

AN UNDERGRADUATE THESIS
THE USE OF PICTURE PROMPT TO IMPROVE THE STUDENTS'
WRITING SKILL ON DESCRIPTIVE TEXT FOR THE SEVENTH
GRADERS' OF JUNIOR HIGH SCHOOL 2 METRO

By:

LULU SETA LITUHAYU SUSANTO

Student Number. 1901052021



Tarbiyah And Teacher Training Faculty

English Education Department

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1445 H / 2023 M

**THE USE OF PICTURE PROMPT TO IMPROVE THE STUDENTS'
WRITING SKILL ON DESCRIPTIVE TEXT FOR THE SEVENTH
GRADERS' OF JUNIOR HIGH SCHOOL 2 METRO**

Presented as a Partial Fulfillment of the Requirements

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in English Education Department

By :

LULU SETA LITUHAYU SUSANTO

Student Number : 1901052021

Sponsor: Prof. Dr. Dedi Irwansyah, M.Hum

**TARBIYAH AND TEACHER TRAINING FACULTY
ENGLISH EDUCATION DEPARTMENT STATE INSTITUTE FOR THE
STUDIES OF METRO
1445 H / 2023 M**



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

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

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

NOTA DINAS

Nomor :
Lampiran : -
Perihal : **Mohon Dimunaqosyahkan Skripsi
Lulu Seta Lituhayu Susanto**

Kepada Yth.,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN)
di-Tempat

Assalamu'alaikumWr.Wb.

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

Nama : Lulu Seta Lituhayu Susanto
NPM : 1901052021
Program Studi : Tadris Bahasa Inggris (TBI)
Fakultas : Tarbiyah dan Ilmu Keguruan
Judul Skripsi : THE USE OF PICTURE PROMPT TO IMPROVE STUDENTS'
WRITING SKILL ON DESCRIPTIVE TEXT FOR SEVENTH
GRADE THE STUDENTS' JUNIOR HIGH SCHOOL 2 METRO

Sudah kami setuju dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.-

Wassalamu'alaikumWr.Wb.

Metro, 01 Desember 2023
Pembimbing



Mengetahui,
Program Studi TBI

Dr. Much Deiniatur, M.Pd.B.I
NIP. 198803082015031006

Prof. Dr. Dedi Irwansyah, M. Hum.
NIP. 197912232006041001



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

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

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

APPROVAL PAGE

Title : THE USE OF PICTURE PROMPT TO IMPROVE
STUDENTS' WRITING SKILL ON DESCRIPTIVE
TEXT FOR SEVENTH GRADE THE STUDENTS'
JUNIOR HIGH SCHOOL 2 METRO

Name : Lulu Seta Lituhayu Susanto

Student Number : 1901052021

Department : English Education

Faculty : Tarbiyah and Teacher Training

APPROVED BY:

To be examined in Munaqosyah in Tarbiyah Faculty of State Islamic Institute of
Metro.



Metro, 01 Desember 2023
Sponsor

Prof. Dr. Dedi Irwansyah, M. Hum.
NIP. 197912232006041001



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

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

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

NOTIFICATION LETTER

Number :
Appendix :
Matter : **In order to hold the munaqosyah
of Lulu Seta Lituhayu Susanto**

To :
The Honorable of the Head of Faculty of
Tarbiyah and Teacher Training
State Islamic Institute of (IAIN) Metro

Assalamu'alaikum, Wr. Wb

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

Name : Lulu Seta Lituhayu Susanto
Student Number : 1901052021
Department : English Education
Faculty : Tarbiyah and Teaching Training
Title : THE USE OF PICTURE PROMPT TO IMPROVE
STUDENTS' WRITING SKILL ON DESCRIPTIVE TEXT
FOR SEVENTH GRADE THE STUDENTS' JUNIOR HIGH
SCHOOL 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

Metro, 01 Desember 2023
Sponsor

Head of English Education
Department

Du Much Deiniatur, M.Pd.B.I
NIP. 198803082015031006


Prof. Dr. Dedi Irwansyah, M. Hum.
NIP. 197912232006041001



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

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

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

RATIFICATION PAGE

No. B-6133/111-28-1/D/PP-00-9/12/2023

The Undergraduate Thesis entitled: THE USE OF PICTURE PROMPT TO IMPROVE THE STUDENTS' WRITING SKILL ON DESCRIPTIVE TEXT FOR SEVENTH GRADERS' OF JUNIOR HIGH SCHOOL 2 METRO. Written by Lulu Seta Lituhayu Susanto, student number 1901052021. English Education Study Program, had been examined (Munaqosyah) in Tarbiyah and Teachers Training Faculty on Wednesday, December 20th 2023 at 10.00 - 12.00 p.m.

BOARD OF EXAMINERS:

Chairperson : Prof. Dr. Dedi Irwansyah, M.Hum (.....)
Examiner I : Dr. Umi Yawisah, M.Hum (.....)
Examiner II : Ning Setyo Wati, M.Pd (.....)
Secretary : Yuniarti, M.Pd (.....)



The Dean of Tarbiyah and Teachers Training Faculty



[Signature]
Dr. Zuhairi, M.Pd
NIP. 196206121989031 006

**THE USE OF PICTURE PROMPT TO IMPROVE THE STUDENTS
WRITINGSKILL ON DESCRIPTIVE TEXT FOR THE SEVENTH
GRADERS' OF JUNIOR HIGH SCHOOL 2 METRO**

ABSTRACT

**By:
Lulu Seta Lituhayu Susanto**

Students' writing need to be improved. One of the strategies is by using appropriate technique. The aim of this study is to improve the students' writing skill by using picture prompt strategy.

This research followed a classroom action research.

- I conducted my research at Junior High School 2 Metro, on 13 , 14, 16, 20, 21th November 2023.
- This research was conducted in 2 cycles consisting of four steps, namely planning, acting, observing, and reflecting.
- In this research , researcher used the test and documentation

The findings of this research show that :

Result of using picture prompt media in learning to wrote descriptive text. The average score of the pre test was 44.65 in post-test I 55.88 and post-test II was 71.44. 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 2023/2024 academic year.

Keywords: Descriptive Text, Picture Prompt, Writing

**PENGGUNAAN PICTURE PROMPT UNTUK MENINGKATKAN
KETERAMPILAN MENULIS SISWA PADA TEKS DESKRIPSI PADA
SISWA KELAS TUJUH SMP NEGERI 2 METRO**

ABSTRAK

By:
Lulu Seta Lituhayu Susanto

Tulisan siswa perlu ditingkatkan. Salah satu strateginya adalah dengan menggunakan teknik yang tepat. Tujuan dari penelitian ini adalah untuk meningkatkan keterampilan menulis siswa dengan menggunakan strategi gambar cepat.

Penelitian ini merupakan penelitian tindakan kelas

- Saya melakukan penelitian di smp 2 metro, pada tanggal 13, 14, 20, 21 november 2023.
- Penelitian ini dilaksanakan dalam 2 siklus yang terdiri dari empat langkah yaitu perencanaan, pelaksanaan, refleksi, observasi.
- Pada penelitian ini peneliti menggunakan tes dan dokumentasi untuk pengambilan data.

Temuan penelitian ini menunjukkan :

Bahwa hasil penggunaan media gambar cepat dalam pembelajaran menulis teks deskriptif. Nilai rata-rata pre-test sebesar 44.65 pada post test I 55.68, dan post test II sebesar 71.44. Hal ini terlihat dari siswa yang lebih aktif di kelas, siswa dapat membuat teks deskriptif dapat membuat teks deskriptif dengan baik, siswa memahami materi tentang teks deskriptif, dan siswa senang mengerjakan tugas mereka di kelas. Jadi, dapat disimpulkan bahwa gambar dapat meningkatkan keterampilan menulis teks deskriptif siswa kelas VII SMP 2 Metro tahun ajaran 2023/2024.

Kata Kunci: Teks Deskriptif, Picture Prompt, Menulis

ORISINALITAS PENELITIAN

Yang bertandatangan dibawah ini :

Nama : LULU SETA LITUHAYU SUSANTO

NPM 1901052021

Program Studi : Tadris Bahasa Inggris

Fakultas : Tarbiyah

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

Metro, 20 Desember 2023

The Reseacrher



Lituhayu-

LULU SETA LITUHAYU SUSANTO

NPM. 1901052021

STATEMENT RESEARCH ORIGINALITY

The undersigned

Name : LULU SETA LITUHAYU SUSANTO

NPM 1901052021

Department : English Education Study Program (TBI)

Faculty : Teacher Training

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

Metro, December 20, 2023

The Reseacher



Handwritten signature of Lulu Seta Lituhayu Susanto.

LULU SETA LITUHAYU SUSANTO

NPM 1901052021

MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا

For indeed, with hardship [will be] ease

(QS. Al Insyirah:5)

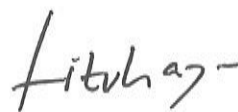
DEDICATION PAGE

This undergraduate thesis dedicated to:

1. ALLAH SWT who has helped me complete this an undergraduate thesis.
2. My beloved , Mr. Susanto , Mrs. Susilowati, Mrs. Uji Susanti, 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. Prof. Dr. Dedi Irwansyah, M.Hum, as the sponsor of this an undergraduate thesis. Thank you for all the advice, recommendations and support for this an undergraduate thesis from start to finish.
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5. Almamater IAIN Metro, as part of the best in my life.

