

**AN UNDERGRADUATE THESIS**

**IMPROVING STUDENT'S WRITING SKILL**

**IN DESCRIPTIVE TEXT THROUGH PICTURE**

**AT THE SEVENTH GRADE OF SMP NEGERI 2 METRO**



**By**

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**STATE ISLAMIC INSTITUTE METRO**

**1444 H/2023 M**

**IMPROVING STUDENT'S WRITING SKILL  
IN DESCRIPTIVE TEXT THROUGH PICTURE  
AT SEVENTH GRADE OF SMP NEGERI 2 METRO**

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

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***Assalamu'alaikumWr.Wb.***


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TEXT THROUGH PICTURE AT THE SEVENTH GRADE OF  
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Sudah kami setuju dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.-

***Wassalamu'alaikumWr.Wb.***

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DESCRIPTIVE TEXT THROUGH PICTURE AT THE  
SEVENTH GRADE OF SMP NEGERI 2 METRO

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*Assalamu'alaikum, Wr. Wb*

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Title : IMPROVING STUDENT'S WRITING SKILL IN  
DESCRIPTIVE TEXT THROUGH PICTURE AT THE  
SEVENTH GRADE OF SMP NEGERI 2 METRO

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

*Wassalamu'alaikum Wr. Wb*

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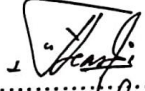
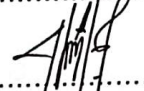
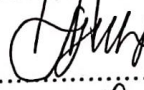

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**RATIFICATION PAGE**

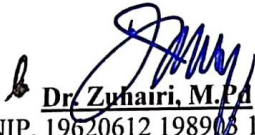
No. B-3847/In.28.1/D/PP.009/07/2023

An Undergraduate thesis entitled: "IMPROVING STUDENT'S WRITING SKILL IN DESCRIPTIVE TEXT THROUGH PICTURE AT THE SEVENTH GRADE OF SMP NEGERI 2 METRO" Written by Allisa Milani Student Number 1901051003, English Education Program, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Monday, June 26<sup>th</sup>, 2023 at 08:00 – 10:00 p.m

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**IMPROVING STUDENT'S WRITING SKILL  
IN DESCRIPTIVE TEXT THROUGH PICTURE  
AT THE SEVENTH GRADE OF SMP NEGERI 2 METRO**

**ABSTRACT**

**By:  
Allisa Milani**

Descriptive text is a type of text in learning English. It is a type of text that describes what someone or something is like. The descriptive text refers to the five senses and therefore describes how something is seen, felt, smelled, tasted, and heard. Many students think that writing a text is as difficult as writing an essay. This research was found in seventh-grade students of SMP Negeri 2 Metro because students still had difficulty describing something. In addition, students are less enthusiastic about the learning process. Students are also not active during the teaching and learning process.

The problems discussed by the researcher in this study are related to the student's skill to write descriptive texts. The purpose of this study was to apply picture media to improve the skill to write descriptive texts for seventh-grade students of SMP Negeri 2 Metro for the 2022/2023 academic year, which was attended by 31 students. In this study, the researcher used Classroom Action Research (CAR) as a research methodology consisting of planning, action, observation, and reflection. Test, observation, documentation, and field notes were used as data collection method.

The steps of the research process are as follows. First of all, the researcher conducted a pre-test with the students to find out how far the students could write a descriptive text. The researcher then offers students one activity or treatment in each cycle as a follow-up to the pre-test results that have been completed. In addition, changes in each student's grade are known through the post-test results completed in each period. This test consists of 1 question in the form of an essay. In this case, the researcher accepted the research results based on the research conducted with an average pre-test score of 50,80 (16%), post-test 1 was 62,80 (20%) and post-test 2 was 74,38 (90%) of students passed the Minimum Criteria (MSC) of at least 70 and picture media can improve students' descriptive writing skills. This means that this research was successful.

***Key Words: Writing, Descriptive Text, Picture Media***

**MENINGKATKAN KETERAMPILAN MENULIS  
TEKS DESKRIPTIF SISWA MELALUI MEDIA GAMBAR  
DI KELAS TUJUH SMP NEGERI 2 METRO**

**ABSTRAK**

**By:  
Allisa Milani**

Teks deskriptif merupakan salah satu jenis teks dalam pembelajaran bahasa Inggris. Teks deskriptif adalah jenis teks yang menggambarkan seperti apa seseorang atau sesuatu. Teks deskriptif mengacu pada panca indera dan oleh karena itu mendeskripsikan bagaimana sesuatu dilihat, dirasakan, dicium, dicicipi, dan didengar. Banyak siswa yang beranggapan bahwa menulis teks deskriptif sama sulitnya dengan menulis esai. Penelitian ini ditemukan pada siswa kelas tujuh SMP Negeri 2 Metro karena siswa masih mengalami kesulitan dalam mendeskripsikan sesuatu. Selain itu, siswa kurang antusias dalam mengikuti proses pembelajaran. Siswa juga kurang aktif selama proses belajar mengajar berlangsung.

Masalah yang dibahas oleh penulis dalam penelitian ini berkaitan dengan kemampuan siswa dalam menulis teks deskriptif. Tujuan dari penelitian ini adalah untuk menerapkan media gambar untuk meningkatkan kemampuan menulis teks deskriptif siswa kelas tujuh SMP Negeri 2 Metro tahun ajaran 2022/2023 yang diikuti oleh 31 siswa. Dalam penelitian ini, penulis menggunakan Penelitian Tindakan Kelas (PTK) sebagai metodologi penelitian yang terdiri dari perencanaan, tindakan, observasi dan refleksi. Tes, observasi, dokumentasi dan catatan lapangan digunakan sebagai metode pengumpulan data.

Langkah-langkah proses penelitian adalah sebagai berikut. Pertama-tama, peneliti melakukan pre-test dengan siswa untuk mengetahui sejauh mana siswa dapat menulis teks deskriptif. Peneliti kemudian menawarkan siswa satu kegiatan atau treatment pada setiap siklus sebagai tindak lanjut dari hasil pre-test yang telah diselesaikan. Selain itu, perubahan nilai setiap siswa diketahui melalui hasil post-test yang diselesaikan pada setiap periode. Tes ini terdiri dari 1 soal dalam bentuk essay. Dalam hal ini peneliti menerima hasil penelitian berdasarkan penelitian yang dilakukan dengan nilai rata-rata pre-test sebesar 50,80 (16%), post-test 1 sebesar 62,80 (20%) dan post-test 2 sebesar 74,38 (90%). Sebanyak 90% siswa lulus Kriteria Ketuntasan Minimal (KKM) minimal 70 dan jelas bahwa media gambar dapat meningkatkan kemampuan menulis deskriptif siswa. Artinya penelitian ini berhasil.

***Kata Kunci: Menulis, Teks Deskriptif, Media Gambar***



## STATEMENT RESEARCH ORIGINALITY

The undersigned

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States that this undergraduate thesis is originally the result of the writer's research,  
in exception of certain parts which are excepted from the bibliography mentioned.

Metro, 15 June 2023

The Researcher



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

Metro, 15 June 2023

The Research



232AKX438944809

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**MOTTO**

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا

For indeed, with hardship [will be] ease

(QS. Al Insyirah:5)

## **DEDICATE PAGE**

This undergraduate thesis dedicated to:

1. ALLAH SWT who has helped me complete this an undergraduate thesis.
2. My beloved parents, Mr. Gumbira Sukmana and Mrs. Ratna Suprihati, Mr. Yudi and Mrs. Wiwik, who always encourage me to do good. Thank you for all your generosity, finance, encouragement and also for your love, faith and unceasing prayers. May Allah SWT bless mom and dad.
3. My beloved grandmother, Sarijem and my young brother, Ghozian. Thank you very much for your kindness, support and prayers.
4. Yeasy Agustina Sari, M.Pd as the supervisor of this an undergraduate thesis. Thank you for all the advice, recommendations and support for this an undergraduate thesis from start to finish.
5. My beloved friends in class C especially Sandra, Lulu, Pipit and Amelia Wulandari.
6. Thank you to the principal and seventh grade student's of SMP Negeri 2 Metro for allowing me to conduct research there. Thank you also to my wonderful collaborator, Mrs. Bainah, S.Pd. for her kindness, prayers, help and support.
7. Almamater IAIN Metro, as part of the best in my life.

## **ACKNOWLEDGEMENT**

All praise belongs only to Allah SWT, the Lord of the universe, so that researcher can finally complete the thesis entitled “IMPROVING STUDENT’S WRITING SKILL IN DESCRIPTIVE TEXT THROUGH PICTURE AT THE SEVENTH GRADE OF SMP NEGERI 2 METRO”, This thesis is prepared to fulfill one of the requirements to obtain a Sarjana Pendidikan (S.Pd) degree in the English Education Study Program, Department of English Education IAIN Metro.

In an effort to complete this thesis. The researcher received a lot of guidance from various parties, therefore a big thank you is addressed to:

1. Prof. Dr. Siti Nurjanah M.Ag. PIA as the Rector of Metro State Islamic Institute
2. Dr. Zuhairi, M.Pd as the Dean of the Faculty of Tarbiyah and Teacher Science of Metro State Islamic Institute
3. Andianto, M.Pd as Chair of the English Department of the Faculty of Tarbiyah and Teacher Training of Metro State Islamic Institute
4. Yeasy Agustina Sari, M.Pd as the supervisor who has provided direction all this time who has painstakingly provided guidance and direction in the completion of this thesis
5. Lecturers who have provided knowledge to the researcher while studying at the Metro State Islamic Institute.

6. Martati S.Pd, M.Pd as the principal of SMP Negeri2 Metro along with the staff and teachers who have provided assistance in completing this thesis.

Researcher are fully aware that this proposal is far from perfect but researcher have tried their best. Therefore, criticism and suggestions that are constructive towards a better direction are highly expected and will be accepted with spaciousness. Hopefully this research can be useful for all of us.

Metro, 2023

Researcher



**Allisa Milani**  
**1901051003**

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## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of Study**

Writing is a skill that must be possessed by every human being in everyday life. Writing is skill to convey thoughts or ideas into writing. Everyone needs communication with each others, therefore, writing is one of the things that makes it easier to convey information. Writing also plays an important role in expressing feelings or emphasizing something. Therefore, writing is a very important skill in learning English.

Learning and teaching writing is a difficult thing for students and teacher. Because, students and teacher must understand the grammar, mechanic, content, word choice and the purpose of writing. Therefore, learning to write is a person who embodies educational science that helps students that writing requires steps to obtain, organize and draft texts.

According to the school curriculum, there are five types of texts: recount, procedure, description, and new item. In this study, the researcher focuses the description of the text in some aspects of general structure, social function, and linguistic features produced in the seventh grade writing results. Based on observations and interviews with seventh grade students and Ms. Bainah as an English teacher at SMP Negeri 2 Metro, several problems were found by students, these problems were a lack of motivation to learn English, students lacked vocabulary, students did not know the procedure for making descriptive texts and, students have

difficulty starting to write descriptive text. In addition, it was found that teacher only used English textbooks which they used as the only source of learning in class.

To motivate students and make learning fun, teachers need to use interesting educational media. Media improve students' interest in the classroom. Media can be used by both teacher and students. It provides more detailed information and helps students focus on the material and skills being taught. Using media can also involve students in the teaching and learning process. Provide opportunities for teacher and students to work together. Furthermore, teachers need to know which media are suitable for their students.

One of the media in writing is picture. Picture is a media that allow people to record picture events, organize them, and share them with others. Picture as a visual medium offers students the opportunity to develop their skills and discover their talents. Picture media make it easier for students to understand and enjoy what is taught in writing class.

By using picture as a medium for learning descriptive text, students will be interested and motivated in learning. Students will experience something new than what they usually find in class. Researcher choose picture as a media for learning to write descriptive text because picture are a form of entertainment that enforces a story with the stages of picture providing continuous fantasy. In addition, picture can tell a story clearly by showing a clear form of expression, a clear plot, and explaining the

situation in the story. So, most students will enjoy learning to write descriptive text. Descriptive text is an interesting and useful style for students to explore and convey their ideas, opinions, and experiences.

In addition, students in seventh grade of the SMP Negeri 2 Metro face difficulties in writing English, especially descriptive texts. The difficulties faced by students were the lack of motivation of students in learning English, students lacked vocabulary, students did not know the procedure for making descriptive texts, and students had difficulty starting to write descriptive texts. The researcher considers learning with picture is one of the most appropriate media to be applied and students can be motivated in the process of learning descriptive text.

The others student problem in writing subject at this score. Bellow the students score in writing such as, that is:

**Table 1**

Data pre-survey of writing descriptive text at the seventh grade of SMP Negeri 2 Metro in the Academic Years of 2021/2022

No	Score	Frequency	Percentage
1.	85-100	-	-
2.	75-84	2	9%
3.	65-74	14	23%
4.	40-64	15	68%
5.	0-39	-	-
<b>Total</b>		<b>31</b>	<b>100%</b>

*Source: The English teacher of SMP Negeri 2 Metro*

Based on the data above it is know that there are 31 students at the Seventh Grade of the SMP Negeri 2 Metro. The English minimum passing grade in this school is 70. It means that the students who got the



score under 70 do not pass the examination. In fact, there are not students who get 80 - 100, there are only 2 students who got 75 – 84, 14 students got score 65 – 74, and 15 students got score 0 – 55. The average score is 32,38% the total of students, it can be concluded that students' writing score at the seventh grade is still low.

Therefore, students' writing skills need to be improved. The researcher use picture to improve their skill in writing descriptive text. Picture are good media in writing class because they can inspire students to write paragraphs and text. In this study, picture were used to improve students' skill in writing descriptive texts. By using picture, students may be interested in writing down their thoughts. This is to ensure that students feel comfortable in class. Students need to be more imaginative and active when writing descriptive text.

## **B. Problem Identification**

Based on the background of study, the problem can be identified as follows:

1. Lack of motivation in learning English.
2. The students have lack of vocabulary.
3. Students do not know the procedure for making descriptive text.
4. The students have difficulties to make start in writing descriptive text.

### **C. Problem Limitation**

The researcher understands that it is not possible to investigate all problems related to writing skill. Therefore, the researcher limit the problem to students who have difficulty in starting to write descriptive texts. Researcher hope that this problem can be solved by using picture in writing descriptive text.

### **D. Problem Formulation**

In line with the previous discussion regarding the background of the research, the aims of this study are as follows: "How picture improve the skill of writing descriptive text in seventh grade of the SMP Negeri 2 Metro?

### **E. Objective and Benefit Study**

#### **1. Objective of the Study**

The purpose of this research is to improve the students writing skill in descriptive text through picture in seventh grade of the SMP Negeri 2 Metro.

#### **2. Benefit of the Study**

##### **1. For the teacher**

Indirectly this research can contribute to the process of learning and teaching English.

##### **2. For the Students**

By using picture, it is hoped that students will be more interested and motivated in learning English, especially writing.

### 3. For the Researchers

This is as more knowledge about writing descriptive text and as information that can be used in further research with the same interest.

## F. Prior Research

The researcher realizes that this research is not the first nor the newest in using picture. There are several researcher who have done their studies on this issue. First of all, Purnama Berutu from the English Language Education study program at the Islamic University of Ar-Raniry Banda Aceh entitled "An Analysis of the Use of Picture in Helping Students Generating Ideas in Writing Descriptive Text".<sup>1</sup> This research uses quantitative methods. In this study, it can be concluded that the use of picture can improve students' skill at SMPN 1 Danau Paris. In addition, the use of picture can also help them determine ideas in writing descriptive text.

Second, Nurfainul from the University of Muhammadiyah Makassar English Education study program entitled "Using Photographs to Improve Students' Writing Ability on Descriptive Paragraphs".<sup>2</sup> In this study, researcher used quantitative methods, researcher analyzed data with t-test. Then, the results of this study indicate that there is a significant

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<sup>1</sup> Purnama Berutu, *An Analysis of the Use of Picture in Helping Students Generating Ideas in Writing Descriptive Text*, (Banda Aceh: Islamic University of Ar-Raniry Banda Aceh, 2020)

<sup>2</sup> Nurfainul, *Using Photographs to Improve Students' Writing Ability on Descriptive Paragraphs* (Makassar: University of Muhammadiyah Makassar, 2019)

increase in students' writing descriptive paragraphs in terms of the content and organization that is taught with picture media.

In addition, Risdayanti from the English Language Education study program IAIN Parepare, the purpose of this study was to find out whether the application of picture series was effective in improving writing skills in tenth grade students of SMAN 8 Pinrang entitled "The Using of Picture Series to Improve Students Writing Skills at the Tenth Grade Students of SMAN 8 Pinrang"<sup>3</sup>. Based on data analysis, the researcher concluded that there were significant differences in writing skills before and after treatment.

Based on some of the previous studies above, this inspires and motivates researcher to conduct research using picture media. Researcher can find similarities and differences. The similarity is that all of the research above concerns the application of picture media in writing skill. In addition, the difference in this study is in the use of methods. It can be seen that previous research use quantitative methods while the researcher use Classroom Action Research methods.

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<sup>3</sup> Risdayanti, *The Using of Picture Series to Improve Students Writing Skills at the Tenth Grade Students of SMAN 8 Pinrang*, (Parepare: IAIN Parepare, 2020)

## **CHAPTER II**

### **THEORICAL REVIEW**

#### **A. Concept of Writing Descriptive Skill**

##### **1. Writing**

###### **a. Concept of Writing**

There are four skills that we need to master in English, namely reading, listening, speaking and writing. Writing can be defined as one of the most important things. Siahaan defines writing as a psychological act in which language users describe information in printed text<sup>4</sup>. In other words, writing is a process of making using a conventional system to convey the author's ideas, thoughts, and feelings so that readers can understand the message or information conveyed in a conventional way.

In addition, Harmer argues that writing can be used as a means of strengthening the language that has been taught<sup>5</sup>. That is, the teacher can encourage students to write new material such as paragraphs. Writing reinforcement can be added to encourage students to improve their performance.

