

K= 1+3,3 x 1,3

K= 1+4,29

K= 5,29

R= Higest score – Lowest score

R= 85 – 34

R= 51

$I = \dfrac{R}{K}$

$I = \dfrac{51}{5,29}$

I = 9,640 = 10

The total of Class Interval (I) for this research is 10. After knowing the class interval, the data that was taken from interval class above. Then it was put on the table of frequency distribution, as follows:

Table 8
The Frequency of Distributions of the Students' Score in Pre-Test

No	Interval Class	Frequency	Percentage
1	80 – 89	2	10 %
2	70 – 79	1	5 %
3	60 – 69	6	30 %
4	50 – 59	2	10 %
5	40 – 49	8	40 %
6	30 – 39	1	5 %
Total		**20**	**100%**

Figure 3
Frequency Distribution of Students' Writing Descriptive text Score in Pre-test
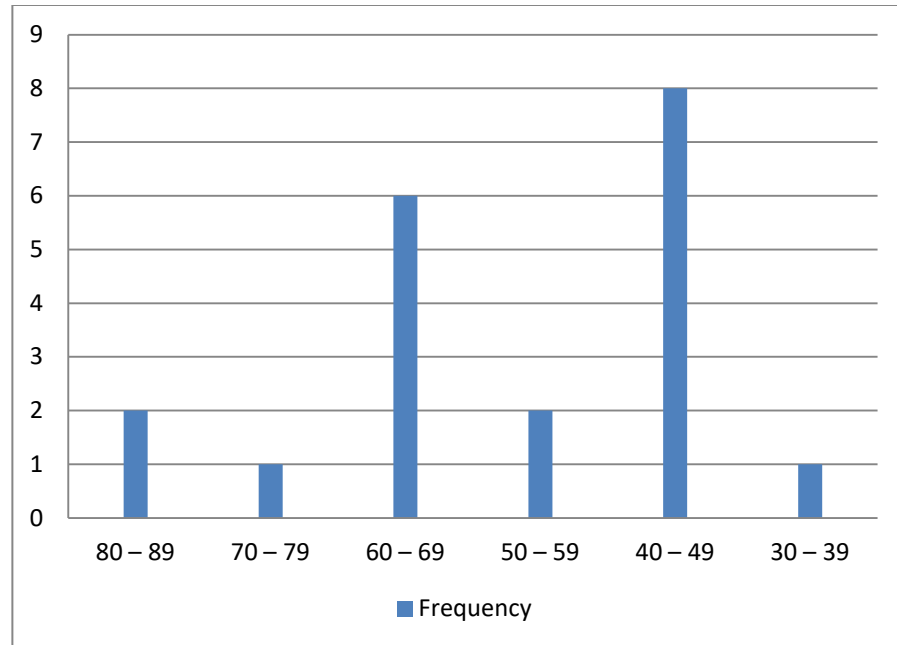
Based on the table of frequency distribution above it can be inferred that from 20 students as the research samples can be divided:

1. For the class interval of 80-89, there were 2 students or 10 %

2. For the class interval of 70-79 , there was 1 student or 5 %

3. For the class interval of 60-69 , there were 6 students or 30 %

4. For the class interval of 50-59, there was 2 student or 10 %

5. For the class interval of 40-49, there were 8 students or 40 %

6. For the class interval of 30-39 , there were 2 students or 10 %

b. **Post-Test Result**

Post-test was employed in the last program of this research after giving treatments (Picture Media) and exercises to class in certain period

of time. The test was same type as pre-test but in the different title and it

is more developed. The result of students' post-test can be identified as

follows:

Table 9
The Post-test Score of Students' Writing Descriptive Text at the Eighth Grade of
MTs Ma'arif 11 Seputih Banyak Central Lampung

No	Students Initial	Score					Total Score
		CO	OR	VO	LA	ME	
1	AAS	20	18	15	12	3	68
2	KNS	18	15	13	15	4	65
3	LA	18	18	16	15	3	70
4	MC	20	20	16	22	4	76
5	MAP	22	16	18	20	4	80
6	MMA	20	18	16	22	4	80
7	MD	20	18	15	18	3	74
8	MDV	25	20	16	19	5	85
9	MF	13	13	16	17	3	62
10	NNR	23	15	20	18	4	80
11	NK	22	18	20	18	4	82
12	PA	20	16	15	18	3	72
13	RK	22	16	18	20	4	80
14	RM	14	16	10	12	3	55
15	RAP	24	15	20	18	4	81
16	SRN	23	18	20	20	4	85
17	SMT	20	18	20	14	4	76
18	SM	15	16	16	10	2	59
19	UL	20	16	18	12	4	70
20	VAM	26	20	15	20	4	85
	Total						1482
	High Score						85
	Low Score						55
	Average						74,1

From the data above, it can be found the highest score was 85 and the lowest score was 55. Based on the data the writer measured the class interval by using the formula as follow:

K= 1+3,3 log n

K= 1+3,3 log 20

K= 1+3,3 x 1,3

K= 1+4,29

K= 5,29

R= Higest score – Lowest score

R= 85 – 55

R= 30

$I = \dfrac{R}{K}$

$I = \dfrac{30}{5,29}$

$I = 5,671 = 5$

The total of Class Interval (I) for this research is 5. After knowing the class interval, the data that was taken from interval class above. Then it was put on the table of frequency distribution, as follows:

Table 10
The Frequency of Distributions of the Students' Score in Post-Test

No	Interval Class	Frequency	Percentage
1	85 – 89	3	15 %
2	80 – 84	5	30 %
3	75 – 79	2	10 %
4	70 – 74	4	20 %
5	65 – 69	1	10 %
6	60 – 64	3	5 %
7	55 – 59	2	10 %
Total		**20**	**100%**