Metro. December 20 2023

The Reseacher



Lulu Seta Lituhayu Susanto
NPM 901052021

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Assalamualaikum Wr. Wb

All praise belongs only to Allah SWT, the Lord of the universe, so that researcher can finally complete the thesis entitled “ATHE USE OF PICTURE PROMPT TO IMPROVE STUDENTS’ WRITING SKILL ON DESCRIPTIVE TEXT FOR SEVENTH GRADE THE STUDENTS’ JUNIOR HIGH SCHOOL 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:

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2. Dr. Zuhairi, M.Pd as the Dean of the Faculty of Tarbiyah and Teacher Science of Metro State Islamic Institute
3. Dr. Much Deiniatur, M.Pd. B. I. as Chair of the English Department of the Faculty of Tarbiyah and Teacher Training of Metro State Islamic Institute
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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, December 20, 2023

Writer,



Lulu Seta Lituhayu S
NPM. 1901052021

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CHAPTER I

INTRODUCTION

A. Background Of Study

Among the four skills of language taught in school, writing is difficult to be learned and taught. Writing is often not time-bound in the way conversation is.¹ Writing is not only drawing some words on a piece of paper and formulating letter together, but also a combination of process and product. It needs a specialization to combine an idea and good product of writing. In producing good writing, writers should fulfill some rules. They should master the terms of vocabulary, choices of word, paragraph organization, and grammar. This process of writing also needs some competencies and skill. This writing skill cannot develop naturally like speaking skill, but it needs to be trained and learned. Writing skill needs some practice and continuous training.

As one of the language skills that is taught in Junior High School, writing descriptive texts needs more attention because students get some difficulties in mastering descriptive text. When the students write descriptive text, they should have imagination to gain idea, a skill of writing, and should

¹Harmer Jeremy 2004. How To Teach Writing. (Person Education ESL; 1st)

also master some vocabularies. They also need to understand the sensory detail of the object that they describe. Moreover, they need motivation to keep them writing the descriptive texts.

In fact, when I did my observation in class seventh at On 05 August 2022, I found that the teacher emphasize more on reading skill through reading activities while the writing activities get less attention. Therefore, reading plays an important role in the teaching and learning process than writing. Additionally, most of the test items are based on reading passage. There are a few items only to explore the writing skill. Besides that, when I interviewed the students, most of the students of Junior High School comment that they have difficulties in mastering writing and they prefer comprehending reading to writing.

Because students focused on comprehending reading, they got less practice in writing. They are not accustomed to write. As we know writing is a matter of practice. When students have enough practice they will get the ability to write. It influence the students in writing skill, they have less motivation in writing. They set aside the writing. It is proven when students were given homework to write, some students only copied from the internet. Some others only wrote few sentences and others not do the homework. It means that students are not interested in writing. Some students also complained that they are less practice in writing so they are not interested and prefer reading.

Based on the problems above, I focused on the media in the way of teaching and learning process that can make the condition in the classroom as

effective as possible. Therefore, some teachers usually use picture to help students in writing, especially writing descriptive texts. Picture can help students to understand what they are going to write. Pictures provide them the information they see, tell about specific topic and help the students in writing. The use of picture is very powerful and has many advantages on engaging student's in task to flow picture can stimulate students to understand the sensory detail of the object. Some pictures can be used to help student in writing. They are flash picture, picture cards, motion picture and picture prompts.

This study is an action research entitled —The use of picture prompts to improve students' skill in writing descriptive texts. This research will be done with the purpose to make the teaching and learning process more enjoyable in writing descriptive texts. The picture prompts can help students to gain their motivation in learning writing descriptive text. The pictures include some prompts or clues, some information and explanation about the picture. It also provides us some vocabulary, some questions and clues according to the picture, so the students can explore their idea based on the picture. When they get stuck in writing, they can use the prompts to gain and explore the idea. Therefore, it can help the students in writing descriptive texts.

In this case, I choose a state school, Junior High School 2 Metro to do my research based on the consideration of the students' achievement. They always got low score in writing because in their class they only concerned on

reading comprehension. Some students also have less motivation in learning English. There are less media and games in the class, so they are not interested in learn English. Therefore, this research was done to help the students to their skill in learning English especially in writing descriptive texts for better achievement.

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

Table 1

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

| No. | Score | Frequency | Percentage |
|-----|--------|-----------|------------|
| | 85-100 | - | - |
| 2. | 75-84 | 2 | 9% |
| 3. | 65-74 | 12 | 23% |
| 4. | 40-64 | 15 | 68% |
| 5. | 0-39 | - | - |
| | Total | 29 | 100 % |

Source: The English teacher of SMP Negeri 2 Metro

Based on the data above it is know that there are 29 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 75-84, there are only 2 students who got 65 – 74 there are 12 students, and 15 students got score 40– 64. 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 prompt picture to improve their skill in writing descriptive text. Prompt Picture are good media in writing class because they can inspire students to write paragraphs and text. In this study, prompt picture were used to improve students' skill in writing descriptive texts. By using prompt 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 the problem above, identify the problem in this research are:

1. The research focuses on investigation on students, achievement in writing skill
2. Picture prompt as a focus media in this investigatiton. The prompts that I used are clue, some vocabulary, and information about the picture
3. Students of Junior High School 2 Metro at seventh grader as the focus of investigation
4. Descriptive text is text type as focus on this investigation, describing things

C. Problem Limitation

In this research, the writer limits on the scope :

1. Students' difficulties in learning to write properly and correctly
2. The dependence of students on the teacher in developing ideas

D. Problem Formulation

The problem in this research is : How can the use of Pictures Prompts improve students' skill in writing descriptive text ?

E. Objective and Benefit Of Study

a. Theoretically

Theoretically, this study will provide us a kind of knowledge about a new technique in writing descriptive text that is by using Picture Prompts. This knowledge can be used as the basis to select a good and appropriate technique in teaching and learning process

b. Practically

Practically, this study will be useful for teachers in providing a new technique of writing descriptive text. Moreover, this study will also be useful for the students to improve their writing skill, especially in writing descriptive text.

c. Pedagogically

Pedagogically, the result will give us a knowledge that can be implemented in the calssroom for the benefit of the students' development in writing learning process.

F. Prior Research

A research has been done dealing with picture media shows that pictures can help the student in writing. The result shows some students were more attracted, more active, and more interested in studying when they used picture compared to their behavioral when they did not use those material. The research, Kuku (2013) shows that the result of the students' tests showed that the students' mastery was improved.

In research about descriptive text, Sa'diyah (2010), as the researcher incated that the majority of the students had a positive attitude toward the use of the picture series to learn descriptive text writing. Moreover, it was found from the observation that the student participated actively in the learning process. Finally, the study also proved that the strategy improved the students' writing with their average score increased from 56.86 (00-100 scale) prior to the teaching learning process to 77.87 at the end of the treatment.

From those statements above, we can conclude that the picture as learning media can improve students' ability in writing descriptive text. Picture can stimulate students' thinking. It also helps students in ganing idea and constructing their idea directed to the topics. The pictures can help students in constructing idea and helping to start writing text. The students are more attracted, more active, and more interested in studying when they are use pictures. Besides that the pictures also can influence stuent's motivation and improve the students' achievement in writing, so in this study researcher will use picture as media.

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Writing Skill

This chapter contains the theories which support the research. It includes concept of Writing Skill, concept of prompt picture. And the explanations of each sub-topic are as follows:

1) The Concept of Writing Skill

a) The Definition of Writing Skill

In English learning there are four skills that must be mastered by students, those are listening, speaking, writing and reading. Among the four skills, writing is the most difficult skill to be learned. This opinion is supported by Richards, writing is the most difficult skill for second language learners to master². The difficulty is not in generating and organizing the ideas, but also in translating idea into readable text.

According to Harmer said that writing is one of the four skills in English, speaking, listening, and reading has always formed part of the syllabus in the teaching of English. However, it can be used for a variety of purposes, ranging from being merely a backup for grammar teaching to a major syllabus strand in its own right, where

² Jack C. Richards and Willy A. Renandya, *Methodology in Learning Teaching: An Anthology of Current Practice*, (New York: Cambridge University Press, 2002), p.303

mastering the skill to write effectively is seen as a key objective for learners.³ It means that writing is an activity of using language in written form consisting of a sentence or clause or even only a phrase to express thoughts to the reader in a written form so that it will be easily understood by the reader.

Meanwhile, Hyland said that writing is a way of sharing personal meanings and writing courses emphasize the power of the individual to construct his or her own views on a topic.⁴ And according to Armstrong said that writing is thinking on a paper.⁵

Writing and reading are ways into knowing, learning, and communicating.⁶ So, it means that writing is an activity which is used by the researcher to show information by stages and has a purpose to the reader.

Based on the definition above, the researcher concludes that writing is a process to share meaning through handwriting in the paper. This activity can help students to improve their knowledge especially in writing skill. Writing is one of language skills and indirect communication that conveys meaningful and expressive

³ Jeremy Harmer, *How to teach Writing*, (New York, Longman University Press, 2004), Page 31

⁴ Hyland, Hyland, *Second Language Writing*, (USA: Cambridge University Press, 2003), Page 9.

⁵ Joyce Armstrong C. and Edward E. W. *How to teach Writing*. (USA: Teacher Ideas Press, 1993). P.6

⁶ Joyce Armstrong C. and Edward E. W. *How to teach Writing*. (USA: Teacher Ideas Press, 1993). P.6

information from the researcher to the readers in form of written language. By writing, language learners can express their feelings, ideas, thoughts, emotions, and attitudes.

b) The Purpose of Writing

According to Penny Ur “the purposes of writing, in principle, is the expression of ideas, the conveying of messages to the reader.”⁷ So the ideas themselves should arguably be seen as the most important aspect in the writing. It means that what when the researchers do their writing, of course they have some purpose. They have to consider the purpose of their writing since this will influence, not only the type of the text they wish to produce, but including the language which they use and the information that they choose. And there are really only four common purpose in writing they are: to inform, to explain, to persuade, and to amuse others.

c) Descriptive text

Descriptive text paragraph is a paragraph clearly visually a person, place, or thing in such a way that the reader can visualize the topic and enter into the researcher’s experience. It makes a spoken or written account of a person, object, or event.