More specifically, Siahaan argues that writing is a productive skill of language<sup>6</sup>. The skill of productive written language skills is

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<sup>4</sup> Sanggam Siahaan, *Issues in Linguistics*, (Yogyakarta: Graha Ilmu, 2008), p.215

<sup>5</sup> Jeremi Harmer, *How to Teach Writing* (England: Pearson Longman), P.32.

<sup>6</sup> Sanggam Siahaan, *The English Paragraph*, (Yogyakarta: Graha Ilmu, 2008), p.2.

called writing. It is the writer's skill to explain information to a reader or group of readers.

Based on the explanation above, the writing is communication using the conventional graph system studied. Developing good writing skills requires knowledge of how to arrange letters, words, sentences, and paragraphs using knowledge of structure and related matters. It is also important that communication is successful when the reader understands the message being conveyed. Because writing is drawing graphic symbols that can be understood and understood by others.

The purpose of writing is to provide information from the author and to convey messages or information appropriately, effectively and accurately. To achieve this goal, the writer must communicate his thoughts and ideas clearly and concisely in written language so that the reader can understand them.

In conclusion, writing is very important to develop. Writing is one of the main parts of English, so writing is very important to improve students' performance in English. Writing is an activity using language in written texts consisting of clauses or phrases or even sentences to express thoughts to the reader in written form.

One of the four language skills, writing skill is important for conveying thoughts and feelings. This skill allows students to explore their thoughts, feelings and concepts using words on paper. In fact,

students are able to express thoughts, ideas, and facts in writing in a well-structured way.

### **b. Process of Writing**

To write well, a writer must try as much as possible in the writing process. Andrew P. Johnson explains that there are 5 types of writing processes<sup>7</sup>:

#### **1) Pre Writing**

The purpose of this step is to generate ideas, make lists, and brainstorm an outline to generate ideas.

#### **2) Drafting**

Composing is the author's first attempt to capture the idea on paper. Composing is a method of organizing and developing writing and the ongoing steps to determine whether the information found in prewriting can translate into writing success.

#### **3) Revising**

The point in the writing process is to revise. Revision is a way of reviewing and re-evaluating decisions that lead to a text that has been revised and refined repeatedly. In this process, the writer looks for plot and structure. It would be better if the writer reread the paragraph and corrected it a bit.

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<sup>7</sup> Andrew P. Johnson, *Teaching Reading and Writing A guidebook for Tutoring and Recommending Students*, ( New York: Rowman and Littlefield Education,2008), p.179.

#### 4) Editing

This is the step where students improve their grammar.

Spelling and punctuation errors. The flow of ideas and writing quality was poor when the writer edited the mechanics during the pre-writing, drafting, and revision stages.

#### 5) Publishing and Sharing

In this step, students share their writing with the audience.

At this stage, the text becomes real and alive. Publishing can include compiling class books, writing collections, school class newspapers, school magazines and displaying writing deficiencies in community halls.

### c. Teaching Writing

Writing strengthens listening and speaking, and in general students become more confident in using written language<sup>8</sup>. However, writing lessons are not the same as those lessons because the two activities are different. When speaking, the speaker can express his thoughts orally and evaluate the results directly from the reader. When writing, writers have plenty of time to express their ideas in writing. When it comes to teaching writing, teaching writing is a unique way to enhance learning. Here are some reasons why writing is so

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<sup>8</sup> Kathleen Graves, *Teachers as Course Developers*, (Cambridge University Press), p.120.



important<sup>9</sup>: Writing strengthens the grammatical structure, idioms and vocabulary taught by the teacher to students.

- 1) When students write, they also get the opportunity to be adventurous with the language, go beyond what they have just learned, and take risks.
- 2) When students write, students are naturally involved with a new language: an attempt to express ideas and the constant use of the eyes, hands, and brain.

This means that teaching writing is very important in developing students' language skills. Therefore, teacher need to know the problems faced by students during the teaching and learning process in order to know the right way to overcome writing problems in writing lessons.

In addition, there are certain specifications, sentence structure must be considered, paragraphs, alignment, consistency. Teaching writing means the ability to teach language and the organization of ideas. In particular, it is said that teaching writing requires elements of writing, such as grammar, sentences, structure, vocabulary, and word order structure. Teaching writing teaches students not only to write sentences in the text, but also to organize ideas in sentences.

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<sup>9</sup> Ann Raimes, *Technique in Teaching Writing* (Oxford University Press, 1983), p.3

## **2. Concept of Descriptive Writing**

### **a. Descriptive Writing**

In learning English, writing is a text that provides written information written on paper. This is the result of writing activists. Students are taught various types of texts, students are expected to be able to understand, explore and apply them in the form of writing skills. One type of writing text is descriptive text.

To describe is to write about the characteristics of a particular thing. Oshima and Hogue argue that descriptive text is something that appeals to the senses, to tell how something looks, feels, smells, tastes and sounds. Therefore, a good description is like a “word picture”, so readers will imagine objects, places or people in their minds. A good writer is like an artist who paints a picture that clearly "sees" in the mind of the reader<sup>10</sup>.

Based on the explanation above, descriptive text is a type of writing that displays a certain person or thing. Therefore, when choosing a subject to write in a descriptive text, the writer should focus on the subject of the sentence, supporting details, and conclusion.

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<sup>10</sup> Alice oshima and Ann Hogue, *Introduction to Academic Third edition*, ( The United States of American : Logman, 2007), p. 61.

## **b. Purpose of Descriptive Writing**

According to Grenville, the purpose of writing is to get ideas from one brain to another<sup>11</sup>. Brown argues that the purpose of writing is to provide information<sup>12</sup>. The various purposes of writing are as follows<sup>13</sup>:

### **1) Writing to Entertain**

Writing for entertain is usually done in a form known as imaginative or creative writing (of course, all writing requires imagination and creativity). Types of imaginative writing are novels, stories, poetry, lyrics, plays, songs and scenario.

### **2) Writing to Inform**

This type of writing can also be "entertaining" in the sense that they read it well. But entertaining isn't the main thing for readers, it's just a bonus. Informing means sending the necessary information about a subject to the reader and usually to inform the reader about the facts about what happened. Examples of text to inform are articles, newspapers, reports, instructions and essays for schools and universities.

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<sup>11</sup> Kate Grenville, *Writing From Start to Finish: a six-step guide*, (Australia: Allen & Unwin, 2001), p.1

<sup>12</sup> H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy (2nd Edition)*, (Great Britain: Logman, 2001), p. 348.

<sup>13</sup> Kate Grenville, *Writing From Start to Finish: a six-step guide*, (Australia: Allen & Unwin, 2001), p.1-2.

### 3) Writing to Persuasion

Persuasion is very important in humans. Writers will use persuasion to get someone to do what they want to achieve, help someone else or solve a problem. This includes advertisements, some articles, newspapers, magazines and some essays. This type of writing can contain the author's opinion, but not only as an expression of his feelings, but also as part of a logical case supported by evidence. It was mentioned above that imaginative writing sometimes just pretends to be true, but if someone tells you then it shouldn't be made up. In addition, Grenville argues that each writing will attempt to do at least one of the following<sup>14</sup>:

- a) Entertaining readers enough to make them laugh and at least deal with their feelings in some way.
- b) Tell the reader about something.
- c) Persuasion is use to persuade the reader to do something.

It can be use for a variety of purposes, but descriptions are mostly expressive, so they mostly help writers share their perceptions. As human beings, writers have a strong desire to connect with others by sharing our experiences with others.

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<sup>14</sup> *Ibid*, p.1

### c. Descriptive Writing Organization

The general structure of descriptive text consists of identification and description<sup>15</sup>.

- 1) Identification: For the introduction of the subject or thing to be explained.
- 2) Description: A brief breakdown of who or what the subject is.

### d. Indicators of Writing Descriptive Text

According to Heaton (1988:135) the indicators in writing description text are<sup>16</sup>:

#### a. Content

Content refers to relevant information that the author researched. It provides relevant information and support that is sufficiently detailed to illustrate, compare, or define factual information.

#### b. Organization

Organization conveys how the author arranges the units in each paragraph. It shows the structure of the text.

#### c. Vocabulary

The word choice and word count belongs to vocabulary. An appropriate word or idiom can be reached by the variety of arrangement and interrelationship the words.

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<sup>15</sup> Imelda Wardani, Hasan Basri, and Abdul Waris. *E-journal of English Language Teaching Society (ELTS)* Vol. 2 No. 1 2014- ISSN 233-1841 p.2

<sup>16</sup> Heaton, J.B. *Writing English Language Test*. (London: Longman, 1979)

d. Language Use

The use of language requires students to write in grammatical terms. It uses relative clauses, verb forms, prepositions, modals, articles and tenses order.

e. Mechanics

Mechanics involves students' skill to use capitalization, punctuation, spelling, and proper handwriting. This section gets a small

**e. Measurements Rubrics of Writing Descriptive Text Skill**

According to Joy M. Reid the criteria of each writing score are: content (13-30), organization (7-20), vocabulary (7-20), language use (5-25) and mechanic (2-5). So, the highest total of the score of writing descriptive text is 100.

**Table 2**

The Measurement Rubrics of Writing Descriptive Text Skill

<b>Writing Performance</b>	<b>Score</b>	<b>Criteria</b>	<b>Details</b>
Content	27-30	Excellent	Knowledgeable, substantive development of thesis, relevant to assigned topic
	22-26	Good	Some knowledge of subject, adequate range, limited development of ideas, mostly relevant to topic, but lacks detail
	17-21	Fair	Limited knowledge of subject, little substance, inadequate development of idea
	13-16	Poor	Does not show knowledge of

<b>Writing Performance</b>	<b>Score</b>	<b>Criteria</b>	<b>Details</b>
			subject, non-substantive, not pertinent, or not enough to evaluate
Organization	18-20	Excellent	Fluent expression, ideas clearly stated/supported, complete, succinct, well organized, logical sequencing, cohesive.
	14-17	High	Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.
	10-13	Fair	Non-fluent, an idea confused or disconnected, lacks logical sequencing and development.
	7-9	Poor	Does not communicate, no organization, or not enough to evaluate
Vocabulary	18-20	Excellent	Sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register
	14-17	High	Adequate range, occasional errors of word/idiom form, choice, usage but meaning not obscured.
	10-13	Fair	Limited range, frequent errors of word/idiom form, choice, usage, meaning confused or obscured
	7-9	Poor	Virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate.
Language	22-25	Excellent	Effective, complex constructions, few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions

Writing Performance	Score	Criteria	Details
	18-21	Good	Effective but simple constructions, minor problems in complex construction, several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions, but meaning seldom obscured.
	11-17	Fair	Major problems in simple/complex constructions, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions, meaning confused or obscured.
	5-10	Poor	Having no mastery in syntax rule, there are many mistakes and uncommunicative
Mechanic	5	Excellent	Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.
	4	High	Occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured.
	3	Fair	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, handwriting illegible, or not enough to evaluate <sup>17</sup>

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<sup>17</sup> Joy M. Reid, *Teaching ESL Writing*, (USA: Prentice Hall Regent, 1993), p.236-237



In conclusion, there are some criteria's to measure the students' skill in writing text and it has each score and level of score for each criteria and all of the score criteria it can be the total score of students' writing descriptive text.

## **B. Teaching Media**

Media is a tool used to convey messages or information. In the process of teaching and learning to run effectively and interestingly can use the media. This section will explain the meaning of learning media, the function of learning media, and various types of learning media.

### **1. Definition of Teaching Media**

In general, learning media refers to all the tools that teachers can use to convey a subject to students in the teaching and learning process to achieve certain learning objectives.

There are several experts who argue about learning media. According to Bakri (2011:3) Mass media is the plural form of media, derived from the Latin word medium which means "middle". Media means "intermediary or conveyance" in Indonesian<sup>18</sup>. The meaning of the media focuses on something that conveys information (massage) between the sender and receiver of the message.

Learning media according to Arsyad (2009:4) is a medium that carries educational messages or learning information. Media is

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<sup>18</sup> Bakri, Hasrul. 2011. Jurnal MEDTEK, Volume 3, Number 2, October 2011. *Desain Media Pembelajaran Animasi Berbasis Adobe Flash CS3 Pada Matakuliah Instalasi Listrik 2*. (Onlune). (<https://dokumen.tips/documents/jurnal-hasrulkakri.html>) accessed on March 27, 2023.

a means to convey messages and information<sup>19</sup>. The media is an intermediary that conveys information between senders and recipients. If the media contains messages or educational information that contains learning objectives, then the media can be called learning media.

Meanwhile, Gerlach and Ely Bakri (2011:3) share a learning environment in a broad and narrow sense. Media, more broadly, are people, matter or events that create conditions that enable students to acquire new knowledge, skills or attitudes. In this sense teachers, books and the environment are included in the mass media. Mass media in a narrow sense are graphics, photographs, images, mechanical and electronic devices used to represent, process and transmit visual and verbal information. Furthermore, Briggs in Aniqotunnisa (2013: 10) states that learning media are all physical tools that can convey messages and stimulate students to learn.

According to Arsyad (2009:6-7), teaching media has some basic criteria, those are:

- a. Educational media has a physical meaning called hardware. A device is an object that can be seen, heard and touched with the five senses.

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<sup>19</sup> Arsyad, A. *Media Pembelajaran*. Jakarta: PT. Raja Grafindo Persada, (2013)

- b. Learning media has a non-physical meaning, so we call it software, namely messages delivered to students in the form of hardware.
- c. The emphasizing of teaching media is in the visual and audio
- d. Learning media is a tool that supports the teaching and learning process inside and outside the classroom.
- e. Learning media is used for communication and interaction between teachers and students in the teaching and learning process.
- f. Teaching media can be used massively (for example: radio, television) big group and small group (for example: film, slide, video, OHP), or individual (e.g.: module, computer, video recorder)
- g. Attitude, act, organization, strategy, and management that related with application of certain knowledge

From the definition above it can be concluded that media refers to teaching and learning techniques and methods. In other words, the media are all tools that can be used by teachers and students to achieve certain educational goals.

## **2. The Function of Teaching Media**

The importance of using media in learning is media that can be used to support students in their learning so that the teaching and learning process becomes more effective and efficient. The use of media makes the material more concrete, more interesting and easier to understand.

According to Sudyana (2001:64) the role of educational media in the teaching and learning process is as follows:

- a. The using of media in teaching learning process is not addition function, but has own function as an aid to express effective teaching learning situation
- b. The using of teaching media is integral part of all learning situation. It means that teaching media is one of element that should be developed by teacher.
- c. The using of teaching media is more important to accelerate teaching and learning process and help student in comprehend material from teacher.

Furthermore, the function of learning media are:

- a. Auxiliary tool to create effective learning situation.
- b. Integral part of all learning situation.
- c. To concrete the abstract concept, so, can decrease verbal comprehension.
- d. To build up student's motivation to learn.

### **3. Kinds of Teaching Media**

As we know, instructional media are tools that can be used by teachers and students to achieve certain educational goals. Then learning media can be divided into several classifications.

According to Mahajan (2012:6-7), media are classified into seven categories such as<sup>20</sup>:

- a. Grapic Media: any kinds of printed media. Such as, books, pictures, photographs, maps, charts, posters, graphs, diagrams.
- b. Display Media: a board used to show information in small group, e.g., chalkboard, bulletin board, flannel board, and peg boards.
- c. Three Dimensional Media: A the medium that has 3D shape. For example, models, objects, specimens, puppets.
- d. Projected Media: a kind of media that need projector to show the messages. For example, slides, filmstrips, transparencies, films, video tapes, gramophones, records.
- e. Audio Media: media that just can be heard. Such as, radio, audio cassettes, gramophones, records.
- f. Video Media: this media is combination between audio and visual, e.g., TV, videocassettes, CD, computers.

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<sup>20</sup> Mahajan, G. *Multimedia in Teacher Education: Perceptions and Uses*. Journal of Education and. Practice, (2012)

g. Activity Media: media that can act some activity.

For example, fieldtrips, amatization, demonstration, and role-playing.

The other classifications of teaching media also stated by Leshin, et al in Arsyad (2009) those are: (1) Human-based media (teacher, instructor, role-play, group activity, field-trip); (2) Printed-based media (book, guide line, workbook, paper); (3) Visual-based media (video, film, slide-tape program, television); and (5) Computer-based media (interactive video, hypertext). In addition, Rusman in Kusantati, et al., (2014) classified teaching media into six kinds, those are: (1) Visual media, (2) Audio media, (3) Audio Visual media, (4) Group presentation media, (5) Object media, and (6) Interactive computer-based media.

## **C. Concept of Picture Media**

### **1. Definition of Picture**

Picture media also has great potential as an educational tool to develop writing skills and can provide context and inspiration for various activities. Picture are very useful for various communication activities, especially when they have a game-like feeling like describing the activity<sup>21</sup>. In learning and teaching, the process is assisted by picture, so many language teachers use pictures to present lessons in the teaching and learning process. For example, in the area

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<sup>21</sup> Jeremy Harmer, *The Practice of English Language Teaching 4 rd Edition*, (England: Pearson Education Limited, 2007), p.178

of language teaching, pictures can help with vocabulary, grammar or phonology. They can also develop various language skills such as listening, speaking, reading and writing. On the other hand, picture keeps students engaged in the lesson and creates a natural and active situation during the teaching and learning of language.

Picture media is a type of media that belongs to the picture category<sup>22</sup>. Classify pictures into three types, namely composite picture, series picture, and individual picture. These picture are representative picture of people, animals, objects, or events. The picture series consists of a number of picture that are connected and placed one after another. Media picture are usually use to tell a series of events or stories.

## **2. Concept Picture for Teaching Description Text**

Speaking and writing are productive skills, and pictures are often used as a way to promote them<sup>23</sup>. In this study, researcher focused on writing. The drawing rules are:

- a. Picture can motivate and inspire students and want to be noticed and participate.
- b. Picture contribute to the context in which language is use.  
Brings the world into a class (a specific object, for example a ship).