Figure 4
Frequency Distribution of Students' Writing Descriptive Text Score in Post-test
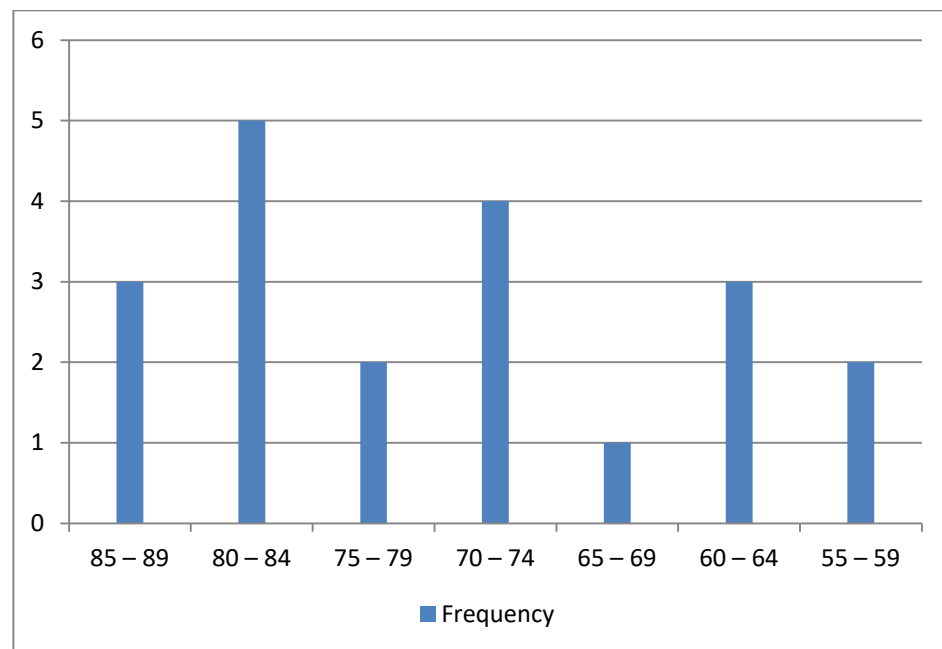
Based on the table of frequency distribution above it can be inferred that from 20 students as the research samples can be divided:

1. For the class interval of 85 – 89, there were 3 students or 15 %

2. For the class interval of 80 – 84, there were 6 students or 30 %

3. For the class interval of 75 – 79, there were 2 students or 10 %

4. For the class interval of 70 – 74, there were 4 students or 20 %

5. For the class interval of 65 – 69, there was 2 student or 10 %

6. For the class interval of 60 – 64, there were 1 students or 5 %

7. For the class interval of 55 – 59, there were 2 students or 10 %

B. Hypothesis Testing

After applying test strategy, the researcher analyzed the data by using Chi-Square and t-test in order to prove whether there is a positive and significant influence of using picture media toward students' writing descriptive text of the eight grade of MTs Ma'arif 11 Seputih Banyak Central Lampung, as follows:

1. Putting the data into the formula Chi-Square (χ^2)

After administering the oral test method, the researcher analyzed the data by using of Chi-Square (χ^2) with two variables in order to prove whether there is any positive and significant influence of using picture media toward students' writing descriptive text of the eight grade of MTs Ma'arif 11 Seputih Banyak central lampung, as follows:

$$\chi2 = \sum \left(\frac{(Fo - Fe)2}{Fe} \right)$$

Table 11
The Contigency Table of the Expected Frequency at the Result of
Students' Writing Descriptive Text in Pre test and Post test

Variables	Category			Total
	Good	Average	Bad	
Pre-Test	2	7	11	N = 20
Post-Test	9	9	2	N = 20
Total	Cn = 11	Cn = 16	Cn =13	N = 40

Hypothesis testing by using chi-square analyzed as follows:

Table 12
The Testing of Data

Cell:	f_0	$f_e = \dfrac{Cn \times Rn}{n}$	$f_0 - f_e$	$(f_0 - f_e)^2$	$\dfrac{(f_0 - f_e)^2}{f_e}$
1	2	$\dfrac{11 \times 20}{40} = 5.5$	- 3.5	12.25	2.227
2	7	$\dfrac{16 \times 20}{40} = 8$	-1	1	0.125
3	11	$\dfrac{16 \times 20}{40} = 8$	4.5	20.25	3.115
4	9	$\dfrac{11 \times 20}{40} = 5.5$	3.5	12.25	2.227
5	9	$\dfrac{16 \times 20}{40} = 8$	1	1	0.125
6	2	$\dfrac{13 \times 20}{40} = 6.5$	- 4.5	20.25	3.115
Total	N= 40	F_e= 40	0	67	X^2= 10.934

From data above, the value of chi-square was 10.934. Then know the critical value of chi-square the researcher firstly counted df, it was degree of freedom.

Df = (c − 1) (r − 1)

Note:

Df = Degree of freedom

c = Colum

r = Row

Df = (3-1) (2-1)

Df = (2) (1)

= 2

Table 13
The table of Critical Value of Chi-Square

Level of Significant	5%	1%
df 2	5,9914	9,2103

a.   The critical value of X^2 table for 5% level was 5,9914

b.   The critical value of X^2 for 1% level was 9,2103

From all data analysis above, it could be known that:

a. $X^2_{observed}$ = 10,934

b. $X^2_{table\ of\ expectancy}$ = 5% (5,9914) and 1% (9,2103)

The degrees of freedom is 2, so the values of X^2_{table} on degrees of freedom are 5% = 5,9914 and 1% = 9,2103.

2. Putting the data into formula t-test

The researcher used the t-test formula to find whether there is positive and significant influence of using picture media toward students' writing descriptive text of the eight grade of MTs Ma'arif 11 Seputih Banyak central lampung.

Firstly, the researcher prepared the table and put the data into the formula t-test as below to get "t observation".

a. Preparing the table in order to prove whether there is the influence of using picture media toward students' writing descriptive text of the eight grade of MTs Ma'arif 11 Seputih Banyak central lampung.