⁷ Penny Ur, A Course in Language Teaching: Practice and Theory, (London: CambridgeUniversity Press,1996). P.163

Based on Wignell descriptive text is a kind of text with a purpose to give information⁸. The context of this kind of text is the description of particulating thing, animal, person, or place. A good description has unifying idea and everything that support the idea. A description shows and allows the reader to see, hear, and feel the subject matter clearly.

According to Hammond, the generic structure of descriptive text consists of identification and description. Identification : identifies phenomenon to be described. Description : description parts, qualities, characteristics.

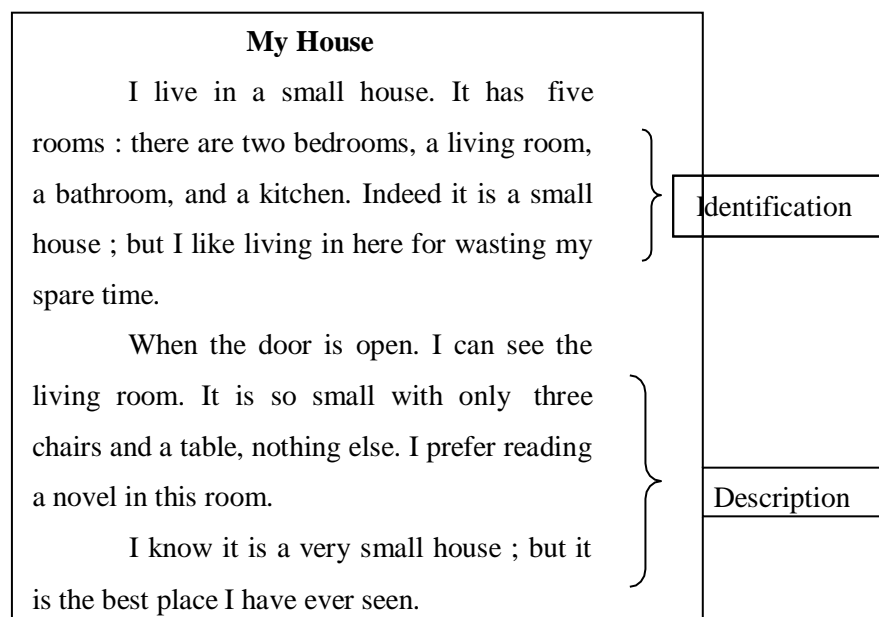


Figure 1
Example of Descriptive Text

⁸ Gerot L, P Wignell. 1994. *Making Sense of Fungtional Grammar*. Sydney : GerdStabler

The understanding of these structures is important for producing good writing. Unfortunately, young learners sometimes ignore this and keep writing based on their ideas and imagination. Therefore, the teacher's role is to help students develop materials in writing.

Besides the structure, descriptive text also has some language features. The language features of Descriptive text are very simple and easy to be taught. They usually use Present Tense. Descriptive texts contain some adjective clause. Sometimes it also uses past tense if the thing to be described does not exist anymore. Based on Hammond significant grammatical features :

1. Focus on specific participants
2. Use of simple past tense
3. Use of simple past tense if extinct
4. Verbs of being and having 'Relational Processes'
5. Use of descriptive adjectives
6. Use of detailed Noun Phrase to give information about the subject
7. Use of action verbs
8. Use of adverbials to give additional information about behavior
9. Use of figurative language

Those language features are important to differentiate descriptive with other texts. Therefore, writers should be aware of

that and apply it in their works. This study will emphasize those language features of descriptive text to be taught during the research.

d) The Writing Process

Writing is not easy, more than picking up a pen and putting the words on paper. Writing is a recursive process, which means students revise though out the process, frequently moving back and forth among the stage. So, when the learners want to write, must know steps writing process.

In the following section, writing is a process that involves several steps. The following stages are some stages of writing offered by Karen Blanchard and Christine namely prewriting, writing andrevising.⁹

1.) Prewriting

Prewriting is the thinking, talking, reading, and writing we do about our topic before we write a first draft. Prewriting is a way of warning up our brain before we write, just as we warm up our body we excercise.

2.) Writing

After we have spent some time thinking about our topic and doing the necessary pre-writing, we are ready for the next step in writing process, writing our paragraph. When we write the

⁹ Karen Blanchard, and Christine, Root. *Ready to Researcher: A First Composition Text2ed*, (Longman: Pearson Education, Inc, 2003). P.37

first draft of our paragraph, use the ideas we generated from prewriting as a guide.

3.) Revising

It is almost impossible to write a perfect paragraph on the first try. The first try is called the first draft. After you complete the first draft, you must look for ways to improve it. This step is called revising. When students revise, they review their text on the basis of feedback given in the previous stage. They reexamine what was written to see how effectively they have communicated their meaning to the reader.

e) **The Assessment of Writing**

The design of teaching writing, a measurement should be worked to assess or to find out the students' proficiency in writing. The effectiveness of the learning process of writing skill can be calculated through a measurement activity. Brown consists of its categories for assessing writing of measurements.¹⁰

The theory of categories for measuring writing is used by the researcher to take the students' writing score. The writing test is the writing scoring type which is adapted by Jacob. All in Brown at Table 1 and the following rating scale is the considerable result that

¹⁰H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, Second Edition (New York: Longman, 2001), P.357

is conducted in the scoring of compositions in the United States.¹¹

Table 2
Criteria of Writing Scoring

| NO | Criteria | Score | General classification& description |
|----|--------------|-------|---|
| 1 | CONTENT | 27-30 | Very good excellent: knowledgably substantive relevantto topic, provides details of the topic |
| | | 22-26 | Average to good: some knowledge of subject, mostly relevant to the topic but lack detail |
| | | 17-21 | Poor to fair: limited knowledge ofsubject, inadequate development of topic |
| | | 13-16 | Very poor: does not show knowledge, not pertinent to topic |
| 2 | ORGANIZATION | 18-20 | Very good excellent: ideas clearlystated, well organized, logical sequencing and relevant to generic structure |
| | | 15-17 | Average to good: loosely organized, limited support and logical but incomplete sequencing,relevant to generic structure but sometimes using unclear sentences |
| | | 10-14 | Poor to fair: not fluent, ideas confused, lacks logical sequencing,generic structure not clear |
| | | 7-9 | Very poor: does not communicate,no organization, not enough to evaluate |

¹¹ J. B Heaton, J. B, Writing English Language Tests, (New York: Longman, 1988) p. 146

| | | | |
|---|------------|-------|--|
| 3 | VOCABULARY | 18-20 | Very good to excellent: sophisticated range, effective word or idiom choice and usage, word form mastery, appropriate register |
| | | 14-17 | Average to good: adequate range, occasional errors of words/idiom, form, choice, usage, but meaning not obscured |
| | | 10-13 | Poor to fair: limited range, frequent errors of words/idiom, form, choice, usage, meaning confused or obscured |
| | | 7-9 | Very poor: essentially translation, little knowledge of vocabulary, idiom, word form, or not enough to evaluate |
| 4 | SYNTAX | 22-25 | Very good to excellent: effective complex construction, few errors of agreement, tense number, word order/function, article, pronoun, and preposition |
| | | 18-21 | Average to good: effective but simple construction, minor problem in complex construction, several errors of agreement, tense, word order/function, articles, pronoun, preposition, but meaning seldom obscured |
| | | 11-17 | Poor to fair: major problem in complex/simple construction, frequent errors of negation, agreement, tense, word order/function, articles, pronoun, preposition and/of fragment, deletion, meaning confused or obscured |
| | | 5-10 | Very poor: virtually no mastery of sentence construction rules, dominated by errors, did not communicate, or not enough to evaluate |

| | | | |
|---|-----------|---|--|
| 5 | MECHANICS | 5 | Very good to excellent: demonstrated mastery of convention, few errors of spelling, punctuation, capitalization, paragraphing |
| | | 4 | Average to good: occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured |
| | | c | Poor to fair: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured |

2. The Concept of Prompt Picture

a. The Definition of Prompt Picture Media

1.) Media

Media is one of teacher-aid in language learning activity.

Media can be used to show some information to audience Sadiman asserts media is all forms of communication, both printed and audio-visual, and their equipment. Media should be able to be manipulated, heard, seen and read. ¹² This media can help students and student to help them in teaching and learning activity. National Education Association stated that media is a form of communication it can be visual or audiovisual.

This media tries to deliver message and stimulate

¹² Sadiman, Arief . 2018. Pengembangan media pembelajaran untuk meningkatkan hasil belajar siswa. Jurnal Miskyat

students' thinking. So the media is really needed in teaching and learning activity.

2.) Picture

Picture is one of visual media to deliver some textual information.¹³ It can be used more effectively to develop and sustain motivation in producing positive attitudes towards English and to teach or reinforce language skills. Wright stated that the use of picture can stimulate and motivate students in language learning. In learning language, students concentrate on grammatical or phonological accuracy and the used of picture provide motivation and non verbal stimulus, and give textual meaning. Wright also stated :

3.) Prompts

There are some types of pictures and their use. One of them is picture with some information. It can be defined as a picture prompt to describe a particular object.

In picture prompts there are some information related to the picture. Hyland stated that the writer needs material that will stimulate a written response that is the prompts.¹⁴ There are 3 formats of prompt based on Rein as stated in Hyland those are :

¹³ Hamdani.2011. Strategi Belajar Mengajar. Bandung : Pustaka Setia

¹⁴ Hyland, Ken. 2002. Genre and Second Language Writing. USA : University Of Michigan

a.) A Based Prompt.

This prompt states the entire task in direct and simple terms. It can be a question direct to the topic. This prompt guides the writer to write on the right track. This prompts guide the writer to

b.) A Frame prompt.

This prompt presents a situation as a frame for the interpretation of a task. This prompt helps to set the situation and the writer tries to continue or write based on their interpretation.

c.) A Text Based prompt.

This prompts presents a text to which the students respond to or use in his or her writing. This prompts provide a text for students to respond. It is also a text that can be used on their writing. The prompts are necessary for the beginner to help them and stimulate their thinking. With this prompts they can use to initiate their writing. There will be a text that can be used or guide them to write.