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<sup>22</sup> Yunus, Noor Azlina, *Preparing and Using Aids for English Language Teaching*. (Kuala Lumpur: Oxford University Press, 1981),p.49

<sup>23</sup> Wright, Andrew, *Picture for Language Learning*, (Cambridge: Cambridge University Press,1989),p.17

- c. The picture can be described objectively or interpreted or responded to subjectively.
- d. Picture can cue responses to questions or cue substitutions through controlled practice.
- e. Picture can inspire and provide information that can be used as a reference in conversations, discussions, and exercises.

Andrew Wright says that pictures can be used in so many different ways that it is impossible to provide a one-size-fits-all guide. Examples of activities with different types of picture are displayed and referenced by the activity.

### **3. Picture as Teaching Media Writing Descriptive Text**

Based on observations of seventh grade students at SMP Negeri 2 Metro, the students' writing skill is very low. The problem faced by students were the lack of motivation of students in learning English, students lacked vocabulary, students did not know the procedure for making descriptive texts, and students had difficulty starting to write descriptive texts. Therefore, English teachers must use interesting media as a way to overcome these problems.

The media in its development appears in various types of formats (print module, movies, television, frame film, film ringing's, radio programs, computer and so on) each with its own characteristics and capabilities. R. Heinich, et.al (1982) define the term media as “the term refer to anything that carries information between a source and a



receiver”<sup>24</sup>. The facts above show that students and teachers need appropriate teaching media to improve students' writing skills. Therefore, the researcher used picture media to improve the quality of teaching and learning, especially writing skills.

These are some of the reasons why picture media can be use to improve writing in students. First, picture media can provide students with information about objects, actions, events and relationships. Second, picture help improve students' interest and motivate them to understand the context of the language, making picture a special reference stimulus for students. Lastly, picture can help students to predict what it is about. Therefore, referring to the explanation above, the researcher involved the English teacher as a collaborator and class seventh students of SMP Negeri 2 Metro in conducting the research. The procedure was then carried out in this study. It is very useful to use picture in the teaching and learning process. This can improve student performance in English subjects.

#### **D. Action Hypothesis**

Based on the theoretical framework above, the researcher formulate an action hypothesis that the use of picture can improve the skill to write descriptive texts in seventh grade students at SMP Negeri 2 Metro.

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<sup>24</sup> Robert Heinich, Michael Molenda and James D. Russel, *Instructional Media and the New Technology of Instruction*, (New York: Jonh Wily and Sons, 1982), p.3

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Variable and Operational Definition of Variable**

Variables can be defined as a general collection of objects, events, situations, characters, and attributes of interest to researcher<sup>25</sup>. Based on the above quote, the operational definitions of the variables of this study are as follows:

##### **1. Independent Variable**

The independent variable is the most important variable to be studied. This variable is the variable that is selected, manipulated and measured by the researcher. The independent variable in this study is picture media, which is defined as media when writing descriptive texts to find keywords and ideas.

In measuring this variable, researcher used an observation sheet to observe the use of picture media. As an indicator of the success of using picture media, it can be seen as follows:

- 1) Students have good participation in the teaching and learning process by using picture media.
- 2) This strategy runs well and students are enthusiastic in following the teaching and learning process.

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<sup>25</sup> Mark And Peter, *Introduction Quantitative Research Methods*, (New Delhi, Sage Publications, 2001), P. 46

- 3) Students' learning outcomes in writing descriptive text can be improve by using picture media in the teaching and learning process.

## **2. Dependent Variable**

The dependent variable in this study is the variable that is observed and measured to determine what is observed and measured to determine the effect of the independent variable. The dependent variable in this study is descriptive writing which is defined as an activity that describes a person, place, or object. The purpose of the reader is to obtain information and understand the meaning of the text. The indicator of this dependent variable is that students know how to write good descriptive text. So the researcher used a written test in the form of an essay to measure this dependent variable.

In measuring this variable, the researcher used written test as a tool to measure the students' writing descriptive text skill. The test consist only one question in description test. The indicator of students' writing descriptive text mastery, as follows:

- 1) The student can write certain words correctly and organizing their ideas.
- 2) The students' can get high score in writing descriptive text.

## **B. Research Location**

This type of research is classroom action research. According to Hendricks, classroom action research is a powerful tool for studying and improving your own practice<sup>26</sup>. Meanwhile, according to McNiff explained that classroom action research is professional research. A way to explore your own learning<sup>27</sup>. It's an easy way to review your workout and make sure it's the way you want it to be. This means that classroom action research is an activity that trains and analyzes students' understanding of the material through their actions in class.

This research was conducted at SMP Negeri 2 Metro, which is located in Iringmulyo, Metro Timur in the Academic Year 2022/2023. Researcher conducted this study on seventh grade students of SMP Negeri 2 Metro in the academic year 2022/2023.

## **C. The Subject of The Research**

This type of research is classroom action research (CAR) and the subjects in this study are students seventh grade of the SMP Negeri 2 Metro. This class consists of 31 students. The researcher has chosen this class because most of the students have low grades in English especially in writing.

The researcher asked the English teacher as a collaborator in this research which functions as a controller in the teaching and learning

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<sup>26</sup> Ary Donald, et.al, *Introduction to Research in Education*, (USA: wards worth Cengage Learning, 2010), Page.512.

<sup>27</sup> Jean McNiff & Jack Whitehead, *Action Research: Principle and Practice*, (London & New York: Routledge Falmer). Page.15

process. So, researcher have the convenience of knowing the development of students who are active students in the teaching and learning process.

#### **D. Action Plan**

This research is classroom action research. According to Wallace, classroom action research is basically a way of reflecting on what is taught in the classroom, systematically collecting and analyzing data about everyday practice to see what practice will look like in the future, to make decisions about what it should be<sup>28</sup>.

According to Stephen Kemmis, classroom action research typically involves the teacher use of qualitative and interpretive research methods and data collection (often with the help of academic partners) to evaluate how it can be improved<sup>29</sup>.

In addition, Anne Burns' classroom action research is part of a broader movement that has existed for some time in education in general<sup>30</sup>. Therefore, one of the main objectives of classroom action research is to analyze situations or problems that are considered by participants such as teachers, students, managers, administrators or parents to be looked at more deeply and systematically.

From the explanation above, it is concluded that classroom action research is research in teaching and learning in the classroom which has

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<sup>28</sup> Alison Mackey, *Second Language Research*, (USA: Lawrence Erlbaum Associates, 2005), p.216

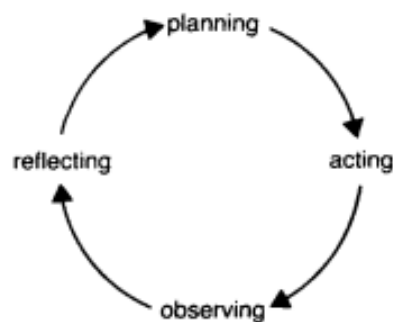
<sup>29</sup> Stephen Kemmis and Robin, *The Action Research Planner*, (London: Springer, 2014), p.11.)

<sup>30</sup> Anne Burns, *Doing Action Research in English Language Teaching*, (New York: Routledge, 2010), p.2

the aim of solving problems or fixing something. Classroom action research can be done collaboratively to find solutions to problems found in class or to find students' achievements in learning English. Collaborating on classroom action research may include at least two teachers or a group of teachers interested in solving problems in a class or department.

In this study, researcher need collaborator to assist in research due to sharing problems that arise in the learning and teaching process. Therefore, researcher used collaborative research, because the results of this study are objective. Anne Burns concluded that research by others, research should be careful and objective.

There are three cycles in classroom action research, namely cycle 1, cycle II and cycle III. Each cycle consists of four activities which include planning, action, observation and reflection as follows:



Jean and Jack of Classroom Action Research<sup>31</sup>.

#### 1. Cycle 1

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<sup>31</sup> Jean McNiff and Jack Whitehead, *Action Research: Principles and Practice*, (New York: Routledge, 2002), p.41

There are four activities in cycle 1, namely: planning, action, observation and reflection.

a. Planning

Planning is the first step in every activity, the researcher explains what, why, when, who, and how the action ends. Without planning, research activities was difficult to focus on. Planning was a reference in carrying out actions. Here are the steps that researcher can go through in planning:

- 1) Researcher prepare the lesson plan.
- 2) The researcher prepare the material.
- 3) The researcher prepare source learning.
- 4) Researcher prepare observation sheet.

b. Action

The second step in this classroom action research is action. Action is the implementation of the plan that has been made. Researcher take the following actions:

**a. Pre-Learning Activities**

- 1) Pray and greet student's.
- 2) Check attendance list of student's.
- 3) Ask the condition of student's.

**b. During the learning process**

- 1) The teacher applies the lesson plan.

- 2) The researcher explains the definition of descriptive text, generic structure and language features of descriptive text.
- 3) The researcher asked the students to write descriptive text about animals individually.

**c. Post-learning activities**

- 1) The researcher asked students to answer several questions related to descriptive text.
- 2) The teacher talks to students about learning material at the next meeting.
- 3) The teacher closes the lesson and greeting.

**c. Observation**

Observations will to collect information about the learning process carried out by researcher in accordance with the prepared behavior. Gathering information allows the researcher to identify the weaknesses and strengths in the researcher behavior, so that the research results can be used as input when the researcher conducts a reflection study to develop plans for the next cycle. Those are observations made in the teaching and learning process.

In this step, the researcher used an observation sheet to observe the teaching and learning process.

**d. Reflection**

Reflection is an activity of analyzing and drawing conclusions based on the results of tests and observations. Reflection is use to



analyze the results of observations and tests that become the basis for the next improvement cycle.

## 2. Cycle 2

### a. Planning

- 1) Studying the results of reflection on the first act.
- 2) Discuss the actions to be taken in cycle II.
- 3) Collect learning material and media.

### b. Action

- 1) Researcher greet students and then motivate students to be active in class learning.
- 2) The researcher checked the students' knowledge about descriptive text.
- 3) Researcher provide opportunities for students to ask if there is something what they don't understand about descriptive text material.
- 4) Researcher provide pictures to students and researcher ask questions to student's to create descriptive text, choose one in picture.
- 5) Researcher and students make conclusions about the learning that has been done.
- 6) The researcher asked the students to review what they had learned at home and then end the lesson.

c. Observation

Observations will collect information about the learning process carried out by researcher in accordance with the prepared behavior. Gathering information allows the researcher to identify the weaknesses and strengths in the researcher behavior, so that the research results can be used as input when the researcher conducts a reflection study to develop plans for the next cycle. Those are observations made in the teaching and learning process.

In this step, the researcher used an observation sheet to observe the teaching and learning process.

d. Reflecting

The researcher corrects and analyzes the results of the action. Through reflection, researcher know the strengths and weaknesses of the actions taken. At this stage the researcher compared the results of the pre-test and post-test, studied and reflected whether the students' attitudes were positive or negative, it was enough in the second cycle or had to do the next cycle.

## **E. Data Collecting Technique**

Because this study aims to find ways to use picture media to improve students' writing skills. Researcher provide tests, observations, documentation, and field notes on data collection techniques.

In the teaching and learning process, the researcher explains about writing material skill by using picture media and the researcher gave a test

in the final meeting of each cycle. The researcher took the students' grades and saw their progress in each meeting. If students' performance improved in each session, it means that the writing skills of seventh grade of the SMP Negeri 2 Metro can improve through interactive educational media.

When collecting data, the researcher used the following methods:

### **1. Test**

In this study, researcher use instrumental testing. A test is a picture of questions or exercises use to measure competence, knowledge, intelligence, and skill. The test use by the researcher is a written test. This test is for seventh grade of the SMP Negeri 2 Metro and collects data on students' writing skills. This test is divided into two parts:

#### **a. Pre-test**

Pretest at the first pretreatment meeting to determine students' skill before conducting action research.

#### **b. Post-test**

A post-test was given in class at the end of the meeting. This treatment is given at the final post-treatment meeting and aims to see whether there has been a change in student performance in class. Post-test is the result of treatment (treatment). Improvement can determine whether the average score after the test is higher than the average score before the test.

## **2. Observation**

Researcher used observation to obtain data on student and teacher activities in the learning process. The object of this observation is the use of picture media by teachers and students. Researcher assessed several aspects of the teaching and learning process by ticking the statements on the observation sheet to find out signs of student activity in the learning and teaching process using picture media.

## **3. Documentation**

Researcher used this method to obtain data of school such as the profile of the school, the total of students, teachers, and the condition of the school.

## **4. Field Note**

To collect data more accurately, the researcher use field notes to facilitate data analysis. It is intended to test students' activities in learning English. This happens after the teaching and learning process is complete.

## **F. Data Analysis Technique**

Data analysis is the processing of information or data collected to make conclusions. It is a process of organizing data to explore research patterns and forms. After collecting data from testing, observation, and documentation, the researcher analyzed the data based on the problem boundaries and research objectives. In analyzing and interpreting the data,

the first step is to make an abstraction of all the data that has been collected. After conducting the research, selecting the data related to the research question and grouping it into the category of tow data in the learning process.

Data analysis is carry out in stages to determine the current average score pretest and posttest. Furthermore, to find out the advantages, the researcher will compare the pre-test with the post-test as follows:

The formula:

$$\bar{X} = \frac{\Sigma X}{N}$$

Notes:

$\bar{X}$  =Average of Student Score

$\Sigma X$  =Total of Students Score

$N$  = Total of Students<sup>32</sup>.

In addition, to measure the percentage of student activities, namely researcher used the formula:

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

$P$  : Mean Score

$F$  : Total of Students

$n$  : Total of Students<sup>33</sup>.

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<sup>32</sup>Donasld Ary, et. al, *Introduction to Research in Education*, Page 108

<sup>33</sup> *Ibid.*, p.278

**G. Indicator of Success**

The research called success if 70% of the students get minimum score 70 and the students learning activity could improve in writing descriptive text. If the target has been already achieved, then the cycle can be stopped.

## **CHAPTER IV**

### **RESEARCH RESULT AND DISCUSSION**

#### **A. Research Result**

##### **1. Description of Research Location**

###### **a. The Profile of SMP Negeri 2 Metro**

SMP Negeri 2 Metro is one of the Public Junior High Schools in Metro City. It is located on the street SMP Negeri Metro Jl. Ki Hajar Dewantara No. 91 Metro City. Built on an area of 8,475 M<sup>2</sup>. This school was founded in 1977. Since its establishment until 2019, SMP Negeri 2 Metro has undergone 12 (twelve) leadership changes, namely:

1. Hi. Moehammad, (1977-1983)
2. Doedoen Abdoelah, (1983-1984)
3. Soewito, (1984-1990)
4. Hi. Sugeng Hendro Atmojo, (1990-1996)
5. Drs. Hi. Syarif Barzan, S.H., (1996-1998)
6. Drs. Sutarjo, (1998-1999)
7. Drs. Tukiman S., (1999-2000)
8. Dra. Indrawati, (2001-2006)
9. Drs. Bambang Irawan, (2006-November 2009)
10. Drs. Suwarno, (November 2009-12 January 2012)
11. Suyitno, S.Pd. (13 January 2012-July 2018)
12. Martati, S.Pd., M.Pd. (Juli 2018-Now)

## **b. Vision and mission of the SMP Negeri 2 Metro**

### **1. Vision of School**

Realizing superior education based on faith, piety, science, technology, and environmental insight.

### **2. Mission of School**

1. Growing and increasing the faith and piety of all school members towards the religion they adhere to in everyday life.
2. Applying technological science in learning activities and educational services.
3. Develop an education unit curriculum adapted to the characteristics and environment of the school.
4. Carry out learning and guidance effectively so that students have high absorption abilities.
5. Develop the spirit to compete in a sporting manner and produce competitive graduates.
6. Improve the professionalism and competence of educators and education.
7. Creating a safe and comfortable school environment for school members.
8. Implement effective and efficient school management.
9. Carry out the management and administration of education funding in accordance with the type effectively and efficiently.



10. Carry out assessments and follow up on the results of assessments on a regular and ongoing basis.
11. Carry out academic and non-academic coaching programs based on the interests and talents of students.
12. Fostering a culture of healthy living in everyday life.
13. Carry out environmental management that is beautiful, clean and healthy on an ongoing basis.
14. Carry out educational services to the fullest for children with special needs.