Table 14
The Score Pre-test and Post-test Result of the Students'
Writing Descriptive Text

No	Name	Pre-test (X_1)	Post-test(X_2)	D (X_1-X_2)	D^2 $(X_1-X_2)^2$
1	ATS	60	63	3	9
2	KNK	50	65	15	225
3	LA	70	70	0	0
4	MC	63	76	13	169
5	MAP	42	80	38	1444
6	MMA	45	80	35	1225
7	MD	56	74	18	324
8	MDV	64	85	21	441
9	MF	43	62	19	361
10	NNR	60	80	20	400
11	NK	60	82	22	484
12	PA	41	72	31	961
13	RK	81	80	1	1
14	RM	40	55	15	225
15	RAP	62	81	19	361
16	SRN	85	85	0	0
17	SMT	41	76	35	1225
18	SM	45	59	28	784
19	UL	42	70	28	784
20	VAM	34	85	51	2601
Total		$\sum X_1$= 1084	X_2=1482	$\sum D = 389$	$\sum D_2 = 11295$
Average		54,2	74.1	19,45	564,75

The average of $\sum D = (389 : 20) = 19,45$

b. Putting the data above into the formula of t-test in order to get "$t_{observed}$"

$$t = \frac{\overline{D}}{\sqrt{\dfrac{\sum D^2 - \dfrac{(\sum D)^2}{N}}{N(N-1)}}}$$

$$t = \frac{19,45}{\sqrt{\dfrac{11295 - \dfrac{(389)^2}{20}}{20(20-1)}}}$$

$$t = \frac{19,45}{\sqrt{\dfrac{11295 - \dfrac{151321}{20}}{20(19)}}}$$

$$t = \frac{19.45}{\sqrt{\dfrac{11295 - 7566,05}{380}}}$$

$$t = \frac{19,45}{\sqrt{\dfrac{3728,95}{380}}}$$

$$t = \frac{19,45}{\sqrt{9,813}}$$

$$t = \frac{19,45}{3,132}$$

$$t = 6,21$$

Therefore, $t_{observation}$ is 6,21 as result of the counting by using t_{test} formula above. To know the critical value of $t_{test\ (t_{table})}$, the reseacher firstly counted df, df is degree of freedom. The formulation of df = N-1. N is the number of research population:

df = N-1

   = 20-1

   = 19

After considering the T-test table by using df is 19. So it can be found that:

Table 15
The Table of Critical Value of T-test

Level of significant	5%	1%
Df 19	1.729	2.860

1) The critical value of t-test (t_{table}) for the 5% level is 1.729

2) The critical value of t-test (t_{table}) for the 1% level is 2.860

Based on the data analysis above, it can be found that:

1) "$t_{observed}$"   = 6.21

2) "t_{table}" level of 5%   = 1.729

3) "t_{table}" level of 1%   = 2.860

Its mean that "$t_{observed}$" higher that "t_{table}" or it can be written as 1.729 < 6,21 > 2.860. From the value above, it can be inferred that there is positive and significant influence of using picture media toward students' writing descriptive text of the eight grade of MTs Ma'arif 11 Seputih Banyak central lampung.

C. Interpretation

1. Interpretation of "$X^2_{observed}$"

   If $X^2_{observed} > X^2_{table,}$ Ha is accepted and Ho is rejected

   If $X^2_{observed} < X^2_{table,}$ Ha is rejected and Ho is accepted

The critical value of "$X^2_{observed}$" was 6,21, in conclusion, picture media can influence students writing descriptive text of the eight grade of MTs M'arif 11 Seputih Banyak Central Lampung.

2. Interpretation of "$t_{observed}$"

The researcher formulated to "$t_{observed}$" to "t_{table}" as followed:

a. if $t_{observed} > t_{table}$, Ha is accepted and Ho is rejected

b. If $t_{observed} < t_{table}$, Ha is rejected and Ho is accepted

The researcher has formulated the Alternative Hypothesis (Ha) such as "there is a positive and significant influence of using picture media toward students' writing descriptive text of the eight grade of MTs Ma'arif 11 Seputih Banyak central lampung."

Finally, the data confirmed that "$t_{observed}$" = 10.934 is higher than "t_{table}" 1.729 in 5% and 2.860 in 1%. Therefore, it can be concluded that " there is a positive and significant influence of using picture media toward students' writing descriptive text of the eight grade of MTs Ma'arif 11 Seputih Banyak central lampung."

D. Limitation

This researcher was conducted at MTs Ma'arif 11 Seputih Banyak Central Lampung. The subjects of the research were the eight grade of MTs Ma'arif 11 Seputih Banyak Central Lampung. The choice the subject was Picture Media. The result of this research did not discuss all of the problems that faced by the students. The instruments were suitable with the subject that learnt by students,

but focus on the students writing descriptive text problem in learning English as a foreign language. So, the result of it cannot be generalized.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on analysis of chapter IV, it could be summarized that there was a positive and significant influence before and after implementing picture media in teaching writing descriptive text. It means that using picture media in teaching is helpful. It can be shown from the result of pre-test and post-test.

There was a significant influence of using picture media toward the students' writing descriptive text of the eight grade of MTs Ma'arif 11 Seputih Banyak Central Lampung. It could be seen from the critical value "$X^2_{observed}$" = 10,934 and "X^2_{table}" in 5% = 5.9914, and 1% = 9.2103, the data confirmed that "$X^2_{observed}$" was higher than "X^2_{table}". Besides, the data confirmed that "$t_{observed}$" = 6.21was higher than "t_{table}" in 5% = 1.729, and 1% = 2.860.

Based on the analysis data above, the researcher concluded that "there was a positive and significant influence of using picture media toward students' writing descriptive text of the eight grade of MTs Ma'arif 11 Seputih Banyak Central Lampung."

B. Suggestion

Based on the explanation above, the researcher suggests some points as follows:

1. For the Teachers

    The teacher should choose a great media in teaching English especially in witing class in order that the student can more participate fully in the class and understand the material that is delivered by the teacher, because by a great media in teaching and learning, it can automatically improved the student motivation in learning process and try the best effort to accepting the material that is taught by the teacher.

2. For The Students

    a. The Students should be more active in learning English, if they do not understand about the lesson that delivered by their teacher, they should ask to the teacher.

    b. The students should to care more about vocabulary and Grammar in their writing.

    c. The students are suggested to improve their writing skill.

3. For The School

    a. The researcher greatly expects that this study can give contribution for the school, such as a good inspiration for further studies in learning writing.