The prompt really help students who have less skill in writing. In this research I choose based prompts in which it consists of some guided questions. The prompts help students to stimulate their thinking and idea. The

combination of picture and prompts will help students in understanding the material especially in descriptive texts. It is expected that the students are motivated in the teaching and learning process accompanied by interesting pictures



with prompt.

Figure 2

Example of Picture Prompt

The writer focused on the use of picture prompt as shown above on this research. The use of picture prompt is suitable for students in writing descriptive which provide interesting picture and guided idea. Therefore, this kind of pictures can help students in writing descriptive and help them to stimulate their thinking. Pictures can guide them students' imaginations to the reality. They can be described in different types that will determine Advantages of Picture Prompts

In teaching writing, it can be more enjoyable if teachers use picture prompt to help students in writing skill. There are some advantages of picture prompt. The pictures

prompts are based on visual images that can stimulate the imagination. These images require interpretation and imagination. At the same time, all of the students will develop a richer sense of visual literacy. The cue and provided vocabulary can help students to understand more and start to write their descriptive text.

Based on Sinatra as cited by Malcolm, visual aid (picture prompt) has advantages in other literacy. It shows how visual language literacy not only occurs first, but also is inter-linked to four other stages of literacy. He outlines the stages of literacy as: Visual literacy as primary, that can viewing, exploring, and nonverbal representation; Oral Literacy; Written Literacy; Visual Literacy as representational communication - imaging, producing, aesthetic engagement.

There are also advantages of using visual aid (picture prompts) to motivate the reader, promote creativity, serve as mental scaffolds, fostering aesthetic appreciation, promote children's language and literacy. Those show us that it is really important to use picture prompt to help students in writing descriptive text.

From all of the statements above, picture prompt give more benefits than the students just write based on

common picture. It is clear that the picture is a tool in increasing students' motivation, especially in writing descriptive text.

b. The Use of Prompt Picture

Pictures are not just an aspect of method but through its representation of place, object, and people, it is an essential part of the overall experiences. Wright also stated that a picture can help teacher and students in some way:

- 1) To motivate the student to speak or to write
- 2) To create a context within which his/her response has meaning
- 3) To provide the student with information to use in control practice work. Pictures showing objects, action, events and relationships can cue answers to questions, substitutions and sentence completion
- 4) To sponsor, stimulate and possibly to guide, spoken and written descriptions, narrations or dialogues
- 5) To sponsor, stimulate and offer information for free writing and speaking. 'Free, in the sense of the teacher offering no language guidance or restrictions'¹⁵

Based on that statement, picture has a good side in helping teacher in language learning. It really helps to give the model and

¹⁵ Wright, Andre. 2006. Games For Language Learning. New York: Cambridge University Press

motivation to the students. Prompt pictures, students can use their imagination to some purposes, especially to know the object. Prompt pictures, learners can be shown people, places and things, from areas far outside their own experiences. Pictures can represent images from ancient times or portray the future.

c. Prompt Picture in The Classroom

Picture prompts can be a powerful tool in the classroom, particularly when it comes to fostering the creative process and encouraging reluctant writers. Visual prompts can stimulate the creative juices, providing a springboard for all types of writing, from personal writing to more advanced non-fiction writing. Here are ten ideas to help teachers use pictures more effectively to promote writing across primary and secondary schools: sentence

- 1.) Starters: Use a simple picture as a sentence starter. Ask students to write a sentence or paragraph about what's happening in the image.
- 2.) Storytelling : Encourage students to create a story based on a picture.

This can be a great way to stimulate creative writing prompts.

- 1) Descriptive Writing: Choose an image with a lot of detail and ask students to write a descriptive piece of writing about what they see.

- 2) Compare and Contrast: Provide two images and ask students to write about how they are similar and different.
- 3) Personal Connection: Ask students to choose a picture that resonates with them and write about why it's meaningful to them.
- 4) Predicting: Show students an image and ask them to write about what they think will happen next.
- 5) Non-fiction Writing: Use images related to a topic you're studying in class and ask students to write a non-fiction piece based on the image.
- 6) Character Development: Use a picture of a person or animal and ask students to create a character profile based on the image.
- 7) Emotion Writing: Choose an image that conveys a strong emotion and ask students to write about what the people in the picture might be feeling.¹⁶
- 8) Structure Writing: Use a series of pictures to help students structure a longer piece of writing, with each image representing a different part of the story.

The goal is to use visual prompts as aids in writing, to inspire and engage all kinds of student writing. The more you can make the

¹⁶ Wright, Andre. 2006. Games For Language Learning. New York: Cambridge University Press

process interactive and fun, the more your students will be motivated to write.

d. The Advantages and Disadvantages of Picture Prompt

1) Advantages

In teaching writing, it can be more enjoyable if teachers use picture prompt to help students in writing skill. There are some advantages of picture prompt. The pictures prompts are based on visual images that can stimulate the imagination. These images require interpretation and imagination. At the same time, all of the students will develop a richer sense of visual literacy. The cue and provided vocabulary can help students to understand more and start to write their descriptive text.

Based on Sinatra as cited by Malcolm, visual aid (picture prompt) has advantages in other literacy. It shows how visual language literacy not only occurs first, but also is inter-linked to four other stages of literacy. He outlines the stages of literacy as: Visual literacy as primary, that can viewing, exploring, and nonverbal representation; Oral Literacy; Written Literacy; Visual Literacy as representational communication - imaging, producing, aesthetic engagement.

There are also advantages of using visual aid (picture prompts) to motivate the reader, promote creativity, serve as

mental scaffolds, fostering aesthetic appreciation, promote children's language and literacy. Those show us that it is really important to use picture prompt to help students in writing descriptive text.

From all of the statements above, picture prompt give more benefits than the students just write based on common picture. It is clear that the picture is a tool in increasing students' motivation, especially in writing descriptive text.

2) Disadvantages

The disadvantages of using prompt picture there are :

a. Distraction If there are too many pictures, there is a possibility that students attention will be diverted from the subject matter.

b. Lack of resources

It can be difficult for teachers to find the right resources and find the right images to show students.

c. Limited Emphasis

When it comes to visual images, the emphasis is limited to eye perception.

d. Not suitable for large classes

The images may be small and may not be suitable for large classes with many students.

e. Image quality

The pictures must be of high quality, otherwise students will have difficulty interpreting them. While images have their advantages and disadvantages, it cannot be denied that they make classes more interesting and motivating.

B. Action Hypothesis

Based on the theoretical review above, the researcher formulates the hypothesis as follows: “By using Prompt Picture it can be the method to improve the students’ writing skill among the seventh grade at SMP N 2 Metro”

CHAPTER III

RESEARCH METODOLOGY

A. The Variable and Operational Definition of Variable

1. The Variable Research

The independent variable of the research is Prompt Picture and the dependent variable this research is writing skill. Prompt picture is could be inspired for writing skill. This technique could be helping improving the students' writing skill.

2. The Operational Definition of Variable

An operational definition a scribes meaning to a construct by specifying operations that researchers must perform to measure to manipulate to construct. It means that a definition that specifies the procedure or operation to be followed in producing or measuring a concept.¹⁷ Meanwhile, according to John said that a variable is characteristic or attribute of individual or an organization that research can measure or observe and varies among individuals or organizations studied. They are keys ideas that researchers seek to collect informationon to address the purpose of their study.¹⁸ It means that a variable refers to a characteristic that can take on different value or score

¹⁷ Donal Ary, *Introduction to Research in English Language Teaching, Eighth Edition*,(canada: Nelson Education 2010), p. 36

¹⁸ Creswell, John W. *Education Research*, New York: Person, 2012, p.112.

of the study. On to address the purpose of their study.¹⁹ It means that a variable refersto a characteristic that can take on different value or score of the study.

Based on the statement. The operational definition of variable in this research are:

a. The Independent Variable

Independent variable is an attribute or characteristic that influences or affects an outcome or dependents variable.²⁰ So, independent variable are variable (probably) cause, influence or effect outcome. They are also called treatment. The variablesexamine are classified into independent and dependent variable. Independent variable of this research is Prompt Picture as the variable (X). This Prompt Picture technique could be helping the students' writing skill.

b. The Dependent Variable

Dependent variable is an attribute or characteristic that is dependent on or influenced by the independent variable.²¹ It means that dependent variable is variable that depend on the independent variable and it is result of the influence of independent variable. Dependent variable (Y) of this research is writing ability.

¹⁹ Creswell, John W. *Education Research*, New York: Person, 2012, p.112.

²⁰ Ibid. p. 116

²¹ Ibid. p. 115

B. Research Setting

Related to the research subject, the researcher was done the research among the Seventh Grade at SMP N 2 Metro in the Academic Year of 2023/2024.

C. Research Subject

The students of this research is 29 students of class 7.2 at SMP N 2 Metro. In class 7.2, there was 17 male students and 12 female students. Total of students is 29 students in the class. While, the objective of this research was the students writing skill the research chooses this class because the students have low score in English lesson especially in writing skill.

In this research, the researcher would like to use collaborator to help the research in doing the action research. She is Mrs.Bainah, S.Pd as an English teacher among the Seventh Grade at SMP N 2 Metro.

D. Research Procedure

In this research, the researcher will use the CAR (Class Action Research) principles to collect the data. What state that action research is a process in which participants examine their own educational practice systematically and carefully.²² And according Ary said action research is a process to improve education by incorporating change and involves educators

²² Ferrance, Eileen. *Action Research*, New York: LAB at Brown University, 2000, p.1

working together to improve their own practice.²³ It means that action research is a process in education where is the teacher not the usual thing that teacher do when thinking about teaching.