**c. Building Condition and School Facilities**

SMP Negeri 2 Metro has the satisfy facilities to support the learning activity. Specially, the facilities as follows:

**Table 3**  
Facilities at SMP Negeri 2 Metro

No	Name of Room	Number of Unit	Area
1.	Headmaster Room	1	9x5 m <sup>2</sup>
2.	Vice Principles' Room	1	9x3 m <sup>2</sup>
3.	Teacher's Room	1	18x7m <sup>2</sup>
4.	Administration's Room	1	121 m <sup>2</sup>
5.	Library	1	14x7 m <sup>2</sup>
6.	Science Laboratory	1	14x8 m <sup>2</sup>
7.	Art Room	1	9x7 m <sup>2</sup>
8.	Language Laboratory	1	14x8 m <sup>2</sup>
9.	Computer Laboratory	1	12x7 m <sup>2</sup>
10.	Auditorium	1	15x8 m <sup>2</sup>
11.	Warehouse	1	4x4 m <sup>2</sup>
12.	Kitchen	1	6x3 m <sup>2</sup>
13.	Toilet	15	2x1.5 m <sup>2</sup>
14.	Counseling Room	1	7x5 m <sup>2</sup>
15.	Student Health Units	1	9x7 m <sup>2</sup>
16.	OSIS Room	1	9x3 m <sup>2</sup>
17.	Mosque	1	8x7 m <sup>2</sup>
18.	School Cooperative	1	3x4 m <sup>2</sup>

No	Name of Room	Number of Unit	Area
19.	Canteen	1	14x8 m <sup>2</sup>
20.	Guardhouse	1	3x3 m <sup>2</sup>

*Source: Documentation of SMP Negeri 2 Metro in academic year 2022/2023 on May 11<sup>th</sup> 2023*

**Table 4**

The Teacher Education Background  
at SMP Negeri 2 Metro

Higher Education	Male	Female
S3/S2	1	5
S1	7	28
D3/Sarmud	1	
D2	-	-
D1	2	3
SLTA	-	-
SD	-	-
<b>Amount</b>	<b>47</b>	

**Table 5**

The Teacher and Functional Formation  
at SMP Negeri 2 Metro

No	Academic Subject	Total
1.	Islam Religion	3
2.	Civics	3
3.	Indonesian	5
4.	English	5
5.	Sains	7
6.	Mathematics	6
7.	Physics/Chemistry	3
8.	Counselor	3
19.	Art and Culture	2
10.	Computer Science	
11.	Social science	5
12.	Lampung Language	2

*Source: Documentation of SMP Negeri 2 Metro in the academic year 2022/2023*

**d. Total of The Student's at SMP Negeri 2 Metro**

Total of the student's divided some classes that can be identified as follows:

**Table 6**  
The number students at SMP Negeri 2 Metro  
in academic year 2022/2023

No	Class	The number of student's	
		Student's	Study group
1.	VII	236	8
2.	VIII	250	8
3.	IX	249	8

*Source: Documentation of SMP Negeri 2 Metro  
in the academic year 2022/2023*

## 2. Description of the Research Data

This research is a classroom action research conducted in the seventh grade of SMP Negeri 2 Metro in the academic year 2022/2023. This research was conducted in 2 cycles consisting of four steps, namely planning, action, observation, and reflection which were carried out in two meetings. Students' learning outcomes in writing descriptive text were obtained through tests consisting of pre-test and post-test given to students at the beginning of the study and at the end of each cycle. Meanwhile, student activities were obtained from the results of observations of student learning activities.

### a. Pre-Test

The pre-test is given to students and is intended to determine the skill of students before treatment. The pre-test was conducted on Friday, April 14<sup>th</sup>, 2023 from 09.45 to 11.20 AM. At this meeting, the researcher acted as a teacher.

First, the collaborator opened the lesson with greeting, prayer, checked attendance and asked how the students were doing. The

collaborator then explained the descriptive text to the students. The researcher then conducted a pre-test to measure students' skill before being given treatment. The researcher used an essay test that had to be completed within 40 minutes. Then the pre-test result can be seen in the following table:

**Table 7**  
The Result of Pre-Test Score

No	Name	Cont	Org	Voc	Lang	Mech	Score	Note
1.	AHL	17	10	10	11	2	50	Failed
2.	ACV	13	7	7	5	2	34	Failed
3.	AZ	13	10	10	5	3	41	Failed
4.	AR	13	7	7	11	2	40	Failed
5.	ARP	18	12	12	13	2	57	Failed
6.	BRE	13	7	7	11	2	40	Failed
7.	CPM	13	7	7	5	2	34	Failed
8.	DG	22	13	15	17	3	70	Passed
9.	DFSY	20	12	12	15	2	61	Passed
10.	DKS	13	10	10	5	3	41	Failed
11.	DAPS	17	13	10	13	2	55	Failed
12.	ECN	17	13	10	13	2	55	Failed
13.	IMD	17	13	10	11	2	53	Failed
14.	KA	13	7	7	5	2	34	Failed
15.	KM	21	18	13	17	2	71	Passed
16.	MPS	17	13	14	11	3	58	Failed
17.	MAF	17	10	9	10	2	48	Failed
18.	MNA	21	13	12	12	2	60	Failed
19.	MZA	21	13	14	15	3	66	Failed
20.	MRE	13	9	10	10	2	44	Failed
21.	NRR	13	7	7	5	2	34	Failed
22.	NAN	16	11	10	10	2	49	Passed
23.	RCZ	16	13	13	17	2	61	Failed
24.	RRA	14	11	10	10	3	48	Failed
25.	RP	17	11	6	13	3	50	Failed
26.	RAP	14	13	10	10	3	50	Failed
27.	SU	13	7	7	11	2	40	Failed
28.	SRF	16	8	9	10	3	46	Failed
29.	SFF	21	13	13	17	2	66	Passed
30.	SJ	19	13	9	21	2	64	Failed
31.	ZADA	17	13	10	13	2	55	Failed

No	Name	Cont	Org	Voc	Lang	Mech	Score	Note
<b>High Score</b>							<b>71</b>	
<b>Lowest Score</b>							<b>34</b>	
<b>Average</b>							<b>50,80</b>	

**Table 8**

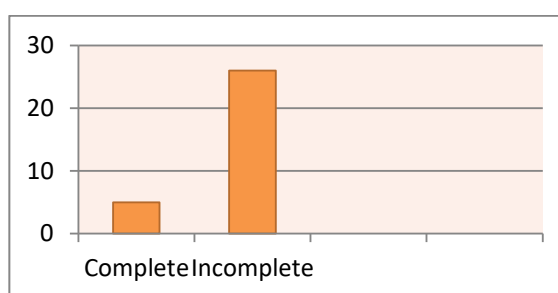
Percentage of student's score in Pre-Test

No	Grade	Category	Frequency	Percentage
1.	$\geq 70$	Complete	5	16 %
2.	$\leq 70$	Incomplete	26	84 %
<b>Total</b>			<b>31</b>	<b>100 %</b>

Source: *The result of writing pre-test at seventh grade of SMP Negeri 2 Metro on 14<sup>th</sup> April 2023*

**Figure 1**

Percentage of Student's Descriptive Writing Pre-test Score



Based on the result of the students' descriptive text pre-test, it can be concluded that only 16% or 5 students with scores between  $>70$  met the Minimum Standard Criteria (MSC), while 84% or 26 students achieved scores  $<70$  did not meet the Minimum Standard Criteria (MSC). This shows that students' learning outcomes in writing descriptive text are still weak. Therefore, the researcher used picture to improve students' skill to write descriptive text. Therefore, researcher and collaborator planned the

implementation of action or treatment consisting of planning, action, observation and reflection to improve student weaknesses.

## **b. Cycle 1**

### **a. Planning**

At this stage, researcher prepared lesson plan, materials to be taught and media to be used in the teaching and learning process. The material used is descriptive text which includes definition, general structure, language feature, and example of descriptive text. In addition, the researcher made an observation sheet consisting of a list of student names and a list of student activities observed during the teaching and learning process.

### **b. Acting**

#### **1. The first meeting**

The first meeting took place on Friday, May 5<sup>th</sup>, 2023 which took place at 9:45 am to 11:20 AM, a duration of 2x40 minutes or 80 minutes. In this meeting the researcher as a teacher and Mrs. Bainah S.Pd as a collaborator and observer.

At the beginning of the lesson, the researcher greeted the students with greeting. The researcher then asked about their condition before checking the students' attendance list. Before delivering the material, the researcher asked the

students some questions, such as "What do you know about descriptive text?". And only a few students could answer it, but it was less precise. Then, the researcher explained what descriptive text was. After that, the explanation continued about the general structure of descriptive text. Most students still did not understand about it. Next, the researcher explained the language features used in descriptive text. Then, the researcher gave one example of a picture and asked students what could be described in the picture. Then, the researcher gave an example of descriptive text and invited students to determine the general structure of the text and asked students what the text described.

After 2 hours of lessons, the bell rang signaling the end of the lesson and the researcher closed the lesson and reminded students about the material to be discussed at the next meeting.

## **2. Second Meeting**

The second meeting took place on Tuesday, May 9<sup>th</sup>, 2023 at 07.00-08.50 AM. This meeting was used to conduct Post-Test I 2x40 minutes after the action was given to students. The researcher greeted the students and checked the students' attendance. The activity continued with further

explanation about descriptive text. At the end of this meeting, the researcher then conducted the post-test 1 for Cycle 1. Students had to write descriptive text on the given topic in 40 minutes. The scores after the Cycle 1 test are shown in the table below:

**Table 9**  
The Result of Student's Descriptive Text Post-Test 1  
Score in Cycle 1

No	Name	Cont	Org	Voc	Lang	Mech	Score	Note
1.	AHL	18	13	14	12	3	60	Failed
2.	ACV	21	13	14	12	2	60	Failed
3.	AZ	19	13	12	12	3	59	Failed
4.	AR	17	12	12	15	2	58	Failed
5.	ARP	18	13	9	17	2	59	Failed
6.	BRE	22	17	16	15	4	74	Passed
7.	CPM	20	12	13	12	2	59	Failed
8.	DG	22	14	16	19	3	74	Passed
9.	DFSY	21	17	15	19	2	74	Failed
10.	DKS	20	11	13	11	2	57	Failed
11.	DAPS	22	14	14	13	2	65	Failed
12.	ECN	21	12	12	13	2	60	Failed
13.	IMD	18	13	9	17	2	59	Failed
14.	KA	21	13	12	12	2	60	Failed
15.	KM	22	13	15	18	2	70	Passed
16.	MPS	21	12	12	13	2	60	Failed
17.	MAF	17	13	11	11	2	54	Failed
18.	MNA	21	13	13	17	3	67	Failed
19.	MZA	21	13	17	17	2	70	Passed
20.	MRE	21	10	15	15	3	64	Failed
21.	NRR	18	10	10	11	2	51	Failed
22.	NAN	21	13	13	17	2	66	Failed
23.	RCZ	22	13	15	18	3	71	Passed
24.	RRA	22	14	16	19	2	73	Passed
25.	RP	17	11	13	13	3	57	Failed
26.	RAP	17	13	10	11	2	53	Failed
27.	SU	17	10	10	11	2	50	Failed
28.	SRF	21	13	13	12	2	61	Failed
29.	SFF	21	13	13	20	3	70	Failed

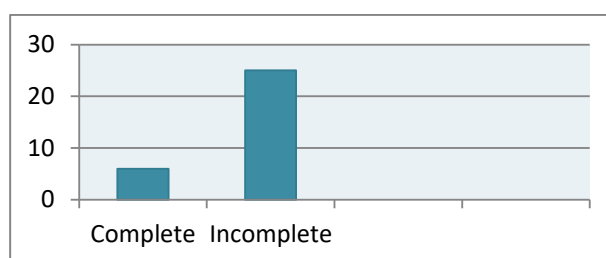


No	Name	Cont	Org	Voc	Lang	Mech	Score	Note
30.	SJ	21	13	14	18	2	68	Failed
31.	ZADA	19	14	15	13	3	64	Failed
<b>High Score</b>							<b>76</b>	
<b>Lowest Score</b>							<b>50</b>	
<b>Average</b>							<b>62,80</b>	

**Table 10**  
Percentage of Student's Writing Descriptive Text  
Post-test 1 Score in Cycle 1

Interval	Frequency	Percentage	Explanation
$\geq 70$	6	20%	Complete
$\leq 70$	25	80%	Incomplete
<b>Total</b>	<b>31</b>	<b>100%</b>	

**Figure 2**  
Percentage of Student's Writing Descriptive Text  
Post-test 1 Score in Cycle 1



Based on the results of the students' post-test 1 scores, it can be stated that 80% or 25 students did not pass the Minimum Standard Criteria (MSC) with a minimum score of 70, and 20% or 6 students achieved a score of 70 or more than 70. In addition, the average score on post-test 1 was 61,90. This shows that the value of writing descriptive text on students has improved from the pre-test average value of 51,83. However, the success indicator in this study is 70% of students must pass the Minimum

Standard Criteria (MSC). That is, the results of post-test 1 based on the success indicator were declared unsuccessful.

### c. Observing

In observation, the researcher as a teacher observed student activities and provided material about writing descriptive text using picture media.

During the treatment, the observer also observed students during the learning process. Students who actively participate in discussions earn points by ticking on the observation sheets for meeting 1 and meeting II. The indicators for student activity are:

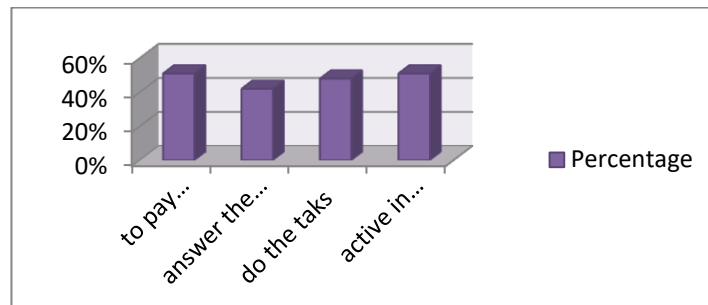
- a. Students pay attention to the teacher explanation.
- b. Students answer the teacher questions.
- c. Students are able to do the task.
- d. Students are active in class.

The results of student learning activities can be seen as follows:

**Table 11**  
The Student's Activities in Cycle 1

No	Student's Activity	Frequency	Percentage
1.	Student's pay attention to the teacher explanation	25	80%
2.	Student's ask/answer the teacher questions	15	48%
3.	Student's are able to do task	22	70%
4.	Student's are active in class	24	77%
<b>Total</b>		<b>31</b>	

**Figure 3**  
Percentage of student's activities in cycle 1



The table shows that not all students are active in the learning process in class. 16 students (51%) pay attention to the teacher's explanation, 13 students (42%) understood the material, 16 students (16%) were active in class and 15 students (48%) were able to complete assignments.

#### **d. Reflection**

From the results of observing the learning process in cycle 1, it can be concluded that the learning process has not yet reached the research Minimum Standard Criteria (MSC). At the end of this cycle the researcher analyzed and calculated all processes that had been completed, such as the pre-test and post-test 1 score student's. The comparison between post-test score and post-test 1 score was as follow:

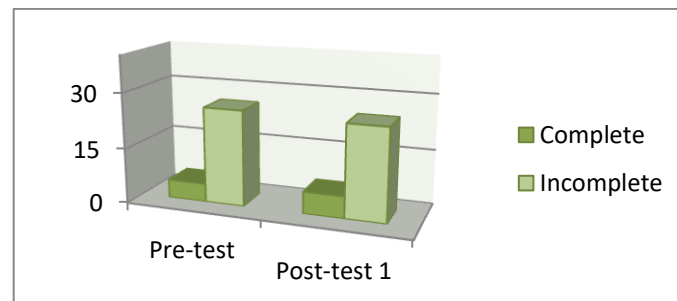
**Table 12**  
The Comparison Between Pre-test and  
Post-test 1 Score in Cycle 1

No	Name	Pre-test Score	Post-test 1 score	Increasing	Explanation
1.	AHL	50	60	10	Increased
2.	ACV	34	60	26	Increased
3.	AZ	41	59	18	Increased
4.	AR	40	58	18	Increased
5.	ARP	57	59	2	Increased
6.	BRE	40	76	36	Increased
7.	CPM	34	59	25	Increased
8.	DG	70	74	4	Increased
9.	DFSY	61	74	13	Increased
10.	DKS	41	57	16	Increased
11.	DAPS	55	65	10	Increased
12.	ECN	55	60	5	Increased
13.	IMD	53	59	6	Increased
14.	KA	34	60	26	Increased
15.	KM	71	70	1	Increased
16.	MPS	58	60	2	Increased
17.	MAF	48	54	6	Increased
18.	MNA	60	67	7	Increased
19.	MZA	66	70	4	Increased
20.	MRE	44	67	23	Increased
21.	NRR	34	51	17	Increased
22.	NAN	49	66	17	Increased
23.	RCZ	61	71	10	Increased
24.	RRA	48	73	25	Increased
25.	RP	50	57	7	Increased
26.	RAP	50	53	3	Increased
27.	SU	40	50	10	Increased
28.	SRF	46	61	15	Increased
29.	SFF	66	70	4	Increased
30.	SJ	64	68	4	Increased
31.	ZADA	55	64	9	Increased
<b>Total</b>		<b>1575</b>	<b>1952</b>	<b>379</b>	
<b>Average</b>		<b>50,80</b>	<b>62,80</b>		

**Table 13**  
Comparison of Student's Scores on Pre-test  
and Post-test 1 in Cycle 1

Interval	Pre-test	Post-test 1	Note
$\geq 70$	5	6	Complete
$\leq 70$	26	25	Incomplete
<b>Total</b>	<b>31</b>	<b>31</b>	

**Figure 4**  
Comparison of Student's Scores on Pre-test  
and Post-test 1 in Cycle 1



That total from 31 students, it could be conclude that 16% or 5 students among the interval  $>70$  students, was complete the minimum standard criteria. Then the students who were incomplete the minimum standard criteria were 84% or 26 students among the interval  $<70$ . In post-test I, it could be conclude that 20% or 6 students among the interval  $>70$  students, was complete the minimum standard criteria. Then the who incomplete the minimum standard criteria were 80% or 25 students among interval  $<70$ . Average score of pre-test was 51,83 and average score of post-test I was 61,90. There was improvement between pre-test and post-test I but did not

fulfill the indicator of success. It could be concluded that the result was unsuccessful, because of the indicator of success could not be achieved yet that was 70% of the total students must be passed the criteria.

Regarding from the results of post-test 1 and the results of observing student activity in class in cycle 1, it was because of give a material had not gone well, so some students could not understand the material properly. And, some students felt dissatisfied because they did not pay attention to the teacher's explanation in class and students still had difficulty doing the tests given so that some students failed in cycle 1. Therefore, researcher must continue the research to cycle II which consists of planning, acting, observing, and reflection.

### **c. Cycle II**

#### **a. Planning**

In planning cycle II, researcher as teachers and collaborator discussed several problems faced by students in cycle 1 that had been carried out. In this cycle researcher prepared lesson plan, material to be explained in class and media to be used. The material used is descriptive text which includes definition, general structure, language features and examples of descriptive text. In addition, the

researcher also prepared a student observation sheet and a list of student activities that would be observed during the teaching and learning process in the classroom.

## **b. Action**

### **1. First Meeting**

The first meeting took place on Friday, May 12<sup>th</sup> 2023 at 09.45-11.20 AM and lasted 2 x 40 minutes. In this meeting, the researcher acted as a teacher and Ms Bainah S.Pd as a collaborator and observer.