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APPENDICES

KEMENTERIAN AGAMA
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PENUNJUKAN TIM UJIAN SKRIPSI
No: P-2981/In.28.1/TL.00/12/2017

NAMA / NPM : Isticomah/13107507
JURUSAN : TBI
TEMPAT : Gedung Dosen Lt II
JUDUL : The Influence Of Using Picture Media Toward Student's Writing Descriptive Text of The Eighth Grade Of MTs Ma'arif 11 Seputih Banyak Central Lampung

Hari / Tanggal	Waktu	Ketua/ Moderator	Penguji	Sekretaris	Petugas
Selasa, 12 Desember 2017	08.00 - 10.00 WIB	Dr. Widhiya Ninsiana, M.Hum	1. Drs. Kuryani, M.Pd 2. Trisna Dinillah Harya, M.Pd.	Yeni Suprihatin, M.Pd	Eka Yuniasih, M.Pd

ALOKASI WAKTU		ASPEK YANG DIUJI/PENILAIAN	
Ketua	Maks. 30 Menit	Ketua	Penampilan dan pembelaan, ketekunan dlm proses bimbingan
Penguji 1	Maks. 50 Menit	Penguji 1	Metode, relevansi & penguasaan materi, penampilan dlm ujian & pembelaan
Penguji 2	Maks. 40 Menit	Penguji 2	Penguasaan materi, penampilan Dalam ujian dan pembelaan

Metro, 05 Desember 2017
Ketua Jurusan TBI

Tembusan disampaikan Kepada Yth:
1. Kasubbag. Umum
2. Ketua Jurusan Syari'ah
3. Mahasiswa Ybs. (Papan Pengumuman)

Ahmad Subhan Roza, M.Pd
NIP. 197506102008011014

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah	**: MTs Ma'arif 11 Seputih Banyak**
Mata Pelajaran	**: Bahasa Inggris**
Kelas	**: VIII**
Materi	**: Descriptive Text**
Alokasi Waktu	**: 2 x 45 Menit**

A. KOMPETENSI INTI (KI)

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.

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

3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, 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.

---

4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. KOMPETENSI DASAR DAN INDIKATOR PENCAPAIAN KOMPETENSI

No	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1	1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	1.1.1 Mengucapkan basmalah sebelum memulai pembelajaran Bahasa Inggris. 1.1.1 Menunjukkan perilaku belajar dengan penuh semangat.
2	2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi fungsional.	2.2.1 Menunjukkan sikap jujur dengan tidak menyontek dalam mengerjakan tugas. 2.2.2 Menunjukkan perilaku bertanggung jawab dengan sikap melaksanakan tugas dengan baik. 2.2.3 Menunjukkan sikap disiplin dengan melaksanakan tugas sesuai waktu yang

		ditentukan.
		2.2.4 Menunjukkan perilaku percaya diri dan mampu mengungkapkan pendapat, tanpa rasa ragu.
3	3.10 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif denganmenyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya. 4.11 Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana. 4.12 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan	3.10.1 Menentukan fungsi sosial dan struktur teks dan mengidentifikasi contoh teks deskriptif. 3.10.2 Mengidentifikasi ciri-ciri teks deskriptive text sederhana sesuai konteks. 4.11.1 Menemukan informasi berdasarkan teks deskriptif lisan dan tulis, pendek dan sederhana. 4.11.2 Menjawab perntanyaan mengenai deskriptive text tentang animals, person, and place . 4.12.1 Siswa mampu membuat descriptive melalui gambar yang disajikan.

	yang benar dan sesuai konteks.	

C. MATERI PEMBELAJARAN

Descriptive Text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, person, or others, for instance: our pets or a person we know well. It differs from Report which describes things, animals, persons, or others in general. The Social Function of Descriptive Text is to describe a particular person, place, or thing.

1. GENERIC STRUCTURE

   Identification: Identifies phenomenon to be described.

   Description: Describes parts, qualities, characteristics, etc.

2. LANGUAGE FEATURES

   Below is the language features of descriptive text:

   - Focus on specific participants (My English teacher, Andini's cat, My favourite place)
   - Use of Simple Present Tense
   - Verbs of being and having 'Relational Processes'. (My mum is really cool, She has long black hair)
   - Use of descriptive adjectives (strong legs, white fangs)
   - Use of detailed Noun Phrase to give information about the subject. (a very beautiful scenery, a sweet young lady, very thick fur)
   - Use of action verbs 'Material Processes' (It eats grass, It runs fast)
   - Use of adverbials to give additional information about behaviour (fast, at tree house) - Use of Figurative language (John is as white as chalk.)

D. MEDIA, ALAT dan SUMBER PEMBELAJARAN

1. Picture
2. Buku Paket

E. KEGIATAN PEMBELAJARAN

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Kegiatan Pendahuluan	1. Guru mengucapkan salam *(greeting).* 2. Berdoa. 3. Guru memeriksa kehadiran siswa. 4. Guru memberikan brainstorming tentang descriptive melalui pertanyaan yang berhubungan dengan kehidupan sosial.	**15 Menit**
Kegiatan Inti	**Mengamati** 5. Siswa mendengarkan/membaca/menonton beberapa contoh teks deskriptif singkat dan sederhana tentang orang, benda dan binatang. 6. Siswa mengikuti mengucapkan teks deskriptif singkat dan sederhana tentang orang, benda dan binatang. 7. Siswa membaca untuk memahami berbagai informasi dan makna teks deskriptif singkat dan sederhana tentang orang, benda dan binatang. 8. Siswa membaca untuk memahami berbagai informasi dan makna teks deskriptif singkat dan sederhana tentang orang, benda dan binatang dengan	**60 Menit**

	pengucapan dan intonasi yang baik.
	Mempertanyakan
	9. Dengan bimbingan dan arahan guru, siswa menanya perbedaan antar berbagai teks deskriptif singkat dan sederhana tentang orang, benda dan binatang dalam berbagai konteks.
	10. Guru memberikan kesempatan kepada siswa untuk bertanya tentang kata-kata yang sulit dalam materi tersebut.
	Mengeksplorasi
	11. Siswa membaca contoh-contoh teks deskriptif singkat dan sederhana tentang orang, benda dan binatang dari berbagai sumber lain.
	12. Siswa mendeskripsikan dengan singkat dan sederhana tentang orang, benda dan binatang, menggunakan Bahasa Inggris dalam konteks simulasi, role play, dan kegiatan lain yang terstruktur.
	Mengasosiasi
	13. Dalam kerja kelompok terbimbing siswa menganalisis fungsi sosial, struktur teks dan unsur bahasa serta format penulisan yang digunakan untuk mendeskripsikan orang, benda atau binatang.
	Mengkomunikasikan
	14. Siswa menanyakan balikan (feedback) dari guru dan teman tentang setiap yang