Here is step of classroom action research design:

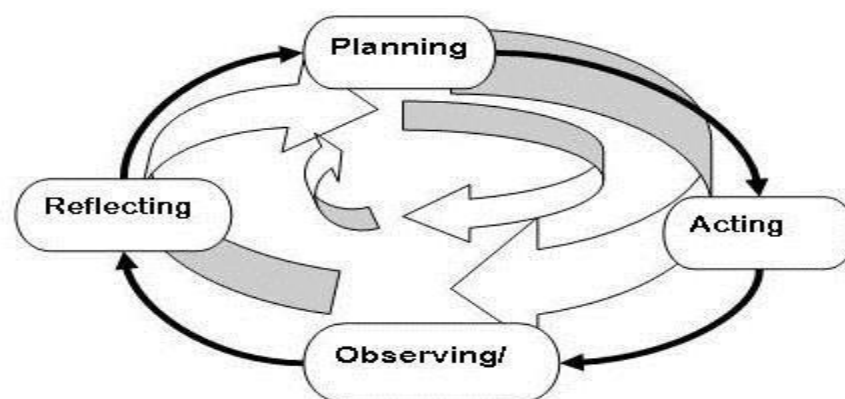


Figure 3
Spiral Classroom Action Research.²⁴

Classroom Action Research (CAR) Cycles are:

Cycle 1

a. Planning

Planning is the first step of this classroom action research that prepared before I did the action. In this step, the researcher prepared the material that was related to the teaching and learning process.

²³ Donal Ary, *Introduction to Research in English Language Teaching, Eighth Edition*,

²⁴ Lewin(1946)

Here were the steps that the researcher made in planning:

- a. The researcher will made lesson plan.
- b. The researcher will prepared the material and the teaching media that needed in teaching learning process, such as text book, laptop, paper, and marker.
- c. The researcher will prepared format to observe.

The researcher will prepared format to evaluate the students' activity after teaching learning process.

b. Acting

After finishing the planning, the learning process will be conducted in the seventh grade at SMP N 2 Metro, the researcher will be acted as follow:

1. The researcher will apply the lesson plan.
2. The teacher will explain Prompt Picture in teaching writing.
3. The teacher will explain the media of learning writing.
4. The teacher will guided the students in teaching learning process based on the lesson plan.

c. Observing

In this step, the researcher will be observed the process of teaching learning by using format observation. The researcher will be observed the students' activity by using observation sheet. It will to write some indications, not only good indication but the bad one also was written. Such as: students' good participants, students' error and the students'

comprehension to answer the question. The important things in teaching learning process were noted by researcher.

d. Reflecting

Reflecting will do the last step in this process. The researcher analyzed and discussed the observation result during teaching process, like the weakness and strength from the action in this step. The researcher used the data from evaluation to make improvement for the second cycle. The researcher decided that the next cycle focus on the weakness in preview cycle.

Cycle 2

a. Planning

1. The researcher will make lesson plan.
2. The researcher will prepare the material and the teaching media that needed in teaching learning process, such as text book, laptop, marker and paper.
3. The researcher will prepare format to observe
4. The researcher will prepare format to evaluate the students' activity after teaching learning process.
5. The researcher will guide the student to learn Prompt Picture based on the lesson plan.

b. Acting

The researcher will apply the action plan II, doing the treatment and giving the post-test 2.

c. Observing

In this step, researcher will observe the process of teaching learning by using observation and field notes to collect the data action plan II.

d. Reflecting

In this step, the observer of will compare the score of pre-test and post-test. The researcher reviewed and reflected on students' activity and teacher performance whether it was positive or negative, the second cycle enough or need for the next step.

E. Data Collection Technique

Data collection method will manner, used by researcher in collecting the data. In this research , researcher used test and documentation. The following was the explaining of each method that was used in this class action research.

1. Test

According to Ary, a test is a set of stimuli presented to an individual in order to elicit responses on the basic of which a numerical score can be assigned.²⁵ So, Lorraine said that a test is formal, systematic, usually paper and pencil procedure for gathering information about peoples'

²⁵ Ary. Donald. *Introduction Research in Education*. (USA: Wadsworth. CengageLearning. 2010). P. 201

cognitive and affective characteristics.²⁶ Moreover, the researcher uses test as a data collection method to measure both of the variable. In this research, the tests use in this study was pre-test and post- test:

a. Pre – test

The researcher will give the pre-test to the students. This step conducted before giving presentation by special treatment to find out the capability and to know how far the students' writing skill.

b. Post – test

The post-test will be conducted after the treatment in order to find out whether used this method can improve of the students' writing skill.

2. Documentation

Documentation as the method which used to get information from written language of document (for example: books, magazine, rule, note and others). The researcher used the documentation method to get detail information about history of the school, the sum of the teacher, employers, students and organization structure among the Seventh Gradeat SMP N 2 Metro in the Academic Year of 2023/2024.

²⁶ Gay, R. Lorraine. *Education Research Competencies for Analysis and applications*.(USA. Pearson. 2012). P.154

F. Research Instrument

According to Lorraine, said an instrument is a tool used to collect data.²⁷ It means that instrument was a tool or facilities that are used by the researcherto collect the data completely and systematically. Furthermore, the research instrument involves:

1. Item Test

The test is Essay test which has some indicator as follows: the indicator of used Prompt Picture is the students are able to memorize their vocabulary and they can improve the writing skill. The indicator of the students writing skill is the students can improve their writing based on the vocabulary, structure and grammar.

2. Observation Guidance

2. The students learning activity
3. The teacher writing in the classroom

3. Documentation Guidance

- a. The history of the school
- b. The condition of teachers and official employee
- c. The condition of students

²⁷ Ibid. p.151

G. Data Analysis Technique

Analysis of data means studying the tabulated material in order to determine inherent facts or meanings. A plan of analysis can and should be prepared in advance before the actual collection of material.²⁸ A data analysis technique that is used in this research is descriptive statistical analysis. To find the average of student' score and percentage of students' score then, the result is matched by the minimum standar.

Data analysis is carry out in stages to determine the current average score pre-test and post-test. 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

ΣX =Total of Students Score

N = Total of Students²⁹.

²⁸ Yogesh, Kumar Singh, *Fundamental of Research Methodology and Statistics*, (New Delhi: Age International Publisher, 2006), P.223

²⁹DonasldAry, et. al, *Introduction to Research in Education*, Page 108

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 Students³⁰.

H. Indicators 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.

³⁰*Ibid.*, p.278

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. Build on an area of 8.475 M2.

b. Vision and mission of the SMP Negeri 2 Metro

(1) The Vision of The School

The vision of the school is realizing superior education based on faith, piety, science, technology, and environmental insight.

(2) The Mission of The School

The mission of the school are : (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) Developing an education unit curriculum adapted to the characteristics and environment of the school, (4) Carrying out learning and guidance effectively so that students have high absorption abilities, (5) Developing the spirit to compete in a sporting manner and produce competitive graduates, (6) Improving the

professionalism and competence of educators and education, (7) Creating a safe and comfortable school environment for school members, (8) Implementing effective and efficient school management, (9) Carrying out the management and administration of education funding in accordance with the type effectively and efficiently, (10) Carrying out assessments and follow up on the results of assessments on a regular and on going basis, (11) Carrying 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) Carrying out environmental management that is beautiful, clean and healthy on an ongoing basis, (14) Carrying out educational services to the fullest for children with special needs.

c. The Background at SMP Negeri 2 Metro

Total of the *Teacher Education Background at SMP Negeri 2 Metro* that can be identified as follows:

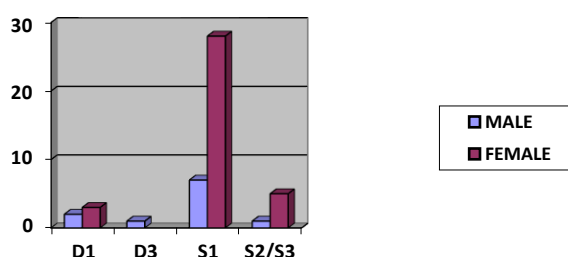


Figure 4
The Teacher Education Background at SMP Negeri 2 Metro

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:

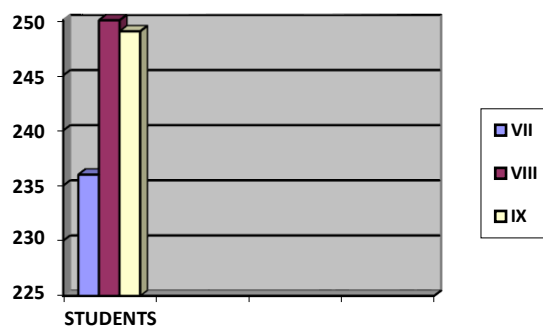


Figure 5
*The Number Students at Smp Negeri 2 Metro
In Academic Year 2023/2024*

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 2023/2024. This research was conducted in 2 cycles consisting of four steps, namely planning, acting, observing, and reflecting 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