At the beginning of the learning process the researcher started the meeting by praying, greeting, checking the student attendance list and asking about the condition of the students. After that, the researcher delivered learning material about descriptive text. In this section the researcher also explains how to use the simple present tense as a language feature used in writing descriptive text.

After the explanation is complete, the teacher asks students about the material presented to determine student understanding. In this meeting, the class conditions were quite effective. Most of the students pay attention to the teacher's explanation. Next, the teacher instructs students to listen and pay attention to

what the teacher explains until students understand the material.

The researcher then gave assignments to students. If later students still have difficulties, they can ask the teacher. To improve student learning outcomes, the teacher provides feedback and questions to ensure that students understand the material that has been taught. Before the time is up, the teacher motivates students and reminds them to continue studying at home. The teacher ends the lesson with a prayer and greeting.

## 2. Second Meeting

The second meeting was held on Tuesday, 16 May 2023 at 7.00-8.50 AM, this meeting was used for the post-test II in cycle II which lasted 2 x 40 minutes after the students were given action, the researcher gave post-test II to students. At this meeting, most of the students could answer well. The results of the students' post-test II can be seen in the table below:

**Table 14**  
The results of writing descriptive texts on  
students' post-test II in cycle II

No	Name	Cont	Org	Voc	Lang	Mech	Score	Note
1.	AHL	19	17	16	15	3	70	Passed
2.	ACV	22	15	14	18	3	72	Passed
3.	AZ	22	17	17	16	4	76	Passed
4.	AR	21	18	14	15	4	71	Passed
5.	ARP	20	18	15	15	4	72	Passed



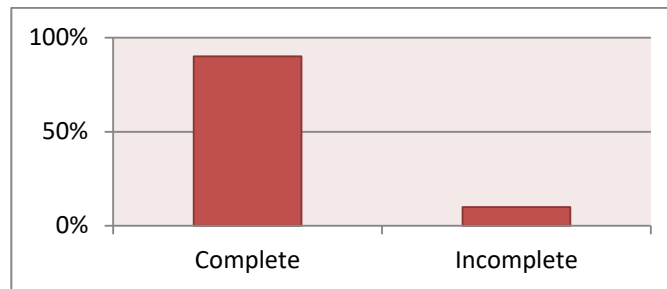
No	Name	Cont	Org	Voc	Lang	Mech	Score	Note
6.	BRE	24	13	16	20	3	76	Passed
7.	CPM	21	13	17	17	3	71	Passed
8.	DG	22	19	18	17	4	80	Passed
9.	DFSY	25	17	17	18	3	80	Passed
10.	DKS	22	14	15	18	3	72	Passed
11.	DAPS	20	18	16	15	3	71	Passed
12.	ECN	21	17	15	18	3	74	Passed
13.	IMD	22	17	14	15	4	72	Passed
14.	KA	20	18	16	15	4	73	Passed
15.	KM	25	19	16	18	4	82	Passed
16.	MPS	25	19	18	18	4	84	Passed
17.	MAF	18	12	11	14	4	59	Failed
18.	MNA	23	15	15	17	4	74	Passed
19.	MZA	22	19	17	18	4	80	Passed
20.	MRE	21	13	14	17	2	67	Failed
21.	NRR	18	12	11	14	4	59	Failed
22.	NAN	22	15	17	17	4	75	Passed
23.	RCZ	22	17	18	18	3	78	Passed
24.	RRA	23	19	19	18	3	88	Passed
25.	RP	20	18	15	15	4	72	Passed
26.	RAP	20	18	16	15	4	73	Passed
27.	SU	23	20	19	18	5	85	Passed
28.	SRF	22	17	14	18	3	74	Passed
29.	SFF	22	19	18	17	4	80	Passed
30.	SJ	22	14	15	17	4	72	Passed
31.	ZADA	21	18	17	15	3	74	Passed
<b>High Score</b>							<b>88</b>	
<b>Lowest Score</b>							<b>59</b>	
<b>Average</b>							<b>74,38</b>	

**Table 15**

The percentage of students' scores in writing  
descriptive text in post-test II in cycle II

Interval	Frequency	Percentage	Explanation
$\geq 70$	28	90%	Complete
$\leq 70$	3	10%	Incomplete
<b>Total</b>	<b>31</b>	<b>100%</b>	

**Figure 5**  
The percentage of students' scores in writing  
descriptive text in post-test II in cycle II



Based on the results of writing student descriptive texts in posttest II, it can be concluded that there were 90% or 28 students who scored  $>70$  or met the Minimum Standard Criteria (MSC) of at least 70, while 10% or 3 students who scored  $<70$  did not meet the Minimum Standard Criteria (MSC).

Based on the explanation above, it can be concluded that the indicators of success have been achieved. That is 90% of students get a minimum score of 70 for the Minimum Standard Criteria (MSC) and in other words cycle II has been successful.

### **c. Observing**

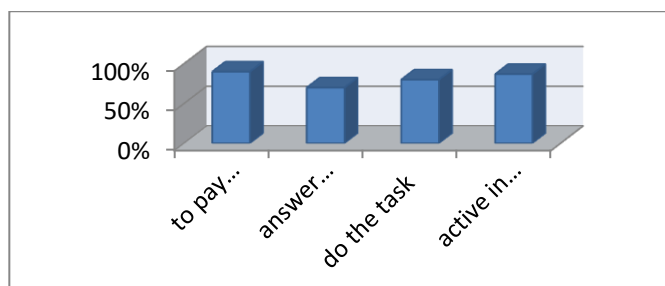
At this stage the researcher presents the material using picture media. The same as in previous learning in the learning process there are four indicators used to determine student activity.

Based on the results of the Cycle II observation sheet, the researcher concluded that Cycle II learning had been successful. The following below is the result of observing the value of student learning activities.

**Table 16**  
The Student's Activities in Cycle II

No	Student's Activity	Frequency	Percentage
1.	Pay attention of the teacher explanation	28	90%
2.	The student's ask/answer question	22	70%
3.	The student's able do the task	25	80%
4.	The student's active in the class	27	87%
<b>Total Student's</b>		<b>31</b>	

**Figure 6**  
Percentage of Student's Activity in Cycle II



It can be seen in the table above that student activity in cycle II has increased. Student activity that has a high percentage is that students can pay attention to the teacher's explanation 90%, the second highest percentage is active students in class 87% and students are able to do assignments 80%, and the last is students asking/answering questions from the teacher 70%. Based on the results above, the researcher concluded that the learning process in cycle II was successful because the three percentages of students got > 70%.

#### d. Reflection

At the end of this cycle, researcher and collaborator analyzed and calculated all processes, such as the results of post-test II and observation of student learning. Comparison of post-test 1 and II results for students can be seen in the following table.

**Table 17**  
The Comparison Between Post-Test 1 in Cycle I  
and Post-test II in Cycle II Score

No	Name	Post-test 1 score	Post-test II score	Increasing	Explanation
1.	AHL	60	70	10	Increased
2.	ACV	60	72	12	Increased
3.	AZ	59	76	17	Increased
4.	AR	58	71	13	Increased
5.	ARP	57	72	15	Increased
6.	BRE	74	76	2	Increased
7.	CPM	59	71	12	Increased
8.	DG	74	80	6	Increased
9.	DFSY	61	80	19	Increased
10.	DKS	57	72	15	Increased
11.	DAPS	65	71	6	Increased
12.	ECN	60	74	14	Increased
13.	IMD	53	72	19	Increased
14.	KA	60	73	13	Increased
15.	KM	69	82	13	Increased
16.	MPS	60	84	24	Increased
17.	MAF	54	59	5	Increased
18.	MNA	60	74	14	Increased
19.	MZA	70	80	10	Increased
20.	MRE	64	67	3	Increased
21.	NRR	51	59	8	Increased
22.	NAN	66	75	9	Increased
23.	RCZ	71	78	7	Increased
24.	RRA	73	88	15	Increased
25.	RP	57	72	15	Increased
26.	RAP	53	73	20	Increased
27.	SU	50	85	35	Increased

No	Name	Post-test 1 score	Post-test II score	Increasing	Explanation
28.	SRF	61	74	13	Increased
29.	SFF	66	80	14	Increased
30.	SJ	68	72	4	Increased
31.	ZADA	64	74	10	Increased
<b>Total</b>		<b>1952</b>	<b>2306</b>	<b>392</b>	
<b>Average</b>		<b>62,80</b>	<b>74,38</b>		

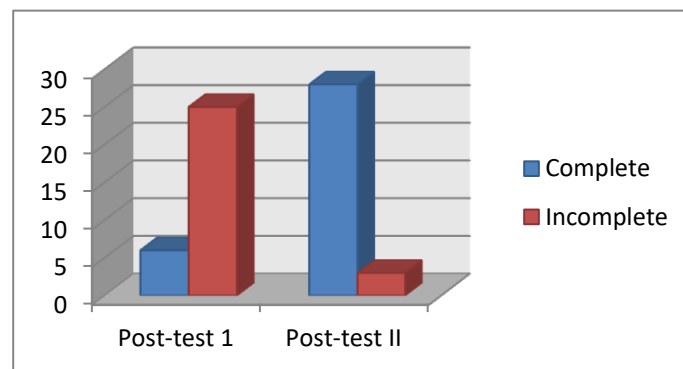
**Table 18**

The Comparison of Student's Post-test 1 Score in Cycle 1 and Post-test II Score in Cycle II

Interval	Post-test 1	Post-test II	Explanation
$\geq 70$	6	28	Complete
$\leq 70$	25	3	Incomplete
<b>Total</b>	<b>31</b>	<b>31</b>	

**Figure 7**

The Comparison of Student's Post-test 1 Score in Cycle 1 and Post-test II Score in Cycle II



In the table above, it can be concluded that the highest score obtained by students in post-test II was 88 and the lowest score was 59. The average score obtained in cycle II was 74.22. While the percentage of student success in the post-test II score was 90% or 28 students were declared to have passed the Minimum Standard

Competence (MSC) and 10% or 3 students were declared not to have passed the Minimum Standard Competence (MSC), namely 70. This stated that the indicators of the success of this study had been achieved, namely  $\geq 70\%$  of students got a score of 70. This showed that the students' skill in writing descriptive texts improved.

Based on the results above, it can be concluded that Classroom Action Research (CAR) was successful and was not continued in the next cycle because learning had met the indicators of success. It can be concluded that picture media can improve students' skill to write descriptive text.

**d. Comparison of Pre-Test, Post-Test 1, and Post-Test II**

The process of learning English was successful in the first cycle, but the students' average scores were still low. Meanwhile, student results in the post-test I were higher than the pre-test. In addition, the average students in Cycle II were higher than in Cycle I. Below is a table with examples of results in Cycle I and Cycle II.

**Table 19**  
Comparison of Writing Descriptive Text Scores in Pre-Test, Post-Test I in Cycle I and Post-Test II in Cycle II

No	Score		
	Pre-Test	Post-Test 1	Post-Test II
1.	50	60	70
2.	34	60	72
3.	41	59	76
4.	40	58	71
5.	57	59	72
6.	40	74	76

No	Score		
	Pre-Test	Post-Test 1	Post-Test II
7.	34	59	71
8.	70	74	80
9.	61	74	80
10.	41	57	72
11.	55	65	71
12.	55	60	74
13.	53	59	72
14.	34	60	73
15.	71	70	82
16.	58	60	84
17.	48	54	59
18.	60	67	74
19.	66	70	80
20.	44	64	67
21.	34	51	59
22.	49	66	75
23.	61	71	78
24.	48	73	88
25.	50	57	72
26.	50	53	73
27.	40	50	85
28.	46	61	74
29.	66	70	80
30.	64	68	72
31.	55	64	74
<b>Total</b>	<b>1575</b>	<b>1947</b>	<b>2306</b>
<b>Average</b>	<b>50,80</b>	<b>62,80</b>	<b>74,38</b>
<b>Complete</b>	<b>5</b>	<b>6</b>	<b>28</b>

**Table 20**  
Comparison of Writing Descriptive Text Scores in Pre-Test,  
Post-Test I in Cycle I and Post-Test II in Cycle II

Interval	Pre-Test	Post-Test 1	Post-Test II	Explanation
$\geq 70$	5	6	28	Complete
$\leq 70$	26	25	3	Incomplete
<b>Total</b>	<b>31</b>	<b>31</b>	<b>31</b>	

Based on the results of the pre-test, post-test I and post-test II, there was a significant improve in scores. This can be seen in the table above.

Therefore, the researcher concluded that this research was successful because the indicators of success were met in this study. The researcher show the graph of the result of pre-test, post-test 1 and post-test II as follow:

**Figure 8**  
Comparison of Writing Descriptive Text Scores in Pre-Test, Post-Test I in Cycle I and Post-Test II in Cycle II



Based on the diagram above, it can be concluded that picture media can improve students' skill to write descriptive text. This is supported by an improve in student scores from Pre-Test to Post-Test 1 and from Post-Test 1 to Post-Test II.

#### e. The Results of Students Learning Activities in Cycle I and Cycle II

Data on student learning activities were obtained from all student learning activities on the observation sheet. As for the table the improvements are as follows:

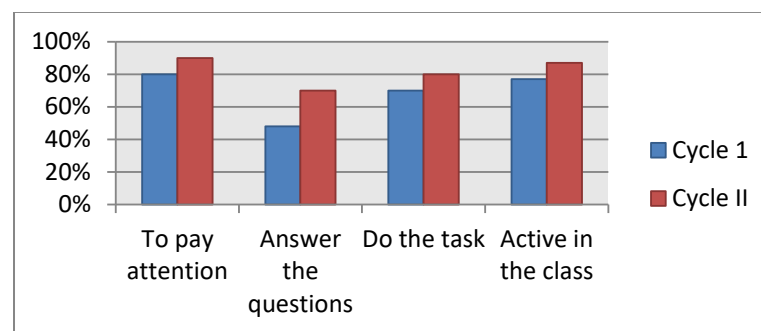
**Table 21**  
Table of Student's Activities in  
Cycle 1 and Cycle II

No	Student's Activities	Cycle 1		Cycle II		Increasing
		F	Percentage	F	Percentage	
1.	Pay attention of	25	80%	28	90%	10%



No	Student's Activities	Cycle 1		Cycle II		Increasing
		F	Percentage	F	Percentage	
	teacher explanation					
2.	The student's ask/answer question	15	48%	22	70%	22%
3.	The student's able do the task	22	70%	25	80%	10%
4.	The student's active in the class	24	77%	27	87%	10%

**Figure 9**  
Figure of Student Learning Activity  
Results in Cycle I and Cycle II



**a. The student's pay attention to the teacher's explanation**

Students' attention to the teacher's explanation improved from the first meeting to the next meeting. In the first cycle only 80%, in the second cycle 90% improved by 10%.

**b. The student's ask/answer question from the teacher**

The number of students asking/answering questions from the teacher improved from the first meeting to the next meeting. This is shown when the teacher asks questions to students, students dare to answer even though they cannot answer all questions correctly. This activity improved from 48% in cycle I to 70% in cycle II.

**c. The student's able do the task**

The number of students completing assignment improved. This shows 70% in the first cycle, 80% in the second cycle, 10% growth.

**d. The student's active in the class**

The number of active students in class also improved. This can be seen in cycle I 77% and cycle II 87%, an improve of 10%.

Based on the data above, it can be concluded that students were active in class during learning, most students showed improvement when using picture media in learning in Cycle I and Cycle II.

Based on the explanation of Cycle I and Cycle II, it can be concluded that the use of picture media can improve students' ability to write descriptive text. There was an improve in the average score from 50,80 to 62,80 and 74,38.

From the graph 8 it can be seen that the average result and the number of students who passed the pre-test improved from post-test 1 to post-test II. In the table above, the average pre-test was 50,80 and only 5 students or 16% passed.

In addition, in post-test 1 there were 6 students or (20%) who passed with student indicator scores  $> 70$  with an average of 62,80 and in post-test II 28 of students or (90%) passed with passing indicators reached a value of  $> 70$  and an average of 74.38. From this explanation, the researcher concluded that this research was successful

and could be stopped in Cycle II because the success indicator of 70% of students who scored  $> 70$  had been achieved.

## **B. Discussion**

In teaching writing at SMP Negeri 2 Metro seventh grade, based on the result of the pre-survey there are several problems such as students having difficulty starting to write descriptive text. The researcher chose picture media to improve students' skill in writing descriptive text. The researcher used this media to organize students' ideas and make students more active in writing especially descriptive text in English learning. There is a positive improve in students' learning activities by using picture media. Therefore, picture media is expected to be useful in learning activities.

Writing descriptive text will be easier to understand if supported by the right media because the lesson is clearer for students and students must really understand. The researcher assumes that teaching writing using picture media can improve students' skill to write descriptive text.

Based on the explanation from cycle I and cycle II, it can be concluded that the use of picture media can improve students' skill to write descriptive text. There was an improve in students who score  $>70$  from pre-test 16% or 5 students, post-test I 20% or 6 students and post-test II to 90% or 28 students. This can be seen from the improved in the number of students who passed and the number of students who did not pass from pre-test, post-test I to post-test II.

In addition, the application of picture media in learning to write can change the situation in the classroom so that the learning process becomes more interesting. This can be seen in cycle I and cycle II has improved. Pay attention to the teacher's explanation from 80% to 90%, students who ask/answer questions from 48% to 70%, students who are able to do the task from 70% to 80%, students who are active in class from 77% to 87%. The result of student activities in cycle I and cycle II, there was an improved in student learning activities.

This is in accordance with research conducted by Tri Alfianti Lestari (2015) in her research entitled "Improving Student's Ability in Writing Descriptive Text Through Colorful Picture" that the use of colored picture media in learning to write descriptive text can improve students' writing skill. This can be seen in the results of student achievement in writing descriptive text. It was found that the results of student achievement in each cycle had improved. The average score in cycle I showed that 72,16% of students while, the average score in cycle II improved to 77,47%. The improve also occurred in student activity (student observation sheet) where in cycle I student activity reached 73,21% with an active category to 88,39% with a very active category<sup>34</sup>.