	dia sampaikan dalam kerja kelompok.	
	15. siswa menyimpulkan hasil analisisnya terkait fungsi sosial, struktur teks dan unsur kebahasaan dari teks deskriptif tentang orang, benda dan binatang.	
	16. Guru memberikan kesempatan kepada siswa secara individual untuk membacakan hasil dari pembuatan descriptive text dalam bahasa inggris, yang berhubungan dengan kehidupan sosial.	
Penutup	17. Siswa bersama guru menyimpulkan hasil pembelajaran terkait dengan apa yang telah dipelajari pada pertemuan ini. 18. Siswa diberi tugas untuk membuat sebuah paragraf tentang descriptive text sesuai dengan topic masing-masing. 19. Salam Penutup.	**15 Menit**

F. Penilaian Proses dan Hasil Belajar

1. Indikator, Teknik, Bentuk, dan Contoh.

No	Indikator	Teknik	Bentuk	Contoh
1.	Siswa mampu membuat descriptive melalui gambar	Tes tertulis	Uraian	*Write a short Descriptive text based on the topic.*

	yang disajikan.			

2. Instrumen Penilaian

    - Write down a Descriptive Text based on the topic "Fruits"!

2. Penilaian

The Standard Score

NO	Aspect	Score
1	Content	0-30
2	Organization	0-20
3	Language Use	0-25
4	Vocabulary	0-20
5	Mechanics	2-5
	Total	100

Example:

Nam	Score					Total Score
	Content	Organization	Language Use	Vocabulary	Mechanics	
AS	24	15	15	15	4	73
BB	25	20	20	15	3	83
HE	15	13	15	13	4	60

Seputih Banyak, 18 September 2017

Mengetahui;
Guru Mata Pelajaran   Peneliti,

Lyxe Orvia, S.Pd   Isticomah
NPM. 13107507

Kepala Sekolah
MTs Ma'arif 11Seputih Banyak

Hargo Wigiantoro, M.Pd.I

Pelajaran   : Bahasa Inggris
             : VIII

apetensi Inti :

1: Menghargai dan menghayati ajaran agama yang dianutnya.

2: Menghargai dan menghayati perilaku jujur, disiplin. tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

KI 3: Memahami dan menerapkan pengetahuan (faktual. konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan. teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4: Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan. mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

KOMPETENSI DASAR	MATERI POKOK	PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU	SUMBER BELAJAR
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar					
njukkan santun					

KOMPETENSI DASAR	MATERI POKOK	PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU	SUMBER BELAJAR
3.10 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya . 4.11 Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana.	Teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda *Fungsi sosial* Mendeskripsikan orang, binatang dan benda untuk kepentingan menjual, membeli, mengenalkan, melaporkan, kehilangan. *Struktur teks* d. Penyebutan nama orang, binatang, benda dan nama bagian bagiannya yang dipilih untuk dideskripsikan e. Penyebutan sifat orang, binatang, benda dan bagiannya, dan f. Penyebutan	**Mengamati** • Siswa mendengarkan/membaca/men onton beberapa contoh teks deskriptif singkat dan sederhana tentang orang, benda dan binatang. • Siswa mengikuti mengucapkan teks deskriptif singkat dan sederhana tentang orang, benda dan binatang • Siswa membaca untuk memahami berbagai informasi dan makna teks deskriptif singkat dan sederhana tentang orang, benda dan binatang dengan pengucapan dan intonasi yang baik • Siswa berlatih menentukan informasi rinci **Menanya** Dengan bimbingan dan arahan guru, siswa menanya perbedaan antar berbagai teks descriptive singkat dan sederhana tentang orang, benda dan binatang.	KRITERIA PENILAIAN: • Tingkat ketercapaian fungsi sosial teks descriptive singkat dan sederhana tentang orang, benda dan binatang.. • Tingkat kelengkapan dan keruntutan struktur teks teks descriptive singkat dan sederhana tentang orang, benda dan binatang. • Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi CARA PENILAIAN: **Tes Tulis**	16 JP	• Buku Teks wajib • Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal dengan benar dan akurat • Contoh peragaan dalam bentuk rekaman CD/VCD/ DVD/kaset • Contoh interaksi tertulis • Contoh teks

KOMPETENSI DASAR	MATERI POKOK	PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU	SUMBER BELAJAR
4.12 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	tindakan dari atau terkait dengan orang, binatang, benda Panjang teks: kurang lebih 6 (enam) kalimat. *I have a niece. Her name is Fanny. She is five years old. She has chubby cheeks and flat nose. Her eyes are slanted. She looks funny when she smiles.* *Unsur kebahasaan* (7) Pertanyaan dan pernyataan tentang deskripsi • *How does your brother look like?* • *He's short and wears glasses* (8) Penyebutan kata benda singular dengan *a* dan *the*, dan plural (-s) (9) Kata ganti *it*.	dalam berbagai konteks **Mengeksplorasi** • Siswa membaca contoh contoh teks descriptive singkat dan sederhana tentang orang, benda dan binatang dari berbagai sumber lain. • Siswa mendeskripsikan dengan singkat dan sederhana tentang orang, benda dan binatang untuk tujuan menjual, membeli, mengenalkan, melaporkan kehilangan menggunakan Bahasa Inggris dalam konteks simulasi, role play, dan kegiatan lain yang terstruktur **Mengasosiasi** • Dalam kerja kelompok terbimbing siswa menganalisis fungsi sosial, struktur teks dan unsur bahasa serta format penulisan yang digunakan untuk mendeskripsikan orang, benda atau binatang dengan tujuan menjual.	• Pilihan Ganda • Jawaban singkat • Essay **Kinerja (praktik)** • Bermain peran mengenalkan sahabat pena • Bermain peran membeli/menjual suatu barang • Bermain peran melaporkan orang hilang • Ketepatan dan kesesuaian menggunakan struktur teks dan unsur kebahasaan dalam menyusun teks deskripsi **Observasi:** Penilaian untuk tujuan memberi balikan. Sasaran		tertulis • Sumber dari internet: ➢ www.dail yenglish.com ➢ http://a mericane nglish.st ate.gov/f iles/ae/r esource_ files ➢ http://le arnenglis h.british council.o rg/en/