Monday, November 13th, 2023 from 07.00 to 8.50 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 3
The Result of Pre-Test Score

| No | Name | Cont | Org | Voc | Syn | Mech | Score | Note |
|-----|------|------|-----|-----|-----|------|-------|--------|
| 1. | ANE | 17 | 14 | 13 | 11 | 4 | 59 | Failed |
| 2. | AAS | 13 | 7 | 10 | 6 | 7 | 40 | Failed |
| 3. | AAA | 12 | 9 | 10 | 12 | 2 | 45 | Failed |
| 4. | ARH | 13 | 7 | 7 | 5 | 2 | 34 | Failed |
| 5. | AKA | 13 | 7 | 10 | 6 | 4 | 40 | Failed |
| 6. | AMH | 16 | 16 | 10 | 5 | 2 | 52 | Failed |
| 7. | AN | 13 | 10 | 7 | 5 | 3 | 38 | Failed |
| 8. | AAC | 15 | 8 | 9 | 15 | 2 | 39 | Failed |
| 9. | BAZ | 20 | 15 | 17 | 15 | 4 | 71 | Passed |
| 10. | BO | 13 | 14 | 14 | 5 | 3 | 49 | Failed |
| 11. | DN | 13 | 9 | 10 | 12 | 2 | 46 | Failed |
| 12. | DA | 13 | 9 | 9 | 5 | 2 | 38 | Failed |
| 13. | FAAK | 14 | 10 | 9 | 6 | 2 | 41 | Failed |
| 14. | GMA | 13 | 9 | 7 | 5 | 3 | 37 | Failed |
| 15. | IB | 13 | 7 | 7 | 5 | 2 | 34 | Failed |

| No | Name | Cont | Org | Voc | Syn | Mech | Score | Note |
|---------------------|------|------|-----|-----|-----|------|--------------|--------|
| 16. | JZA | 13 | 7 | 7 | 5 | 2 | 34 | Failed |
| 17. | KC | 15 | 8 | 9 | 5 | 2 | 39 | Failed |
| 18. | LH | 13 | 5 | 7 | 5 | 2 | 32 | Failed |
| 19. | MDP | 21 | 15 | 14 | 15 | 5 | 70 | Passed |
| 20. | MFP | 14 | 9 | 9 | 6 | 2 | 40 | Failed |
| 21. | MMD | 13 | 7 | 7 | 5 | 2 | 34 | Failed |
| 22. | RSF | 13 | 7 | 10 | 6 | 7 | 43 | Failed |
| 23. | RAJ | 13 | 7 | 7 | 5 | 2 | 34 | Failed |
| 24. | RHP | 13 | 7 | 7 | 5 | 2 | 34 | Failed |
| 25. | SKA | 16 | 12 | 11 | 11 | 2 | 52 | Failed |
| 26. | ZA | 13 | 7 | 7 | 5 | 2 | 34 | Failed |
| 27. | RROK | 14 | 10 | 9 | 11 | 2 | 46 | Failed |
| 28. | FAN | 20 | 18 | 18 | 11 | 3 | 70 | Passed |
| 29. | RAR | 21 | 14 | 13 | 17 | 5 | 70 | Passed |
| High Score | | | | | | | 71 | |
| Lowest Score | | | | | | | 32 | |
| Average | | | | | | | 44.65 | |

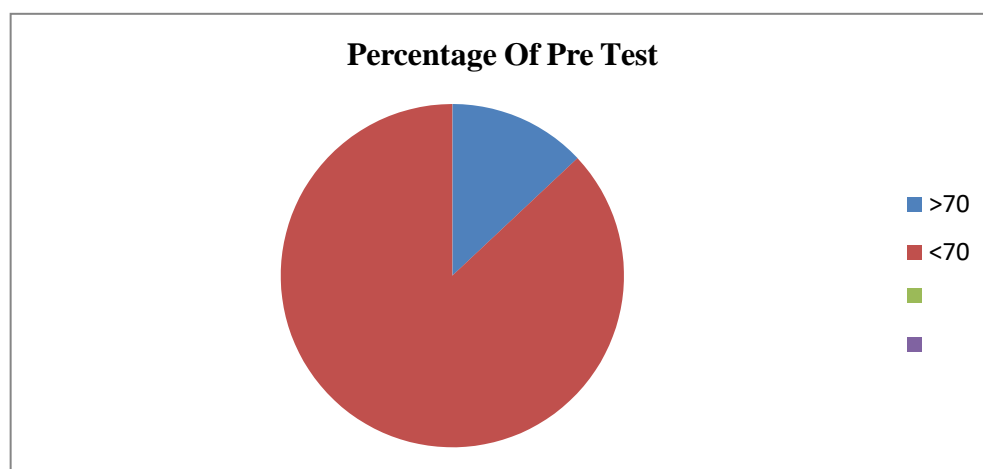


Figure 6
Percentage of students score in Pre-Test

Based on the result of the students' descriptive text pre-test, it can be concluded that only 13% or 4 students with scores between >70 met the Minimum Standard Criteria (MSC), while 87% or 25 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 prompt to improve students' skill to write descriptive text. Therefore, researcher and collaborator planned the implementation of action or treatment consisting of planning, acting, observing and reflecting to improve student weaknesses.

b. Cycle 1

(1) 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.

(2) Acting

(a.)The First Meeting

The first meeting took place on , 14th November 2023 which took place at 7.00 am to 8.50 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.

(b.)Second Meeting

The second meeting took place on Tuesday, 16th November 2023 at 12.45-14.05 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 4
The Result of Student's Descriptive Text Post-Test 1
Score in Cycle 1

| No | Name | Cont | Org | Voc | Syn | Mech | Score | Note |
|----|------|------|-----|-----|-----|------|-------|--------|
| 1. | ANE | 20 | 18 | 18 | 11 | 3 | 70 | Passed |
| 2. | AAS | 13 | 14 | 14 | 5 | 3 | 49 | Failed |
| 3. | AAA | 13 | 15 | 18 | 9 | 5 | 60 | Failed |
| 4. | ARH | 13 | 18 | 18 | 8 | 4 | 61 | Failed |
| 5. | AKA | 20 | 18 | 18 | 11 | 3 | 70 | Passed |

| No | Name | Cont | Org | Voc | Syn | Mech | Score | Note |
|---------------------|------|------|-----|-----|-----|------|--------------|--------|
| 6. | AMH | 16 | 12 | 13 | 13 | 3 | 57 | Failed |
| 7. | AN | 13 | 16 | 13 | 11 | 4 | 57 | Failed |
| 8. | AAC | 13 | 7 | 10 | 6 | 7 | 40 | Failed |
| 9. | BAZ | 21 | 17 | 15 | 19 | 2 | 74 | Passed |
| 10. | BO | 20 | 11 | 13 | 11 | 2 | 57 | Failed |
| 11. | DN | 17 | 14 | 10 | 11 | 4 | 56 | Failed |
| 12. | DA | 21 | 12 | 12 | 13 | 2 | 60 | Failed |
| 13. | FAAK | 18 | 13 | 9 | 17 | 2 | 59 | Failed |
| 14. | GMA | 17 | 14 | 14 | 11 | 4 | 60 | Failed |
| 15. | IB | 17 | 14 | 10 | 11 | 4 | 56 | Failed |
| 16. | JZH | 16 | 13 | 18 | 9 | 4 | 60 | Failed |
| 17. | KC | 13 | 7 | 10 | 6 | 4 | 40 | Failed |
| 18. | LH | 16 | 12 | 11 | 11 | 2 | 52 | Failed |
| 19. | MDP | 21 | 13 | 17 | 17 | 2 | 70 | Passed |
| 20. | MFP | 13 | 16 | 13 | 11 | 4 | 57 | Failed |
| 21. | MMD | 13 | 7 | 10 | 6 | 4 | 40 | Failed |
| 22. | RSF | 13 | 14 | 14 | 5 | 3 | 49 | Failed |
| 23. | RAJ | 13 | 7 | 10 | 6 | 4 | 40 | Failed |
| 24. | RHP | 13 | 16 | 13 | 11 | 4 | 57 | Failed |
| 25. | SKA | 16 | 14 | 12 | 12 | 2 | 56 | Failed |
| 26. | ZA | 17 | 13 | 10 | 11 | 2 | 53 | Failed |
| 27. | RROK | 17 | 10 | 10 | 11 | 2 | 50 | Failed |
| 28. | FAN | 20 | 16 | 13 | 11 | 4 | 40 | Failed |
| 29. | RAR | 21 | 13 | 13 | 20 | 3 | 70 | Passed |
| High Score | | | | | | | 74 | |
| Lowest Score | | | | | | | 40 | |
| Average | | | | | | | 55.86 | |

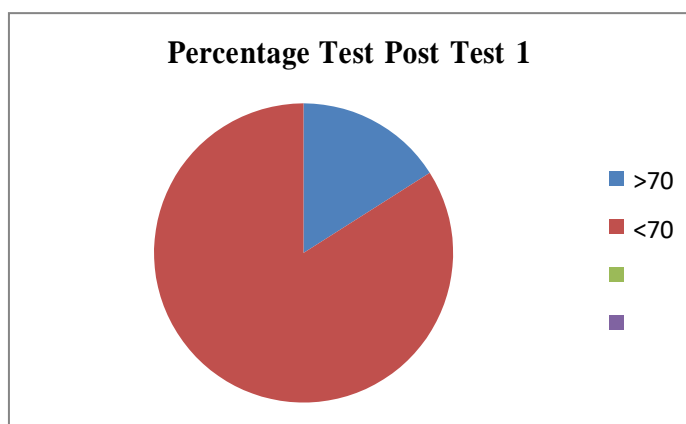


Figure 7
*Percentage Of Students Writing Descriptive Text
 Post Test 1 Score In Cycle 1*

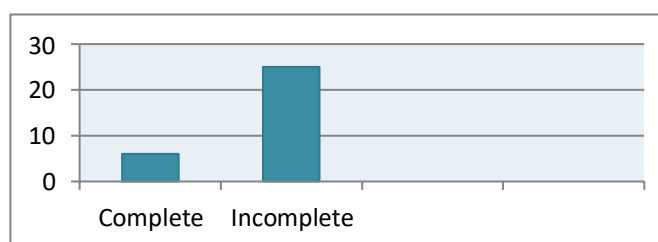


Figure 8
 Percentage of Student's Writing Descriptive Text
 Post-test 1 Score in Cycle 1

Based on the results of the students' post-test 1 scores, it can be stated that 80% or 24 students did not pass the Minimum Standard Criteria (MSC) with a minimum score of 70, and 20% or 5 students achieved a score of 70 or more than 70. In addition, the average score on post-test 1 was 55,86. This shows that the value of writing descriptive text on students has improved from the pre-test average value of 44.65. 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.