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<sup>34</sup> Tri Alfianti Lestari, *Improving Students' Ability in Writing Descriptive Text Through Colorful Picture*, (Mataram University, 2015)

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

Based on all the data collected from the classroom action research, the researcher gets some research conclusions and suggestions that support the research findings.

#### **A. Conclusion**

Based on the results of using picture media in learning to write descriptive text. The average score of the pre-test was 50,80 in post-test I was 62,80 and post-test II was 74,38.

In learning English in class, student learning outcomes in cycle 1 and cycle II showed an improved in student learning activity. It can be seen from students who are more active in class, students can make descriptive texts well, students understand material about descriptive texts, and students enjoy doing their assignments in class. So, it can be concluded that picture can improve the skill to write descriptive texts in seventh grade students of SMP Negeri 2 Metro in the 2022/2023 academic year.

#### **B. Suggestion**

Referring to the research results and conclusions that have been stated previously, the researcher proposes some suggestions as follow:

**1. For the Student's**

Students must be more active in learning in class so they can understand the material and improve learning outcomes, especially their writing skills.

**2. For the English Teacher**

English teachers know how to use attractive media to motivate and encourage students to learn to write, especially when writing descriptive texts.

**3. For the Headmaster**

Principals must use this picture media in the classroom positively for learning because this picture media can make students more active in class.

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# APPENDIXES

School : SMP Negeri 2 Metro  
Subject : English  
Class/Semester : VII/II  
Time Allocation : 2 x 40 Minutes

Basic Competence		Main Material and Learning materials	Learning Activities	Indicator	Learning Resources
3.7	compare social functions, text structures, and linguistic elements of several spoken and written descriptive texts by giving and asking for information related to descriptions of	<p><b>social function</b></p> <p>-Describe, introduce, praise, identify, criticize</p> <p><b>Text structure</b></p> <p><b>1.May include:</b></p> <p>- identification (whole name and part)</p> <p>-characteristics that characterize it</p> <p>-functions, behaviors, benefits, actions, habits that characterize the person, animal or object being discussed.</p> <p><b>2. Linguistic elements</b></p> <p>-Declarative sentences (positive and negative), and interrogative</p>	<p>-Read some descriptive texts about the school including objects and animals accompanied by interesting photos or pictures</p> <p>- Ask about related information in the text</p> <p>- Observing objects/animals/people that are very familiar, collecting data on the number, nature,</p>	<p>- Social and spiritual attitudes: observation</p> <p>-Knowledge</p> <p>-Skills</p>	<p><a href="https://pin.it/4kBHA77">https://pin.it/4kBHA77</a></p> <p><a href="https://pin.it/1MCDVCJ">https://pin.it/1MCDVCJ</a></p>

[illegible]

Basic Competence		Main Material and Learning materials	Learning Activities	Indicator	Learning Resources
	people, animals, and objects very short and simple, according to the context of their use	(Yes/No question; Wh-question), in simple present tense -Singular and plural nouns with or without a, the, this, those, my, their, etc. -Speech, word stress, intonation, spelling, punctuation, and handwriting	behavior, etc. - Reflect on the process and learning outcomes		
4.7	Text Descriptive	<b>Topic</b>			
	4.7.1 Capturing meaning contextually related to social functions, text structure, and linguistic elements of spoken and written descriptive texts, very short and	-People, animals, objects, which are found in homes, schools and the environment around students, including public buildings that can foster the behavior contained in KI			

<b>Basic Competence</b>		<b>Main Material and Learning materials</b>	<b>Learning Activities</b>	<b>Indicator</b>	<b>Learning Resources</b>
	<p>simple, related to people, animals, and objects</p> <p>4.7.2</p> <p>Compose very short and simple oral and written descriptive texts, related to people, animals, and objects, taking into account social functions, text structure, and linguistic elements, correctly and in context</p>				

## LESSON PLAN

School	:SMP Negeri 2 Metro
Subject	: English
Class/Semester	: VII/II
Theme	: Describing person
Time	: 2 x 40 Minutes (2x Meeting)

### A. Standard of Competence

KI 4: Trying, processing, and presenting in the realm of the concrete (using, parsing, composing, modifying, and creating) and the realm of the abstract (writing, reading, counting, drawing, and composing) according to what is learned at school and other sources from the same point of view /theory

### B. Basic of Competence

3.7 Compare social functions, text structures, and linguistic elements of several spoken and written descriptive texts by giving and asking for information related to descriptions of people, animals, and objects very short and simple, according to the context of their use.

### C. Indicator of Competence

1.1.1 Demonstrates motivation to develop skills in English language.

### C. Learning Objectives

- Students are able to write simple descriptive text, communicative, accurate and acceptable
- Students can apply the generic structure of descriptive text Correctly

### D. Learning Material

Descriptive Text

#### Definition :

Descriptive text is a text that explains about whether a person or an object is like, whether its form, its properties, its amount and others. The purpose of the descriptive text is clear, that is to describe, represent or reveal a person or an object, either abstract or concrete.

#### Generic Structure:

- 1) Identification : identifies the phenomenon to be described.

- 2) Description : describes features in order of importance:
  - a) Parts/things (physical appearance)
  - b) Qualities (degree of beauty, excellence, or worth/value)
  - c) Other characteristics (prominent aspects that are unique).

### **Language Feature**

- Using simple present tense

The formula of simple present tense is:

S + Verb1(+s/es) + O

Example: the monkey *likes* banana.

- Using adjectives  
Example: the elephant has a *long* trunk.
- Using of linking verbs  
Example: the dress *looks* beautiful.

### **E. Media, Tool and Learning Resources**

1. Media: Picture
2. Tool: Whiteboard and markers
3. Learning Resources:

<https://pin.it/4kBHA77>

<https://pin.it/1MCDVCJ>

### **F. Learning Activity**

#### **1. Introduction**

- The teacher greets kindly to students when entering the classroom  
“Assalamualaikum, Good Morning”
- Check student attendance
- The teacher asks the condition of the students
- The teacher gives related appreciation with Descriptive Text material

#### **2. Core activities**

- The teacher starts learning
- The teacher gives several questions to students
  - 1) What did you go in your last holiday?
  - 2) Where did you go in your last holiday?
  - 3) How did you go there?
  - 4) Whom did you go there with?
- The teacher explains the meaning of descriptive text, generic structure and language feature in descriptive text
  - The teacher gives examples of descriptive text forms

### **Taylor Swift**

Taylor Alison Swift or more popular with Taylor Swift was born in Wyomissing, Pennsylvania, USA at 13 December 1989. She is a music country singer. She is also my inspiration and role model. Taylor Swift loves to sing since childhood. Her first song is “Lucky You” which she wrote while still sitting in school. Taylor Swift likes to sing while playing the guitar. Her appearance and performance is simple but charming. On concert, she usually using a short dress and carrying a guitar. She always sings with relaxing and soulful.

Taylor Swift is very beautiful. She is tall and her skin is white, her eyes is blue. Her nose is sharp, she has curly hair, and its color is blond. Taylor Swift won many award such as Album of the Year for Fearless, as well as Best Female Country Vocal Performance and Best Country Song for “White Horse”. She also is the Best Female Pop Vocal Performance for “You Belong with me”.

Taylor has taught me many things such us to be fearless, to always fight for your dreams no matter what, to know that if I’m different that’s a good thing and I don’t have to change that, to be myself, to never give up on my dreams.

- Teachers and students determine the generic structure in the text
- The teacher asks students to make a descriptive text based on the picture given by the teacher.
- The teacher gives an evaluation

### **3. Closing**

- The teacher makes conclusions with students about the material that has been studied
- Teachers provide motivation to students to always study hard
- The teacher provides stimulus to students about the material to be studied next meeting.
- Closing “Wassalamualaikum, See you next time”

### **G. Evaluation**

#### **The Measurement Rubrics of Writing**

<b>Writing Performance</b>	<b>Score</b>	<b>Criteria</b>	<b>Details</b>
Content	27-30	Excellent	Knowledgeable, substantive development of thesis, relevant to assigned topic
	22-26	Good	Some knowledge of subject,



Writing Performance	Score	Criteria	Details
			adequate range, limited development of ideas, mostly relevant to topic, but lacks detail
	17-21	Fair	Limited knowledge of subject, little substance, inadequate development of idea
	13-16	Poor	Does not show knowledge of subject, non-substantive, not pertinent, or not enough to evaluate
Organization	18-20	Excellent	Fluent expression, ideas clearly stated/supported, complete, succinct, well organized, logical sequencing, cohesive.
	14-17	High	Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.
	10-13	Fair	Non-fluent, an idea confused or disconnected, lacks logical sequencing and development.
	7-9	Poor	Does not communicate, no organization, or not enough to evaluate
Vocabulary	18-20	Excellent	Sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register
	14-17	High	Adequate range, occasional errors of word/idiom form, choice, usage but meaning not obscured.
	10-13	Fair	Limited range, frequent errors of word/idiom form, choice, usage, meaning confused or obscured
	7-9	Poor	Virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate.

Writing Performance	Score	Criteria	Details
Language	22-25	Excellent	Effective, complex constructions, few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	18-21	Good	Effective but simple constructions, minor problems in complex construction, several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions, but meaning seldom obscured.
	11-17	Fair	Major problems in simple/complex constructions, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions, meaning confused or obscured.
	5-10	Poor	Having no mastery in syntax rule, there are many mistakes and uncommunicative
Mechanic	5	Excellent	Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.
	4	High	Occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured.
	3	Fair	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, handwriting illegible, or not enough to evaluate

**Score material**

$$\text{Grade} = \frac{\text{The Correct Answer} \times 100}{\text{Max scores}}$$

Metro, May 2023

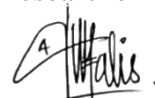
Collaborator



**BAINAH, S.Pd**

**NIP. 197401202005012007**

Researcher



**ALLISA MILANI**

**NPM.1901051003**

## LESSON PLAN

School : SMP Negeri 2 Metro  
 Subject : English  
 Class/Semester : VII/II  
 Theme : Describing animal  
 Time : 2 x 40 Minutes (2x Meeting)

### A. Standard of Competence

KI 4: Trying, processing, and presenting in the realm of the concrete (using, parsing, composing, modifying, and creating) and the realm of the abstract (writing, reading, counting, drawing, and composing) according to what is learned at school and other sources from the same point of view /theory

### B. Basic of Competence

3.7 Compare social functions, text structures, and linguistic elements of several spoken and written descriptive texts by giving and asking for information related to descriptions of people, animals, and objects very short and simple, according to the context of their use.

### C. Indicator of Competence

1.1.1 Demonstrates motivation to develop skills in English language.

### D. Learning Objectives

- Students are able to write simple descriptive text, communicative, accurate and acceptable
- Students can apply the generic structure of descriptive text Correctly

### E. Learning Material

Descriptive Text

#### a. Definition :

Descriptive text is a text that explains about whether a person or an object is like, whether its form, its properties, its amount and others. The purpose of the descriptive text is clear, that is to describe, represent or reveal a person or an object, either abstract or concrete.

#### b. Generic Structure:

- 3) Identification : identifies the phenomenon to be described.
- 4) Description : describes features in order of importance:
  - d) Parts/things (physical appearance)
  - e) Qualities (degree of beauty, excellence, or worth/value)
  - f) Other characteristics (prominent aspects that are unique).

#### **Language Feature**

- Using simple present tense

The formula of simple present tense is:

S + Verb1(+s/es) + O

Example: the monkey *likes* banana.

- Using adjectives

Example: the elephant has a *long* trunk.

- Using of linking verbs

Example: the dress *looks* beautiful.

#### **F. Media, Tool and Learning Resources**

4. Media: Picture
5. Tool: Whiteboard and markers
6. Learning Resources:

<https://pin.it/4kBHA77>

<https://pin.it/1MCDVCJ>

#### **G. Learning Activity**

##### **4. Introduction**

- The teacher greets kindly to students when entering the classroom  
“Assalamualaikum, Good Morning”
- Check student attendance
- The teacher asks the condition of the students
- The teacher gives related appreciation with Descriptive Text material

##### **5. Core activities**

- The teacher starts learning
- The teacher gives several questions to students
  - 5) What did you go in your last holiday?
  - 6) Where did you go in your last holiday?
  - 7) How did you go there?
  - 8) Whom did you go there with?
- The teacher explains the meaning of descriptive text, generic structure and language feature in descriptive text

- The teacher gives examples of descriptive text forms

### **Orangutan**

Orangutan is a species of great apes originated from Indonesia and Malaysia. The name was derived from two words in Melayu language, the first word is “orang” which means “human” and the second word is “utan” which means “forest”. It is recorded that orangutan have 96.4 % DNA similarities to human. They also behave like human in their daily life. Nowadays, they can only be found in the rainforest of Sumatra and Borneo. There are two sub-species of orangutan, they are: the Bornean orangutan (*Pongo pygmaeus*) and the Sumatran orangutan (*Pongo abelii*).

Orangutan have two legs and two hands. They have four long fingers and a thumb on their hands which allow them to perform some activities like humans. They have a huge and fat body, large neck, long arms and short legs. They don't have any tail. An adult orangutan can reach the body height of 1,5 m with the body weight around 50 to 100 kg. Their body is full of reddish or brown hair. Their pregnancy period is similar with human which can take up to 274 days or around nine months. They can live up to the age of 35 to 45. They consume fruits as their main diet, but they also eat bark, honey, insects and bird eggs.

- Teachers and students determine the generic structure in the text
- The teacher asks students to make a descriptive text based on the picture given by the teacher.
- The teacher gives an evaluation

### **6. Closing**

- The teacher makes conclusions with students about the material that has been studied
- Teachers provide motivation to students to always study hard
- The teacher provides stimulus to students about the material to be studied next meeting.
- Closing “Wassalamualaikum, See you next time”

## **H. Evaluation**

### **The Measurement Rubrics of Writing**

<b>Writing Performance</b>	<b>Score</b>	<b>Criteria</b>	<b>Details</b>
Content	27-30	Excellent	Knowledgeable, substantive development of thesis, relevant to assigned topic
	22-26	Good	Some knowledge of subject,

Writing Performance	Score	Criteria	Details
			adequate range, limited development of ideas, mostly relevant to topic, but lacks detail
	17-21	Fair	Limited knowledge of subject, little substance, inadequate development of idea
	13-16	Poor	Does not show knowledge of subject, non-substantive, not pertinent, or not enough to evaluate
Organization	18-20	Excellent	Fluent expression, ideas clearly stated/supported, complete, succinct, well organized, logical sequencing, cohesive.
	14-17	High	Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.
	10-13	Fair	Non-fluent, an idea confused or disconnected, lacks logical sequencing and development.
	7-9	Poor	Does not communicate, no organization, or not enough to evaluate
Vocabulary	18-20	Excellent	Sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register
	14-17	High	Adequate range, occasional errors of word/idiom form, choice, usage but meaning not obscured.
	10-13	Fair	Limited range, frequent errors of word/idiom form, choice, usage, meaning confused or obscured
	7-9	Poor	Virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate.

Writing Performance	Score	Criteria	Details
Language	22-25	Excellent	Effective, complex constructions, few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	18-21	Good	Effective but simple constructions, minor problems in complex construction, several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions, but meaning seldom obscured.
	11-17	Fair	Major problems in simple/complex constructions, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions, meaning confused or obscured.
	5-10	Poor	Having no mastery in syntax rule, there are many mistakes and uncommunicative
Mechanic	5	Excellent	Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.
	4	High	Occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured.
	3	Fair	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, handwriting illegible, or not enough to evaluate



**Score material**

$$\text{Grade} = \frac{\text{The Correct Answer} \times 100}{\text{Max scores}}$$

Metro, May 2023

Collaborator



**BAINAH, S.Pd**

**NIP. 197401202005012007**

Researcher



**ALLISA MILANI**

**NPM.1901051003**

## LESSON PLAN

School : SMP Negeri 2 Metro  
 Subject : English  
 Class/Semester : VII/II  
 Theme : Describing place  
 Time : 2 x 40 Minutes (2x Meeting)

### A. Standard of Competence

KI 4: Trying, processing, and presenting in the realm of the concrete (using, parsing, composing, modifying, and creating) and the realm of the abstract (writing, reading, counting, drawing, and composing) according to what is learned at school and other sources from the same point of view /theory

### B. Basic of Competence

6.7 Compare social functions, text structures, and linguistic elements of several spoken and written descriptive texts by giving and asking for information related to descriptions of people, animals, and objects very short and simple, according to the context of their use.

### C. Indicator of Competence

1.1.1 Demonstrates motivation to develop skills in English language.

### D. Learning Objectives

- Students are able to write simple descriptive text, communicative, accurate and acceptable
- Students can apply the generic structure of descriptive text Correctly

### E. Learning Material

Descriptive Text

#### Definition :

Descriptive text is a text that explains about whether a person or an object is like, whether its form, its properties, its amount and others. The purpose of the descriptive text is clear, that is to describe, represent or reveal a person or an object, either abstract or concrete.

#### Generic Structure:

- 5) Identification : identifies the phenomenon to be described.
- 6) Description : describes features in order of importance:
  - g) Parts/things (physical appearance)
  - h) Qualities (degree of beauty, excellence, or worth/value)
  - i) Other characteristics (prominent aspects that are unique).

#### **Language Feature**

- Using simple present tense

The formula of simple present tense is:

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Example: the monkey *likes* banana.

- Using adjectives

Example: the elephant has a *long* trunk.

- Using of linking verbs

Example: the dress *looks* beautiful.