KOMPETENSI DASAR	MATERI POKOK	PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU	SUMBER BELAJAR
	they, she, we, dst; our, my, your, their, dst. (10) Kata sifat, tanpa atau dengan penambahan kata *quite, very*, atau kombinasi seperti *dark brown, nice little cat*, dan semacamnya. (11) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi (12) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan. *Topik* • Berbagai hal terkait dengan *orang, binatang dan benda*	membeli, mengenalkan, atau *melaporkan kehilangan.* . • Siswa menanyakan balikan (feedback) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok. • Siswa menyimpulkan hasil analisisnya terkait Fungsi sosial, struktur teks dan unsur kebahasaan dari teks deskriptif tentang orang. benda dan binatang dengan tujuan menjual, membeli, mengenalkan, melaporkan kehilangan. **Mengomunikasikan** • Siswa mendeskripsikan orang benda dan binatang untuk mengenalkan, menjual atau melaporkan kehilangan dengan bahasa Inggris, di dalam dan di luar kelas serta lingkungan sekitar sesuai dengan konteksnya • Siswa menulis jurnal untuk mengungkapkan pengalaman	penilaian: • Upaya menggunakan bahasa Inggris untuk mendeskripsikan dengan singkat dan sederhana tentang orang, benda dan binatang ketika ada kesempatan. • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. • Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi • Ketepatan dan kesesuaian		

KOMPETENSI DASAR	MATERI POKOK	PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU	SUMBER BELAJAR
	di sekitar rumah, sekolah dan lingkungan.	yang mereka peroleh selama pembelajaran, hal-hal yang sulit dan mudah dipelajari dan strategi yang sudah atau akan dilakukan untuk mengatasinya	menggunakan strategi dalam membaca **Portofolio** • Kumpulan catatan kemajuan belajar yang mendukung proses pembelajaran menyusun teks deskriptif. • Kumpulan karya siswa yang mencerminkan hasil atau capaian belajar menyusun teks deskriptif tulis, pendek dan sederhana, berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi tentang orang, binatang, dan		

The Pre-test Score of Students' Writing Descriptive Text At the Eight Grade of MTs Ma'arif 11 Seputih Banyak Central Lampung

No	Students Initial	Score					Total Score
		CO	OR	VO	LA	ME	
1	AAS	20	12	15	10	3	60
2	KNS	18	12	18	8	2	50
3	LA	17	18	14	18	3	70
4	MC	17	10	18	13	4	63
5	MAP	10	11	9	8	3	42
6	MMA	15	10	8	10	2	45
7	MD	21	10	15	18	2	56
8	MDV	18	15	13	15	3	64
9	MF	13	10	8	9	3	43
10	NNR	15	10	15	16	4	60
11	NK	22	12	12	10	2	60
12	PA	13	12	13	5	3	41
13	RK	25	17	15	20	4	81
14	RM	13	10	8	7	2	40
15	RAP	13	13	16	17	3	62
16	SRN	25	20	19	17	4	85
17	SMT	13	10	8	8	2	41
18	SM	13	12	10	8	2	45
19	UL	15	10	8	6	3	42
20	VAM	13	7	7	5	2	34
	Total						1084
	High Score						85
	Low Score						34
	Average						54,2

The Post-test Score of Students' Writing Descriptive Text at the Eighth Grade of MTs Ma'arif 11 Seputih Banyak Central Lampung

No	Students Initial	Score					Total Score
		CO	OR	VO	LA	ME	
1	AAS	20	18	15	12	3	68
2	KNS	18	15	13	15	4	65
3	LA	18	18	16	15	3	70
4	MC	20	20	16	22	4	76
5	MAP	22	16	18	20	4	80
6	MMA	20	18	16	22	4	80
7	MD	20	18	15	18	3	74
8	MDV	25	20	16	19	5	85
9	MF	13	13	16	17	3	62
10	NNR	23	15	20	18	4	80
11	NK	22	18	20	18	4	82
12	PA	20	16	15	18	3	72
13	RK	22	16	18	20	4	80
14	RM	14	16	10	12	3	55
15	RAP	24	15	20	18	4	81
16	SRN	23	18	20	20	4	85
17	SMT	20	18	20	14	4	76
18	SM	15	16	16	10	2	59
19	UL	20	16	18	12	4	70
20	VAM	26	20	15	20	4	85
	Total						1482
	High Score						85
	Low Score						55
	Average						74,1

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
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FORMULIR KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Isticomah
NPM : 13107507

Jurusan : TBI
Semester : VIII

No	Hari/Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Selasa, 19 April 2017	V		- Revise cover - Revise chapter I. - Revise chapter II. statistical hyphotesis. - Revise chapter III Independent variable - Revise bibliography.	efens
2.	Kamis, 04 Mei 2017	V		- Revise chapter I, II, and III	efens
3.	Senin, 15 Mei 2017	V		- Revise chapter I - Revise chapter III Dependent variable	efens
4.	Rabu, 31 Mei 2017	V		- ACC to Seminar	efens

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610200801 1 014

Dosen Pembimbing I

Dr. Widhiya Ninsiana, M.Hum
NIP. 19720923 200003 2 002

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FORMULIR KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Isticomah   Jurusan : TBI
NPM : 13107507   Semester : VIII

No	Hari/Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Senin, 28/11 - 2016		✓	- Revise ch I	efeus
2.	Kamis, 23/03 -2017		✓	- Revise Grammar - Revise benefit of the research	efas
3.	Senin, 27/03 -2017		✓	- Acc ch I, continue to ch II	efeus
4.	Senin, 03/04 - 2017		✓	- Revise Grammar - Revise the using conjunction	efeus
5.	Kamis, 06/04 -2017		✓	- ACC ch II, continue to ch III	efeus
6.	Senin, 17/04 -2017		✓	- Make clear about documentation	efeus
7.	Kamis, 20/04 -2017		✓	- Revise Grammar	efas
8.	Kamis, 27/04 -2017		✓	- Revise Ch III	efeus
9.	Kamis, 04/05 -2017		✓	- ACC ch III, continue to 1st Advisor	efas