(3) Observing

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

During the treatment, the observer also observed actively participate in discussions learn 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 5
The Student's Activities in Cycle 1

| No | Students' Activity | Frequency | Percentage |
|--------------|--|-----------|------------|
| 1. | Students' pay attention to the teacher explanation | 25 | 80% |
| 2. | Students' ask/answer the teacher questions | 15 | 48% |
| 3. | Students' are able to do task | 22 | 70% |
| 4. | Students' are active in class | 24 | 77% |
| Total | | 29 | |

The table shows that not all students are active in the learning process in class. 25 students (80%) pay attention to the teacher's explanation, 15 students (48%) understood the material, 24 students (77%) were active in class and 22 students (70%) were able to complete assignment.

(4) Reflecting

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 6
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. | ANE | 59 | 70 | 11 | Increased |
| 2. | AAS | 40 | 49 | 9 | Increased |
| 3. | AAA | 45 | 60 | 15 | Increased |
| 4. | ARH | 40 | 58 | 18 | Increased |
| 5. | AKA | 40 | 70 | 30 | Increased |
| 6. | AMH | 52 | 57 | 5 | Increased |
| 7. | AN | 38 | 57 | 19 | Increased |
| 8. | AAC | 39 | 40 | 1 | Increased |

| No | Name | Pre-test Score | Post-test 1 score | Increasing | Explanation |
|----------------|------|----------------|-------------------|------------|-------------|
| 9. | BAZ | 61 | 74 | 13 | Increased |
| 10. | BO | 49 | 57 | 8 | Increased |
| 11. | DN | 46 | 56 | 10 | Increased |
| 12. | DA | 55 | 60 | 5 | Increased |
| 13. | FAAK | 41 | 46 | 5 | Increased |
| 14. | GMA | 37 | 60 | 23 | Increased |
| 15. | IB | 56 | 34 | 22 | Increased |
| 16. | JZH | 34 | 60 | 26 | Increased |
| 17. | KC | 39 | 40 | 1 | Increased |
| 18. | LH | 32 | 52 | 20 | Increased |
| 19. | MDP | 66 | 70 | 4 | Increased |
| 20. | MFP | 40 | 57 | 17 | Increased |
| 21. | MMD | 34 | 40 | 6 | Increased |
| 22. | RSF | 43 | 49 | 6 | Increased |
| 23. | RAJ | 34 | 56 | 22 | Increased |
| 24. | RHP | 34 | 57 | 23 | Increased |
| 25. | SKA | 52 | 56 | 4 | Increased |
| 26. | ZA | 34 | 38 | 4 | Increased |
| 27. | RROK | 40 | 50 | 10 | Increased |
| 28. | FAN | 40 | 70 | 30 | Increased |
| 29. | RAR | 34 | 40 | 6 | Increased |
| Total | | 1295 | 1620 | 373 | |
| Average | | 44.65 | 55.86 | | |

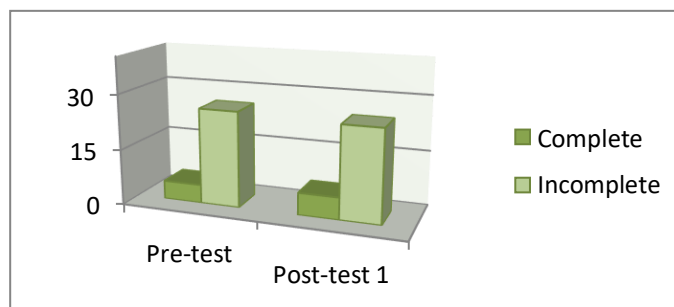


Figure 9
Comparison of Student's Scores on Pre-test
and Post-test 1 in Cycle 1

That total from 29 students, it could be conclude that 13% or 4 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 25 students among the interval <70 . In post-test I, it could be conclude that 20% or 5 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 44.65 and average score of post-test I was 55.86. 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 reflecting.

c. Cycle II

(1) 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.

(2) Acting

(a.) First Meeting

The first meeting took place on Thursday, November 20th 2023 at 07.00-08.50 AM and lasted 2 x 40 minutes. In this meeting, the researcher acted as a teacher and Mrs. 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.

(b.) Second Meeting

The second meeting was held on November 21th, 2023 at Thursday 07.00-08.50 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 7

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

| No | Name | Cont | Org | Voc | Syn | Mech | Score | Note |
|----|------|------|-----|-----|-----|------|-------|--------|
| 1. | ANE | 21 | 17 | 17 | 20 | 3 | 78 | Passed |
| 2. | AAS | 16 | 12 | 11 | 11 | 2 | 52 | Failed |
| 3. | AAA | 25 | 17 | 17 | 21 | 3 | 83 | Passed |
| 4. | ARH | 21 | 18 | 14 | 15 | 4 | 71 | Passed |
| 5. | AKA | 20 | 18 | 15 | 15 | 4 | 72 | Passed |
| 6. | AMH | 17 | 14 | 14 | 11 | 4 | 60 | Failed |
| 7. | AN | 25 | 17 | 17 | 20 | 3 | 80 | Passed |
| 8. | AC | 16 | 12 | 11 | 11 | 2 | 72 | Passed |
| 9. | BAZ | 25 | 17 | 17 | 18 | 3 | 75 | Failed |

| No | Name | Cont | Org | Voc | Syn | Mech | Score | Note |
|---------------------|------|------|-----|-----|-----|------|--------------|--------|
| 10. | BO | 22 | 14 | 15 | 18 | 3 | 74 | Passed |
| 11. | DN | 23 | 15 | 17 | 18 | 3 | 72 | Passed |
| 12. | DA | 21 | 17 | 15 | 18 | 3 | 73 | Passed |
| 13. | FAAK | 22 | 17 | 14 | 15 | 4 | 82 | Passed |
| 14. | GMA | 25 | 14 | 13 | 18 | 3 | 73 | Passed |
| 15. | IB | 25 | 19 | 16 | 18 | 4 | 82 | Passed |
| 16. | JZH | 25 | 15 | 14 | 13 | 3 | 70 | Passed |
| 17. | KC | 17 | 15 | 13 | 16 | 3 | 64 | Failed |
| 18. | LH | 13 | 18 | 18 | 8 | 4 | 61 | Passed |
| 19. | MDP | 22 | 19 | 17 | 18 | 4 | 80 | Passed |
| 20. | MFP | 25 | 17 | 17 | 18 | 3 | 80 | Passed |
| 21. | MMD | 18 | 12 | 11 | 14 | 4 | 71 | Passed |
| 22. | RSF | 16 | 12 | 11 | 11 | 2 | 67 | Passed |
| 23. | RAJ | 22 | 17 | 18 | 18 | 3 | 78 | Passed |
| 24. | RHP | 23 | 19 | 19 | 18 | 3 | 88 | Passed |
| 25. | SKA | 18 | 10 | 14 | 8 | 4 | 60 | Failed |
| 26. | ZA | 20 | 18 | 16 | 15 | 4 | 73 | Passed |
| 27. | RROK | 23 | 20 | 19 | 18 | 5 | 85 | Passed |
| 28. | FAN | 22 | 17 | 14 | 18 | 3 | 74 | Passed |
| 29. | RAR | 22 | 19 | 18 | 17 | 4 | 80 | Passed |
| High Score | | | | | | | 88 | |
| Lowest Score | | | | | | | 52 | |
| Average | | | | | | | 71.44 | |

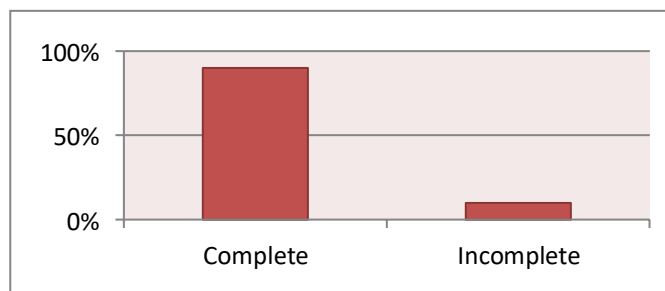


Figure 10
*The Percentage Of Students' Scores In Writing
 Descriptive Text In Post-Test II In Cycle II*

Based on the results of writing student descriptive texts in posttest II, it can be concluded that there were 72% or 24 students who scored >70 or met the Minimum Standard Criteria (MSC) of at least 70, while 28% or 5 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 82% 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 prompt 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 8
The Students' Activities in Cycle II

| No | Student's Activity | Frequency | Percentage |
|-----------------------|--|------------------|-------------------|
| 1. | Pay attention of the teacher explanation | 28 | 90% |
| 2. | The students' ask/answer question | 22 | 70% |
| 3. | The students' able do the task | 25 | 80% |
| 4. | The students' active in the class | 27 | 87% |
| Total Students | | 29 | |

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.) Reflecting

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 9
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. | ANE | 70 | 78 | 8 | Increased |
| 2. | AAS | 49 | 52 | 3 | Increased |
| 3. | AAA | 60 | 83 | 23 | Increased |
| 4. | ARH | 58 | 71 | 13 | Increased |
| 5. | AKA | 70 | 72 | 2 | Increased |
| 6. | AMH | 57 | 60 | 3 | Increased |
| 7. | AN | 57 | 80 | 23 | Increased |
| 8. | AAC | 40 | 72 | 32 | Increased |
| 9. | BAZ | 74 | 75 | 1 | Increased |
| 10. | BO | 57 | 74 | 17 | Increased |
| 11. | DN | 56 | 72 | 16 | Increased |
| 12. | DA | 60 | 73 | 7 | Increased |
| 13. | FAAK | 46 | 82 | 36 | Increased |
| 14. | GAZ | 60 | 70 | 10 | Increased |
| 15. | IB | 34 | 64 | 30 | Increased |
| 16. | JZH | 60 | 61 | 1 | Increased |
| 17. | KC | 40 | 80 | 40 | Increased |
| 18. | LH | 52 | 80 | 28 | Increased |

| No | Name | Post-test 1 score | Post-test II score | Increasing | Explanation |
|----------------|------|-------------------|--------------------|------------|-------------|
| 19. | MDP | 70 | 71 | 1 | Increased |
| 20. | MFP | 57 | 67 | 10 | Increased |
| 21. | MMD | 40 | 59 | 8 | Increased |
| 22. | RSF | 49 | 78 | 29 | Increased |
| 23. | RAJ | 56 | 78 | 7 | Increased |
| 24. | RHP | 57 | 88 | 15 | Increased |
| 25. | RP | 56 | 60 | 4 | Increased |
| 26. | RHP | 38 | 73 | 35 | Increased |
| 27. | ZA | 50 | 85 | 35 | Increased |
| 28. | RROK | 70 | 74 | 4 | Increased |
| 29. | FAN | 40 | 80 | 14 | Increased |
| Total | | 1620 | 2130 | 572 | |
| Average | | 55.86 | 71.44 | | |