#### **F. Media, Tool and Learning Resources**

- 7. Media: Picture
- 8. Tool: Whiteboard and markers
- 9. Learning Resources:
  - <https://pin.it/4kBHA77>
  - <https://pin.it/1MCDVCJ>

#### **G. Learning Activity**

##### **1. Introduction**

- The teacher greets kindly to students when entering the classroom  
“Assalamualaikum, Good Morning”
- Check student attendance
- The teacher asks the condition of the students
- The teacher gives related appreciation with Descriptive Text material

##### **2. Core activities**

- The teacher starts learning
- The teacher gives several questions to students
  - 9) What did you go in your last holiday?
  - 10) Where did you go in your last holiday?
  - 11) How did you go there?
  - 12) Whom did you go there with?
- The teacher explains the meaning of descriptive text, generic structure and language feature in descriptive text

- The teacher gives examples of descriptive text forms

### **Way Kambas National Park**

Way Kambas National Park is a national park for elephant sanctuary located in Lampung precisely in the Labuhan Ratu sub district, East Lampung, Indonesia. Way Kambas National Park, established in 1985, is the first school for elephant in Indonesia. In the beginning of its establishment, Way Kambas National Park was named the Elephant Training Center / Pusat Latihan Gajah (PLG), but the last few years this name was changed into Elephant Conservation Center / Pusat Konservasi Gajah (PKG), which is expected to become a center for elephant conservation in taming, training, breeding and conserving elephants. Until now, this PKG has trained for about 300 elephants which have been deployed to all over the country.

In Way Kambas National Park, there are some endangered animals such as Sumatran Rhinos, Sumatran elephant, Sumatran tiger, Mentok Rimba, and Buaya sepi. There are also so some plants which are mostly found there such as Api-api, Pidada, Nipah, and Pandan. On the marshy coasts of Way Kambas National Park is often found various species of birds, such as, Lesser Adjutant, Pheasant Blue, Kuau Raja, Pependang Timur, and some other birds.

- Teachers and students determine the generic structure in the text
- The teacher asks students to make a descriptive text based on the picture given by the teacher.
- The teacher gives an evaluation

### **3. Closing**

- The teacher makes conclusions with students about the material that has been studied
- Teachers provide motivation to students to always study hard
- The teacher provides stimulus to students about the material to be studied next meeting.
- Closing “Wassalamualaikum, See you next time”

## **H. Evaluation**

### **The Measurement Rubrics of Writing**

<b>Writing Performance</b>	<b>Score</b>	<b>Criteria</b>	<b>Details</b>
Content	27-30	Excellent	Knowledgeable, substantive development of thesis, relevant to

Writing Performance	Score	Criteria	Details
			assigned topic
	22-26	Good	Some knowledge of subject, adequate range, limited development of ideas, mostly relevant to topic, but lacks detail
	17-21	Fair	Limited knowledge of subject, little substance, inadequate development of idea
	13-16	Poor	Does not show knowledge of subject, non-substantive, not pertinent, or not enough to evaluate
Organization	18-20	Excellent	Fluent expression, ideas clearly stated/supported, complete, succinct, well organized, logical sequencing, cohesive.
	14-17	High	Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.
	10-13	Fair	Non-fluent, an idea confused or disconnected, lacks logical sequencing and development.
	7-9	Poor	Does not communicate, no organization, or not enough to evaluate
Vocabulary	18-20	Excellent	Sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register
	14-17	High	Adequate range, occasional errors of word/idiom form, choice, usage but meaning not obscured.
	10-13	Fair	Limited range, frequent errors of word/idiom form, choice, usage, meaning confused or obscured
	7-9	Poor	Virtually no mastery of sentence construction rules, dominated by errors, does not communicate, r not

Writing Performance	Score	Criteria	Details
			enough to evaluate.
Language	22-25	Excellent	Effective, complex constructions, few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	18-21	Good	Effective but simple constructions, minor problems in complex construction, several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions, but meaning seldom obscured.
	11-17	Fair	Major problems in simple/complex constructions, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions, meaning confused or obscured.
	5-10	Poor	Having no mastery in syntax rule, there are many mistakes and uncommunicative
Mechanic	5	Excellent	Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.
	4	High	Occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured.
	3	Fair	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, handwriting illegible,

Writing Performance	Score	Criteria	Details
			or not enough to evaluate

**Score material**

Grade =  $\frac{\text{The Correct Answer}}{\text{Max scores}} \times 100$

Metro, May 2023

Collaborator



**BAINAH, S.Pd**

**NIP. 197401202005012007**

Researcher



**ALLISA MILANI**

**NPM.1901051003**

**DAFTAR NILAI PRE-TEST SISWA  
KELAS VII SMP NEGERI 2 METRO**

No	Name	Cont	Org	Voc	Lang	Mech	Score	Note
1.	AHL	17	10	10	11	2	50	Failed
2.	ACV	13	7	7	5	2	34	Failed
3.	AZ	13	10	10	5	3	41	Failed
4.	AR	13	7	7	11	2	40	Failed
5.	ARP	18	12	12	13	2	57	Failed
6.	BRE	13	7	7	11	2	40	Failed
7.	CPM	13	7	7	5	2	34	Failed
8.	DG	22	13	15	17	3	70	Passed
9.	DFS	20	12	12	15	2	61	Passed
10.	DKS	13	10	10	5	3	41	Failed
11.	DAPS	17	13	10	13	2	55	Failed
12.	ECN	17	13	10	13	2	55	Failed
13.	IMD	17	13	10	11	2	53	Failed
14.	KA	13	7	7	5	2	34	Failed
15.	KM	21	18	13	17	2	71	Passed
16.	MPS	17	13	14	11	3	58	Failed
17.	MAF	17	10	9	10	2	48	Failed
18.	MNA	21	13	12	12	2	60	Failed
19.	MZA	21	13	14	15	3	66	Failed
20.	MRE	13	9	10	10	2	44	Failed
21.	NRR	13	7	7	5	2	34	Failed
22.	NAN	16	11	10	10	2	49	Passed
23.	RCZ	16	13	13	17	2	61	Failed
24.	RRA	14	11	10	10	3	48	Failed
25.	RP	17	11	6	13	3	50	Failed
26.	RAP	14	13	10	10	3	50	Failed
27.	SU	13	7	7	11	2	40	Failed
28.	SRF	16	8	9	10	3	46	Failed



No	Name	Cont	Org	Voc	Lang	Mech	Score	Note
29.	SFF	21	13	13	17	2	66	Passed
30.	SJ	19	13	9	21	2	64	Failed
31.	ZADA	17	13	10	13	2	55	Failed
High Score							71	
Lowest Score							34	
Average							50,80	

Collaborator


**BAINAH, S.Pd****NIP. 197401202005012007**

Metro, May 2023

Researcher


**ALLISA MILANI****NPM.1901051003**

**DAFTAR NILAI POST-TEST 1 SISWA  
KELAS VII SMP NEGERI 2 METRO**

No	Name	Cont	Org	Voc	Lang	Mech	Score	Note
1.	AHL	18	13	14	12	3	60	Failed
2.	ACV	21	13	14	12	2	60	Failed
3.	AZ	19	13	12	12	3	59	Failed
4.	AR	17	12	12	15	2	58	Failed
5.	ARP	18	13	9	17	2	59	Failed
6.	BRE	22	17	16	15	4	74	Passed
7.	CPM	20	12	13	12	2	59	Failed
8.	DG	22	14	16	19	3	74	Passed
9.	DFSY	21	17	15	19	2	74	Failed
10.	DKS	20	11	13	11	2	57	Failed
11.	DAPS	22	14	14	13	2	65	Failed
12.	ECN	21	12	12	13	2	60	Failed
13.	IMD	18	13	9	17	2	59	Failed
14.	KA	21	13	12	12	2	60	Failed
15.	KM	22	13	15	18	2	70	Passed
16.	MPS	21	12	12	13	2	60	Failed
17.	MAF	17	13	11	11	2	54	Failed
18.	MNA	21	13	13	17	3	67	Failed
19.	MZA	21	13	17	17	2	70	Passed
20.	MRE	21	10	15	15	3	64	Failed
21.	NRR	18	10	10	11	2	51	Failed
22.	NAN	21	13	13	17	2	66	Failed
23.	RCZ	22	13	15	18	3	71	Passed
24.	RRA	22	14	16	19	2	73	Passed
25.	RP	17	11	13	13	3	57	Failed
26.	RAP	17	13	10	11	2	53	Failed
27.	SU	17	10	10	11	2	50	Failed
28.	SRF	21	13	13	12	2	61	Failed

No	Name	Cont	Org	Voc	Lang	Mech	Score	Note
29.	SFF	21	13	13	20	3	70	Failed
30.	SJ	21	13	14	18	2	68	Failed
31.	ZADA	19	14	15	13	3	64	Failed
High Score							76	
Lowest Score							50	
Average							62,80	

Collaborator



**BAINAH, S.Pd**

**NIP. 197401202005012007**

Metro, May 2023

Researcher



**ALLISA MILANI**

**NPM.1901051003**

**DAFTAR NILAI POST-TEST II SISWA**  
**KELAS VII SMP NEGERI 2 METRO**

No	Name	Cont	Org	Voc	Lang	Mech	Score	Note
1.	AHL	19	17	16	15	3	70	Passed
2.	ACV	22	15	14	18	3	72	Passed
3.	AZ	22	17	17	16	4	76	Passed
4.	AR	21	18	14	15	4	71	Passed
5.	ARP	20	18	15	15	4	72	Passed
6.	BRE	24	13	16	20	3	76	Passed
7.	CPM	21	13	17	17	3	71	Passed
8.	DG	22	19	18	17	4	80	Passed
9.	DFSY	25	17	17	18	3	80	Passed
10.	DKS	22	14	15	18	3	72	Passed
11.	DAPS	20	18	16	15	3	71	Passed
12.	ECN	21	17	15	18	3	74	Passed
13.	IMD	22	17	14	15	4	72	Passed
14.	KA	20	18	16	15	4	73	Passed
15.	KM	25	19	16	18	4	82	Passed
16.	MPS	25	19	18	18	4	84	Passed
17.	MAF	18	12	11	14	4	59	Failed
18.	MNA	23	15	15	17	4	74	Passed
19.	MZA	22	19	17	18	4	80	Passed
20.	MRE	21	13	14	17	2	67	Failed
21.	NRR	18	12	11	14	4	59	Failed
22.	NAN	22	15	17	17	4	75	Passed
23.	RCZ	22	17	18	18	3	78	Passed
24.	RRA	23	19	19	18	3	88	Passed
25.	RP	20	18	15	15	4	72	Passed
26.	RAP	20	18	16	15	4	73	Passed
27.	SU	23	20	19	18	5	85	Passed
28.	SRF	22	17	14	18	3	74	Passed

No	Name	Cont	Org	Voc	Lang	Mech	Score	Note
29.	SFF	22	19	18	17	4	80	Passed
30.	SJ	22	14	15	17	4	72	Passed
31.	ZADA	21	18	17	15	3	74	Passed
<b>High Score</b>							<b>88</b>	
<b>Lowest Score</b>							<b>59</b>	
<b>Average</b>							<b>74,38</b>	

Collaborator


**BAINAH, S.Pd****NIP. 197401202005012007**

Metro, May 2023

Researcher


**ALLISA MILANI****NPM.1901051003**

### OBSERVATION SHEET OF STUDENTS CYCLE 1

Class/Semester: VII/II

School: SMP Negeri 2 Metro

Date: 5<sup>th</sup> May 2023

No	Name	Activity				Total Score
		Pay attention	Ask/answer the question	The students able do the task	The students active in the class	
1.	AHL	-	√	√	√	3
2.	ACV	√	√	√	-	3
3.	AZ	√	-	√	√	3
4.	AR	√	-	-	√	2
5.	ARP	√	√	√	√	4
6.	BRE	√	√	√	√	4
7.	CPM	√	√	√	-	3
8.	DG	√	-	-	√	2
9.	DFS Y	-	√	√	√	3
10.	DKS	√	√	√	√	4
11.	DAPS	√	-	√	√	3
12.	ECN	√	√	-	√	3
13.	IMD	√	-	√	-	2
14.	KA	√	√	-	√	3
15.	KM	√	√	√	√	4
16.	MPS	√	-	-	√	2
17.	MAF	√	-	√	-	2
18.	MNA	-	√	√	√	3
19.	MZA	√	√	√	√	4
20.	MRE	-	√	√	√	3
21.	NRR	√	√	√	√	4
22.	NAN	√	√	√	√	4
23.	RCZ	√	√	√	√	4
24.	RRA	√	√	√	√	4

No	Name	Activity				Total Score
		Pay attention	Ask/answer the question	The students able to do the task	The students active in the class	
25.	RP	√	√	√	√	4
26.	RAP	√	√	√	√	4
27.	SU	√	√	√	√	4
28.	SRF	√	-	√	√	3
29.	SFF	√	√	√	√	4
30.	SJ	√	-	√	√	3
31.	ZADA	-	√	√	√	3
<b>Total</b>		<b>26</b>	<b>22</b>	<b>26</b>	<b>27</b>	
<b>Percentages</b>		<b>83%</b>	<b>70%</b>	<b>83%</b>	<b>87%</b>	

Note:

- Tick (√) for each positive activity
- Percentages of student's activities:

$$P = \frac{I}{n} \times 100\%$$

P = Percentages

I = Indicator

n = Total of Students

Metro, May 2023

Collaborator



**BAINAH, S.Pd**

**NIP. 197401202005012007**

Researcher



**ALLISA MILANI**

**NPM.1901051003**

## OBSERVATION SHEET OF STUDENTS CYCLE II

Class/Semester: VII/II

School: SMP Negeri 2 Metro

Date: 12<sup>th</sup> May 2023

No	Name	Activity				Total Score
		Pay attention	Ask/answer the question	The students able do the task	The students active in the class	
1.	AHL	√	√	√	√	4
2.	ACV	√	√	√	√	4
3.	AZ	√	√	√	√	4
4.	AR	√	√	√	√	4
5.	ARP	√	√	√	√	4
6.	BRE	√	√	-	√	3
7.	CPM	-	√	√	√	3
8.	DG	√	√	√	√	4
9.	DFSY	-	√	√	√	3
10.	DKS	√	√	√	√	4
11.	DAPS	√	√	√	√	4
12.	ECN	√	√	√	√	4
13.	IMD	√	√	√	√	4
14.	KA	√	√	√	√	4
15.	KM	√	√	√	√	4
16.	MPS	√	√	√	√	4
17.	MAF	√	√	√	√	4
18.	MNA	√	√	√	√	4
19.	MZA	√	√	√	-	3
20.	MRE	√	√	√	√	4
21.	NRR	√	-	√	√	3
22.	NAN	√	√	-	√	3
23.	RCZ	√	√	√	-	3
24.	RRA	√	√	√	-	3



No	Name	Activity				Total Score
		Pay attention	Ask/answer the question	The students able do the task	The students active in the class	
25.	RP	√	-	√	√	3
26.	RAP	√	√	√	√	4
27.	SU	√	-	√	√	3
28.	SRF	√	√	√	-	3
29.	SFF	-	√	√	√	3
30.	SJ	√	-	√	√	3
31.	ZADA	√	√	-	√	3
<b>Total</b>		<b>28</b>	<b>27</b>	<b>28</b>	<b>27</b>	
<b>Percentages</b>		<b>90%</b>	<b>87%</b>	<b>90%</b>	<b>87%</b>	

Note:

- Tick (√) for each positive activity
- Percentages of student's activities:

$$P = \frac{I}{n} \times 100\%$$

P = Percentages

I = Indicator

n = Total of Students

Metro, May 2023

Collaborator



**BAINAH, S.Pd**

**NIP. 197401202005012007**

Researcher



**ALLISA MILANI**

**NPM.1901051003**

### FIELD NOTE IN CYCLE 1

Date	Meeting	Activities
Friday, April 14 <sup>th</sup> 2023	1 <sup>st</sup> Meeting	<ol style="list-style-type: none"> <li>1. Give pre-test for the student's.</li> <li>2. Most of the student's did lest confusedly.</li> <li>3. The teacher give the material descriptive text about person.</li> <li>4. Some of the students are noisy with their friends.</li> </ol>
Friday, May 5 <sup>th</sup> 2023	2 <sup>nd</sup> Meeting	<ol style="list-style-type: none"> <li>1. The teacher gives the material about animal.</li> <li>2. So many students who were noisy didn't give pay attention by the teacher explanation.</li> <li>3. Some student's didn't understand about the material.</li> <li>4. The teacher dominated in giving and answer question.</li> </ol>
Tuesday, May 9 <sup>th</sup> 2023	3 <sup>rd</sup> Meeting	<ol style="list-style-type: none"> <li>1. Give post-test 1 to the students.</li> <li>2. Some students passed the minimum standard criteria.</li> <li>3. Make reflection to students and made evaluation for the teaching learning process.</li> </ol>

Metro, May 2023

Collaborator



**BAINAH, S.Pd**

**NIP. 197401202005012007**

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**ALLISA MILANI**

**NPM.1901051003**

### FIELD NOTE IN CYCLE II

Date	Meeting	Activities
Friday, May 12 <sup>th</sup> 2023	1 <sup>st</sup> Meeting	<ol style="list-style-type: none"> <li>1. Explain the material about tourism place.</li> <li>2. The students give more attention for the teacher.</li> <li>3. The students able to do task in learning process as the treatment.</li> </ol>
Tuesday, May 16 <sup>th</sup> 2023	2 <sup>nd</sup> Meeting	<ol style="list-style-type: none"> <li>1. The teacher give post-test II after giving treatment.</li> <li>2. Most of students doing the task correctly.</li> <li>3. Most of students passed the minimum standard criteria.</li> </ol>

Metro, May 2023

Collaborator



**BAINAH, S.Pd**

**NIP. 197401202005012007**

Researcher



**ALLISA MILANI**

**NPM.1901051003**

### OBSERVATION SHEET OF TEACHER ACTIVITY CYCLE 1

Class : VII  
 School : SMP Negeri 2 Metro  
 Date : 5<sup>th</sup> May 2023

Teacher Activity	3	2	1
<b>1. Pre-test</b>			
a. Prepare the lesson plan	√		
b. Prepare the media that was used		√	
c. Ability in opening the learning process	√		
<b>2. While Teaching</b>			
a. Inform the objective of learning	√		
b. Explain the material chronological		√	
c. Guide the students to follow the lesson	√		
d. Motivate the students to ask	√		
e. Practice the students to answer the question about the material		√	
<b>3. Post Teaching</b>			
a. Conclude the result learning	√		
b. Close the learning activity		√	
<b>TOTAL</b>	<b>6</b>	<b>4</b>	

Note:

Tick (√) for each positive activity

3 = Good

2 = Enough

1 = Bad

Metro, 5<sup>th</sup> May 2023

Collaborator



**BAINAH, S.Pd**

**NIP. 197401202005012007**

Researcher



**ALLISA MILANI**

**NPM.1901051003**

### OBSERVATION SHEET OF TEACHER ACTIVITY CYCLE II

Class : VII  
 School : SMP Negeri 2 Metro  
 Date : 12<sup>th</sup> May 2023

Teacher Activity	3	2	1
<b>1. Pre-test</b>			
a. Prepare the lesson plan	√		
b. Prepare the media that was used	√		
c. Ability in opening the learning process	√		
<b>2. While Teaching</b>			
a. Inform the objective of learning	√		
b. Explain the material chronological	√		
c. Guide the students to follow the lesson		√	
d. Motivate the students to ask	√		
e. Practice the students to answer the question about the material	√		
<b>3. Post Teaching</b>			
a. Conclude the result learning	√		
b. Close the learning activity		√	
<b>TOTAL</b>	<b>8</b>	<b>2</b>	

Note:

Tick (√) for each positive activity

3 = Good

2 = Enough

1 = Bad

Metro, 12<sup>th</sup> May 2023

Collaborator



**BAINAH, S.Pd**

**NIP.197401202005012007**

Researcher



**ALLISA MILANI**

**NPM.1901051003**

### Instrument of Pre-Test

**Directions:**

1. Write a descriptive text about your family! Good Luck!

## Worksheet

[illegible]

Mariza Puspita Sari

58

C : 17  
O : 13  
V : 14  
L : 11  
M : 3

# Instrument of Pre-Test

## Directions:

1. Write a descriptive text about your family! Good Luck!

## Worksheet

### MY LOVELY BROTHER ♥

Her full name is Ivan Handika Putra. Him is best brother.  
She was born on 21 April 2000 in Lampung. He is Handsome  
boy of familys. She has black eyes. Favorite Color is Black.