Mengetahui,
Ketua Jurusan TBI

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NIP. 19750610200801 1 014

Dosen Pembimbing II

Trisna Dinillah Harya, M.Pd.
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FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
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IAIN METRO

Nama : Isticomah   Jurusan : TBI
NPM : 13107507   Semester : IX

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Rabu, 13 September 2017	✓		- Revise instrument	elfeus
2.	15/5/17	✓		Acc APD	elfeus

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
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IAIN METRO

Nama : Isticomah   Jurusan : TBI
NPM : 13107507   Semester : IX

No	Hari/Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Cumin 14/9-17		∿	Revise Instrument.	efus
2	Senin 18/9-17.		V	Revise the using of Word, Pay attention the morphem.	efus
3.	Senin, 25/9-17		V	Revise Instrument.	efus
				Acc Instrumen	efus
4.	Senin 9/10-17				

Mengetahui,
Ketua Jurusan TBI

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Dosen Pembimbing II

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NIP. 19830511 200912 2 004

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FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Isticomah
NPM : 13107507
Jurusan : TBI
Semester : IX

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Kamis 19/10-17		✓	Revise conclusion!	efens
2.	Senin 23/10-17.		✓	Acc ch. IV & V. Acc to 1st Advisor	efens

Mengetahui,
Ketua Jurusan TBI

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

Dosen Pembimbing II

Trisna Dinillah Harya, M.Pd
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81

KEMENTERIAN AGAMA
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IAIN METRO

Nama : Isticomah
NPM : 13107507

Jurusan : TBI
Semester : IX

No	Hari/ Tanggal	Pembimbing I	II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	17 Oktober 2017	✓		- Revise cover - Revise abstrak - Revise bibliography	elus
2.	23 Oktober 2017	✓		- Revise cover - Revise abstrak - Revise Appendix	elus
3.	30 Oktober 2017	✓		- Revise abstrak - Revise Chapter V	elus
4.	3 nov 2017	✓		Acc to Munaqasah	elus

Mengetahui,
Ketua Jurusan TBI

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

Dosen Pembimbing I

Dr. Widhiya Ninsiana, M.Hum
NIP. 19720923 200003 2 002

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Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

Nomor : P.1473/In.28/FTIK/PP.00.9/06/2017
Lamp   : -
Hal   : **BIMBINGAN SKRIPSI**

Kepada Yth:
1. Sdri. Dr. Widhiya Ninsiana, M.Hum
2. Sdri. Trisna Dinillah Harya, M.Pd.
Dosen Pembimbing Skripsi
di-
   Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya di Institut Agama Islam Negeri (IAIN) Metro, maka mahasiswa diwajibkan menyusun skripsi, untuk itu kami mengharapkan kesediaan Saudara/i untuk membimbing mahasiswa tersebut di bawah ini:

Nama   : Isticomah
NPM   : 13107507
Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/TBI

Dengan ketentuan sebagai berikut:
1. Dosen Pembimbing, membimbing mahasiswa dari proposal sampai dengan penulisan skripsi, termasuk penelitian.
   a. Dosen pembimbing, bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan koreksi akhir.
   b. Ass. Dosen Pembimbing bertugas melaksanakan sepenuhnya bimbingan sampai selesai.
2. Waktu menyelesaikan skripsi:
   a. Maksimal 4 (empat) semester sejak mahasiswa yang bersangkutan lulus komprehensif.
   b. Waktu menyelesaikan skripsi 2 (dua) bulan sejak mahasiswa yang bersangkutan menyelesaikan konsep skripsinya sampai BAB II (pendahuluan + Konsep Teoritis).
3. Diwajibkan mengikuti pedoman penulisan skripsi yang dikeluarkan oleh IAIN Metro.
4. Banyaknya antara 40 s.d 60 halaman bagi yang menggunakan Bahasa Inggris dengan:
   a. Pendahuluan $\pm$ 1/6 bagian
   b. Isi $\pm$ 2/3 bagian
   c. Penutup $\pm$ 1/6 bagian

Demikian disampaikan untuk dimaklumi dan atas kesediaan Saudara kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 15 Juni 2017
Ketua Jurusan TBI

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

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN

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SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1104/In.28/S/OT.01/10/2017

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama	: ISTICOMAH
NPM	: 13107507
Fakultas / Jurusan	: Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2017 / 2018 dengan nomor anggota 13107507.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 30 Oktober 2017
Kepala Perpustakaan

Drs. Mokhtaridi Sudin, M.Pd.
NIP. 195808311981031001

SURAT KETERANGAN

Ketua Jurusan Tadris Bahasa Inggris, menerangkan bahwa;

Nama : Islicomah

NPM : 1310507

Fakultas : Tarbiyah dan Ilmu Keguruan

Jurusan : Tadris Bahasa Inggris (TBI)

Angkatan . : 2013

Telah menyerahkan buku berjudul Scientific Research In Education

Metro,

Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 197506102008011 014

KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN) JURAI SIWO METRO
JURUSAN TARBIYAH

Sekretariat : Jl. Ki. Hajar Dewantoro 15 A Metro, Telp (0725) 41507

Nomor : Sti.06/JST/PP.00.9/2458/2016   Metro, 03 November 2016
Lamp : -
Hal : **IZIN *PRA SURVEY***

Kepada Yth.,
Kepala Sekolah MTs Ma'arif 11 Seputih Banyak
Di –
    Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian tugas akhir/skripsi, mohon kiranya saudara berkenan memberikan izin kepada mahasiswa kami :

Nama : Isticomah
NPM : 13107507
Jurusan : Tarbiyah
Prodi : PBI
Judul : The Influence of Using Picture Toward Students' Wtiring Descriptive Paragraph at Eight Grades of MTs Ma'arif 11 Seputih Banyak in Academic Year 2016/2017

Untuk melakuan *PRA SURVEY* di MTs Ma'arif 11 Seputih Banyak.

Demikianlah permohonan ini disampaikan, atas perhatian dan perkenannya dihaturkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Ketua Jurusan

Dr. ... la, M.Pd
NIP. ... 200003 2005

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO

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

Nomor : B-3047/In.28/R.1/TL.00/06/2017
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA MTS MA'ARIF 11
SEPUTIH BANYAK
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-3046/In.28/R/TL.01/06/2017, tanggal 16 Juni 2017 atas nama saudara:

Nama : **ISTICOMAH**
NPM : 13107507
Semester : 8 (Delapan)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MTS MA'ARIF 11 SEPUTIH BANYAK, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF USING PICTURE AS MEDIA TOWARD STUDENTS' WRITING DESCRIPTIVE TEXT OF THE EIGHT GRADERS OF MTS MA'ARIF 11 SEPUTIH BANYAK CENTRAL LAMPUNG".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 16 Juni 2017
Wakil Rektor Bidang Akademik
dan Kelembagaan,

Dr. Suhairi, S.Ag, MH
NIP 197210011999031003

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296;
Website: www.metrouniv.ac.id; e-mail: iainmetro@metrouniv.ac.id

S U R A T   T U G A S
Nomor: B-3046/In.28/R/TL.01/06/2017

Rektor Institut Agama Islam Negeri Metro, Menugaskan Kepada Saudara:

Nama	:	**ISTICOMAH**
NPM	:	13107507
Semester	:	8 (Delapan)
Jurusan	:	Pendidikan Bahasa Inggris

Untuk :

1. Mengadakan observasi/survey di MTS MA`ARIF 11 SEPUTIH BANYAK, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF USING PICTURE AS MEDIA TOWARD STUDENTS` WRITING DESCRIPTIVE TEXT OF THE EIGHT GRADERS OF MTS MA`ARIF 11 SEPUTIH BANYAK CENTRAL LAMPUNG".

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal   : 16 Juni 2017

Mengetahui,
Pejabat Setempat

an. Rektor
Wakil Rektor Bidang Akademik,

Dr. Suhairi, S.Ag, MH
NIP 197410011999031003

LEMBAGA PENDIDIKAN MA'ARIF NU
MADRASAH TsANAWIYAH MA'ARIF 11
KEC. SEPUTIH BANYAK KAB. LAMPUNG TENGAH
STATUS : TERAKREDITASI
NSM : 121218020018 NPSN : 10813309

Alamat : Jl. KH. Hasyim Asy'ari No. 8A Gg V Tanjung Harapan Seputih Banyak Lampung Tengah 34156

S U R A T   K E T E R A N G A N
Nomor : 065/MTs-M.11/SB/XI/2016

Yang bertanda tangan di bawah ini, Kepala Madrasah Tsanawiyah Ma'arif 11 Seputih Banyak Lampung Tengah menerangkan bahwa:

Nama : ISTICOMAH

NPM : 13107507

Jurusan : Tarbiyah

Program Studi : PBI

Judul Skripsi : **"The Influence of Using Picture Toward Students Writing Descriptive Paragraph at Eight Grades of MTs Ma'arif 11 Seputih Banyak in Academic Year 2016/2017"**

Telah diberi izin untuk mengadakan pra-survey di Madrasah Tsanawiyah (MTs) Ma'arif 11 Seputih Banyak guna kepentingan pengumpulan data yang diperlukan dalam penyusunan Skripsi.

Demikian Surat keterangan ini dibuat dengan sebenarnya dan dapat dipergunakan sebagaimana mestinya.

Seputih Banyak, 14 November 2016

Kepala MTs Ma'arif 11 Seputih Banyak

HARGO WIGIANTORO, M.Pd.I.

LEMBAGA PENDIDIKAN MA'ARIF NU
MADRASAH TsANAWIYAH MA'ARIF 11
KEC. SEPUTIH BANYAK KAB. LAMPUNG TENGAH
STATUS : TERAKREDITASI
NSM : 121218020018 NPSN : 10813309

Alamat : Jl. KH. Hasyim Asy'ari No. 8A Gg V Tanjung Harapan Seputih Banyak Lampung Tengah 34156

SURAT KETERANGAN TELAH MELAKSANAKAN RESEACH
Nomor : 029/MTs-M.11/SB/IX/2017

Yang bertanda tangan di bawah ini, Kepala Madrasah Tsanawiyah Ma'arif 11 Seputih Banyak Lampung Tengah menerangkan bahwa:

Nama : ISTICOMAH

NPM : 13107507

Semester : 9 (Sembilan)

Fakultas : Tarbiyah dan Ilmu Keguruan

Program Studi : Pendidikan Bahasa Inggris

Judul Skripsi : **"The Influence of Using Picture As Media Toward Students' Writing Descriptive Text Of The Eight Graders of MTs Ma'arif 11 Seputih Banyak Central Lampung"**

Telah melakukan Reseach (penelitian) di Madrasah Tsanawiyah (MTs) Ma'arif 11 Seputih Banyak dalam rangka menyelesaikan tugas akhir atau Skripsi mulai dari tanggal 18 sd. 25 September 2017.

Demikian Surat keterangan ini dibuat dengan sebenarnya dan dapat dipergunakan sebagaimana mestinya.

Seputih Banyak, 26 September 2017

Kepala MTs Ma'arif 11 Seputih Banyak

HARGO WIGIANTORO, M.Pd.I.

Learning Process

CURRICULUM VITAE

The writer was born in Seputih Banyak, on April 22, 1995. She is the daughter of happy family of Mr. Abdul Shomad and Mrs. Sawiyah. She lives in Sakti Buana, Seputih Banyak Central Lampung.

She began her study at Elementary School at SD N 04 Setia Bhakti, on 2001-2007. She took her Junior High School at MTs Fantri Bhakti, on 2007-2010. And then, in period of 2010-2013 she continued her study at Senior High School at MA Fantri Bhakti.

After she graduated from Senior High School, she choose IAIN Metro to continue her education. She was registered as student of S1 English Education Study Program of State Institute for Islamic Studies Metro (2013).