61

DAVINA FELINA S.Y.

C = 20

O = 12

V = 18

L = 15

M = 2

## Instrument of Pre-Test

## Directions:

1. Write a descriptive text about your family! Good Luck!

## Worksheet

My Beloved Sister

Her name is Gladys Felina Melia Linggi. Her nickname is Gladys. In family, she was called by "Cici". She was born on July 21, 2004 in Metro, Lampung, Indonesia. She is smart woman, has long hair, and beautiful eyes. She study in universitas, she always confused about her choice.



61

Rachel Cardrawati Zen

## Instrument of Pre-Test

C = 16

O = 13

V = 13

L = 17

M = 2

## Directions:

1. Write a descriptive text about your family! Good Luck!

## Worksheet

My mother

Her full name is Eka Wati. Her nickname is Eka wati.  
 She was born on Januari 31, 1976 in metra lampung, indonesia )  
 in family she was called by "ibu", has long hair, and  
 beautiful face.

Elora Carissa N.

55

C = 17

O = 13

V = 10

L = 13

M = 2

# Instrument of Pre-Test

## Directions:

1. Write a descriptive text about your family! Good Luck!

## Worksheet

My little sister

Her full name is Aqila Zahra Ratifa. She was born on February 1, 2018  
in Bandar Lampung.

She like playing bicycle, and she is the youngest from 3 family. She have curly hair  
and black hair.

MuRlatifatul Adha Naj'wz

49

## Instrument of Pre-Test

## Directions:

1. Write a descriptive text about your family! Good Luck!

## Worksheet

C=16

O=11

V=10

L=10

M=8

My Cousin

His full name is Anang, Bayu Kurniawan

he was born on 7 november 2001

in Panjarrejo, lampung timur.

his not handsome, he is good player mobile legends,  
 he is short, his kind to me.



Mariza Puspita Sari

60

C = 21  
O = 12  
V = 12  
L = 13  
M = 2

### Instrument of Post-test 1

#### Direction:

1. Write your name on your answer sheet!
2. You may not cheat with your friends!
3. Choose one of the picture about Favorite Pets and write a descriptive text. Good Luck!



#### Worksheet

### MY BEAUTIFUL CAT

My name is cat Si Cing. My cat are beautiful animals. My cat they two colors orange and white. My cat food Cereal.

Now, I have a cat. I call the cat is sicing. Beautiful has a smaller body with green eyes, Beautiful likes to eat, Sicing no food fris. Beautiful usually likes to play in the back. He like cat Natebo.

74

Davina Felina Senliek

C = 21  
 O = 17  
 V = 15  
 L = 19  
 M = 2

## Instrument of Post-test 1

## Direction:

1. Write your name on your answer sheet!
2. You may not cheat with your friends!
3. Choose one of the picture about Favorite Pets and write a descriptive text. Good Luck!



## Worksheet

My Big Cow

Cow is farm animal, and have many benefits. Cow have big body. Cow has milk and his meat for consumption. his fur is white and black, Cow eat grass. I really love cow cause cow have many benefits and his milk are good to we consumption. Cow like to play in the field.

Rachel Candrawati zen

71

C = 22  
 O = 13  
 V = 15  
 L = 18  
 M = 3

Instrument of Post-test 1

Direction:

1. Write your name on your answer sheet!
2. You may not cheat with your friends!
3. Choose one of the picture about Favorite Pets and write a descriptive text. Good Luck!



Worksheet

My cute cat

Cat are cute animals, and have many different fur colors such as white and orange. I believe cat are one of the cutest animals.

I have 12 cats, they colors is 1 grey, 3 black, 5 brown, 2 orange. . . my cat eat a lot, they like to play in the house. my mother love my cat they like sleep after a eat.

elora carissa N.

60

C=21  
O=12  
V=12  
L=13  
u=2

### Instrument of Post-test 1

#### Direction:

1. Write your name on your answer sheet!
2. You may not cheat with your friends!
3. Choose one of the picture about Favorite Pets and write a descriptive text. Good Luck!



#### Worksheet

My Rabbit

Rabbit are cute animals and have colours white. I believe rabbit are one of the cutest animals. then, my dad bough 1 cute animals at the pet shop.

they like eating carrot. Rabbit has a smaller body with yellow eyes, white fur and long ears. Rabbit, usually like to play in the back gone alone. I seent a lot a time playing with rabbit.



66

Murlatipatul adin haji'wa

C= 21

D= 13

V= 13

L= 17

u= 2

## Instrument of Post-test 1

## Direction:

1. Write your name on your answer sheet!
2. You may not cheat with your friends!
3. Choose one of the picture about Favorite Pets and write a descriptive text. Good Luck!



## Worksheet

Cat Gemuy

Cat are cute and beautiful animals. They have many different colors. They have tail. I have cat after my mother found cat in the street.

I love my cat very much. My cat have white and orange and have long tail. my cat is very attractive me and my cat play every time. my cat have a big body.

### Instrument of Post-test II

**Direction:**

1. Write your name on your answer sheet!
2. You may not cheat with your friends!
3. Choose one of the picture about place and write a descriptive text. Good Luck!



## Worksheet

[illegible]

Mariza Puspita Sari

84

$C = 25$   
 $O = 19$   
 $V = 18$   
 $L = 18$   
 $W = 4$

## Instrument of Post-test II

## Direction:

1. Write your name on your answer sheet!
2. You may not cheat with your friends!
3. Choose one of the picture about place and write a descriptive text. Good Luck!



## Worksheet

MY FAVORITE PLACE

My favorite place is the beach, since and first never to be replaced the beach will remain my favorite place, the place that always keeps quiet is the beach.

According to my beach on the beach other than making the calm beach also made us can forget all the weights. Seeing the beach can make me think the beauty of the world that the Lord created the beautiful notice of the eyes when?

There is one lack of beach that is exposed to the heat of the sun so on but the creation is not as beautiful as well as the creator is that the white sand there are many unemmas and gravel and waves that are not too heavy one of those things that make me very much like the beach. The ship is pitched and the fishermen who look for fish make me think of hard money is very even, even I have also be grateful because I am not a person who has no or more than me.

DAVINA FELWA SY.

80

## Instrument of Post-test II

## Direction:

1. Write your name on your answer sheet!
2. You may not cheat with your friends!
3. Choose one of the picture about place and write a descriptive text. Good Luck!



## Worksheet

Borobudur Temple

Borobudur temple is a Buddhist temple located in Borobudur, Magelang, Central Java, Indonesia. This stupa-shaped temple was founded by Mahayana Buddhists around the year 800 AD during the reign of the Syailendra dynasty. Borobudur is the largest Buddhist temple or temple in the world, as well as one of the largest Buddhist monuments in the world. Borobudur Temple was arranged using square andesite stone. The shape of the structure such as a punden terraces that are getting up increasingly smaller with four stairs that are on each side of the compass (east, south, west, and north). The structure consists of 9 terraces consisting of 6 terraces with a rectangular and 3 terraces with a circle.

Rachet Candrawati zen

78

$C=22$

$O=17$

$V=18$

$L=18$

$u=3$

## Instrument of Post-test II

## Direction:

1. Write your name on your answer sheet!
2. You may not cheat with your friends!
3. Choose one of the picture about place and write a descriptive text. Good Luck!



## Worksheet

Eiffel tower

Eiffel tower was built to celebrate the 100th year anniversary of the french revolution. The construction process took 2 year to finished, started from 1887. The building is located in Paris. France.

Eiffel Tower is the highest building in Paris, it is 324 meters tall and its square base size is 125 meters. Almost all parts of the construction is made of iron with weight approximately 7.200 tons. There are three levels of the tower that can be accessed by tourist. on the first and second levels the visitors will find the restaurants, on the first level is Le 58 tour Eiffel restaurant, on the second level is where we can find the observation deck. There are 8 elevators that we can use in the tower

Elora Carissa Nabila.

74

$C = 21$   
 $O = 17$   
 $V = 15$   
 $L = 18$   
 $W = 3$

## Instrument of Post-test II

## Direction:

1. Write your name on your answer sheet!
2. You may not cheat with your friends!
3. Choose one of the picture about place and write a descriptive text. Good Luck!



## Worksheet

Monas

The National Monument, or usually called as monas is located in central Jakarta, Indonesia. This obelisk was built in 1961 with the purpose to commemorate the struggle and fight of the people in Indonesia to achieve their independence. It was opened to the public in 1975.

The National Monument is a rectangular tower with the height of 132 meters. The typical part of the building that became a special characteristic of it is the flame shape covered with gold foil located on the top of the tower. There is a museum at the base part of the tower with the size of 80 x 80 meters. Everyone can visit the museum to learn the history of Indonesia. There is also an amphitheater in this building called Ruang Kemerdayaan, it is located in the "cup" part of Monas and it can be reached by using spiral stairs at the north and south doors. If you go to the southern side of the building, you will find an elevator that can be used to access the top platform where we will find the observation deck and also the flame of independence.



Nurlatifatul adha najwa

75

C = 22

O = 15

V = 17

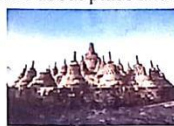
L = 17

M = 4

## Instrument of Post-test II

## Direction:

1. Write your name on your answer sheet!
2. You may not cheat with your friends!
3. Choose one of the picture about place and write a descriptive text. Good Luck!



## Worksheet

Monas

The National monument or also commonly abbreviated as Monas Jakarta is a monument that was erected to commemorate the persistence and struggle of the heroes of the Indonesia nation.

Monas is located right in front of the presidential palace of the Republik of Indonesia. Monas towers majestically with a height of 132 meters. On the outside of the courtyard, there are embossed reliefs depicting all the struggles of the heroes of the era against the invaders.

This relief begins in the northeast corner by perpetuating the glory of the archipelago in the past. The story begins with the history of Singasari and Majapahit.

Then the picture continues chronologically in a clockwise direction. Shifted in the corners of the southeast, southwest, and northwest. The reliefs and statues are made of cement with a pipe or metal frame.

## DOCUMENTATION

### **The First Meeting Pre-test on Friday, April 14<sup>th</sup> 2023 at 09.45-11.20 PM**



### **The Second Meeting, Treatment Cycle 1 on Friday, 5<sup>th</sup> May 2023 at 09.45-11.20 PM**



### **The Third Meeting, Post-Test 1 in Cycle 1 on Tuesday, 9<sup>th</sup> May 2023 on 07.00-08.50 PM**





**The Fourth Meeting, Treatment Cycle II on  
Friday, 12<sup>th</sup> May 2023 at 09.45-11.20 PM**



**The Fifth Meeting Post-Test II in Cycle II on  
Tuesday, 16<sup>th</sup> May 2023 at 07.00-08.50 PM**





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

Jalan Kl. Hajar Dewantara Kampus 15 A Iningmulyo Metro Timur Kota Metro Lampung 34111  
Telepon (0725) 41507; Faksimili (0725) 47296; Website: [www.tarbiyah.metrouniv.ac.id](http://www.tarbiyah.metrouniv.ac.id); e-mail: [tarbiyah.iaim@metrouniv.ac.id](mailto:tarbiyah.iaim@metrouniv.ac.id)

Nomor : B-1714/In.28.1/J/TL.00/04/2023  
Lampiran :-  
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth,  
Yeasy Agustina Sari (Pembimbing 1)  
(Pembimbing 2)  
di-

Tempat  
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama	: ALLISA MILANI
NPM	: 1901051003
Semester	: 8 (Delapan)
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Tadris Bahasa Inggris
Judul	: IMPROVING STUDENTS WRITING SKILL IN DESCRIPTIVE TEXT THROUGH PICTURE AT THE SEVENTH GRADE OF SMP NEGERI 2 METRO

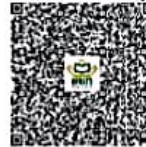
Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
  - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
  - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 10 April 2023  
Ketua Jurusan,



Andianto M.Pd

NIP 19871102 201503 1 004



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Nomor : B-1816/In.28/D.1/TL.00/04/2023  
Lampiran : -  
Perihal : IZIN RESEARCH

Kepada Yth.,  
KEPALA SMP NEGERI 2 METRO  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: B-1817/In.28/D.1/TL.01/04/2023, tanggal 13 April 2023 atas nama saudara:

Nama : ALLISA MILANI  
NPM : 1901051003  
Semester : 8 (Delapan)  
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP NEGERI 2 METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING STUDENTS WRITING SKILL IN DESCRIPTIVE TEXT THROUGH PICTURE AT THE SEVENTH GRADE OF SMP NEGERI 2 METRO".

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

*Wassalamu'alaikum Wr. Wb.*

Metro, 13 April 2023  
Wakil Dekan Akademik dan  
Kelembagaan,



Dra. Isti Fatonah MA  
NIP 19670531 199303 2 003

5/3/23, 1:27 PM

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Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama : **ALLISA MILANI**  
NPM : 1901051003  
Semester : 8 (Delapan)  
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMP NEGERI 2 METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING STUDENTS WRITING SKILL IN DESCRIPTIVE TEXT THROUGH PICTURE AT THE SEVENTH GRADE OF SMP NEGERI 2 METRO".
  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 : 13 April 2023

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Kelembagaan,



**Dra. Isti Fatonah MA**  
NIP 19670531 199303 2 003





**PEMERINTAH KOTA METRO  
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Hal : Izin Research

Kepada Yth.

Dekan Akademik dan Kelembagaan IAIN Metro

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No	Nama	NPM	Program Studi
1.	Allisa Milani	1901051003	Tadris Bahasa Inggris

untuk melaksanakan Izin Research di sekolah kami.

Demikian surat ini kami sampaikan untuk dapat dipergunakan sebagaimana mestinya.

Metro, 3 Mei 2023  
Kepala UPTD SMP Negeri 2 Metro,

  
**MARTATI, S.Pd, M.Pd**  
 PEMBINA TK. I/IV.b  
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**SURAT KETERANGAN BEBAS PUSTAKA  
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Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : ALLISA MILANI  
NPM : 1901051003  
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2022 / 2023 dengan nomor anggota 1901051003

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 14 Juni 2023  
Kepala Perpustakaan

Dr. As'ad, S. Ag., S. Hum., M.H., C.Me.  
NIP.19750505 200112 1 002



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**SURAT KETERANGAN BEBAS PUSTAKA**


Yang bertanda tangan di bawah ini. Ketua Program Studi Tadris Bahasa Inggris  
Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN)  
Metro menerangkan bahwa

Nama : Allisa Milani  
NPM : 1901051003  
Program Studi : Tadris Bahasa Inggris (TBI)

Telah menyelesaikan administrasi peminjaman buku pada Program Studi Tadris  
Bahasa Inggris.

Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro, 13 Juni 2023  
Ketua Program Studi TBI

  
**Andianto, M.Pd**  
NIP. 1987 1102 201503 1 004

## IMPROVING STUDENT'S WRITING SKILL IN DESCRIPTIVE TEXT THROUGH PICTURE AT THE SEVENTH GRADE OF SMP NEGERI 2 METRO

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### **CURRICULUM VITAE**

Her name of writer is Allisa Milani. She was born in Simbarwaringin, on June 1<sup>st</sup>, 2000. She is the first child of Mr. Gumbira Sukmana and Ms. Ratna Suprihati. She live in 21A, East Metro. She was study at SDN 7 East Metro on 2006-2012. She continued her study at MTs Muhammadiyah Metro on 2012-2015. She continued her study at SMKN 3 Metro on 2015-2018. And the last she kept on his school at State Institute of Islamic Studies of Metro in Tarbiyah Faculty, English Education Department in 2019 until now.