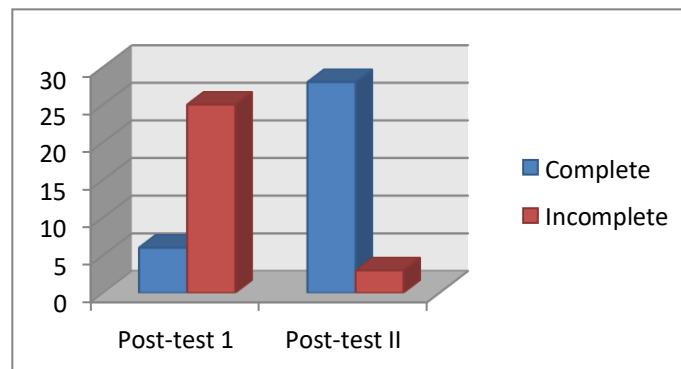


Figure 11
The Comparison of Student's Post-test 1 Score in Cycle I and Post-test II Score in Cycle II

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 52. The average score obtained in

cycle II was 71.44. While the percentage of student success in the post-test II score was 90% or 24 students were declared to have passed the Minimum Standard Competence (MSC) and 10% or 5 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 prompt media can improve students' skill to write descriptive text.

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 10
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. | 59 | 70 | 78 |
| 2. | 40 | 49 | 52 |
| 3. | 45 | 60 | 83 |
| 4. | 34 | 58 | 71 |
| 5. | 40 | 70 | 72 |
| 6. | 52 | 57 | 60 |
| 7. | 38 | 57 | 82 |
| 8. | 39 | 40 | 52 |
| 9. | 71 | 74 | 80 |
| 10. | 49 | 57 | 72 |
| 11. | 46 | 56 | 75 |
| 12. | 38 | 60 | 74 |
| 13. | 41 | 34 | 72 |
| 14. | 37 | 60 | 73 |
| 15. | 34 | 40 | 82 |
| 16. | 34 | 52 | 70 |
| 17. | 39 | 70 | 64 |
| 18. | 32 | 57 | 61 |
| 19. | 70 | 70 | 80 |
| 20. | 40 | 57 | 80 |
| 21. | 34 | 40 | 59 |
| 22. | 43 | 49 | 78 |
| 23. | 34 | 56 | 78 |
| 24. | 34 | 57 | 88 |
| 25. | 52 | 56 | 60 |

| No | Score | | |
|----------------------------|--------------|--------------|--------------|
| | Pre-Test | Post-Test 1 | Post-Test II |
| 26. | 34 | 53 | 73 |
| 27. | 46 | 50 | 85 |
| 28. | 70 | 61 | 74 |
| 29. | 70 | 70 | 80 |
| Total | 1295 | 1620 | 2130 |
| Average | 44.82 | 55.86 | 71.44 |
| Complete | 4 | 5 | 24 |
| Comparison of Total | 29 | 29 | 29 |

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:

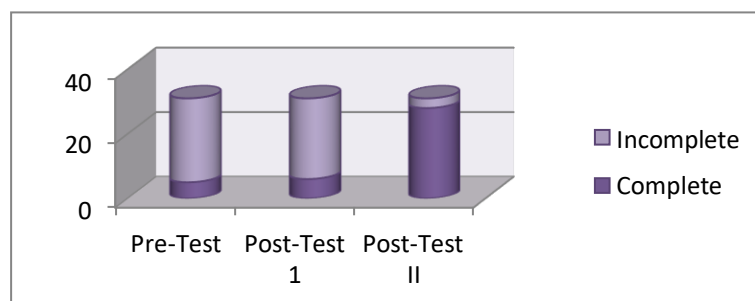


Figure 12
Comparison of Writing Descriptive Text Scores in Pre-Test, Post-Test I in Cycle I and Post-Test II in Cycle II

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 9
Table of Student's Activities in
Cycle I and Cycle II

| No | Students' Activities | Cycle I | | Cycle II | | Increasing |
|----|--------------------------------------|---------|------------|----------|------------|------------|
| | | F | Percentage | F | Percentage | |
| 1. | Pay attention of teacher explanation | 25 | 80% | 28 | 90% | 10% |
| 2. | The students' ask/answer question | 15 | 48% | 22 | 70% | 22% |
| 3. | The students' able do the task | 22 | 70% | 25 | 80% | 10% |
| 4. | The students' active in the class | 24 | 77% | 27 | 87% | 10% |

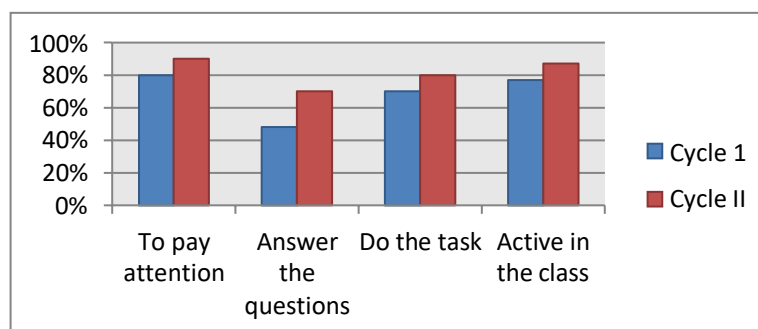


Figure 13

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

a. The students 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 students 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 22 % growth.

c. The students are able to 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 students are 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 prompt 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 prompt media can improve students' skill to write descriptive text. There was an improve in the average score from 44.65 to 55.86 and 71.44.

From the graph 11 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 44.65 and only 4 students or 13% passed.

In addition, in post-test 1 there were 5 students or (20%) who passed with student indicator scores > 70 with an average of 55.86 and in post-test II 24 of students or (82%) passed with passing indicators reached a value of > 70 and an average of 71.44. 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 choose picture prompt 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 prompt media. Therefore, picture prompt 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 prompt media can improve students' skill to write descriptive text. There was an improve in students who score >70 from pre-test 13% or 4 students, post-test I 20% or 5 students and post-test II to 90% or 24 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 prompt 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.

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 44.65 in post-test I was 55.88 and post-test II was 71.44.

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 prompt can improve the skill to write descriptive texts in seventh grade students of SMP Negeri 2 Metro in the 2023/2024 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 Students

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 Teachers

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 Headmasters

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

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APPENDIXES

| | |
|---|--|
| A. Appendix I Syllabus..... | |
| B. Appendix II Lesson Plan..... | |
| C. Appendix III Observation Sheet..... | |
| D. Appendix IV Documentation..... | |

Appendix I Syllabus

SYLABUS

School : SMP Negeri 2 Metro

Subject: English

Class/Semester :VII/II

Time Allocation : 2 x 40 Minutes

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

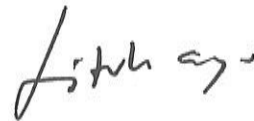
| Basic Competence | | Main Material and Learning materials | Learning Activities | Indicator | Learning Resources |
|------------------|--|--|--|--|---|
| 3.7 | compare social functions, text structures, and linguistic elements of several spoken and written descriptive texts by giving and asking for information related to descriptions of people, animals, and objects very short and simple, according to the context of their use | <p>social function</p> <ul style="list-style-type: none"> -Describe, introduce, praise, identify, criticize <p>Text structure</p> <p>1.May include:</p> <ul style="list-style-type: none"> - identification (whole name and part) -characteristics that characterize it -functions, behaviors, benefits, actions, habits that characterize the person, animal or object being discussed. <p>2. Linguistic elements</p> <ul style="list-style-type: none"> -Declarative sentences (positive and negative), and interrogative (Yes/No question; | <ul style="list-style-type: none"> -Read some descriptive texts about the school including objects and animals accompanied by interesting photos or pictures - Ask about related information in the text - Observing objects/animals/people that are very familiar, collecting data on the number, nature, behavior, etc. - Reflect on the process and learning outcomes | <ul style="list-style-type: none"> - Social and spiritual attitudes: observation -Knowledge -Skills | <p>https://pin.it/4kBHA77</p> <p>https://pin.it/1MCDVCJ</p> |

| | | | | | |
|-----|---|---|--|--|--|
| 4.7 | Text Descriptive | Wh-question), in simple present tense | | | |
| | <p>4.7.1 Capturing meaning contextually related to social functions, text structure, and linguistic elements of spoken and written descriptive texts, very short and simple, related to people, animals, and objects</p> <p>4.7.2 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,</p> | <p>-Singular and plural nouns with or without a, the, this, those, my, their, etc. -Speech, word stress, intonation, spelling, punctuation, and handwriting</p> <p>Topic -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</p> | | | |

| | | | | | |
|--|-----------------------------|--|--|--|--|
| | correctly and in context | | | | |
|--|-----------------------------|--|--|--|--|

Collaborator

Researcher



BAINAH, S.Pd
NIP.197401202005012007

LULU SETA LITUHAYU SUSANTO
NPM.1901052021

Appendix II Lesson Plan

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.

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:

- 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).

c. 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

1. Media: Picture
2. Tool: Whiteboard and markers
3. 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
 - 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

Her full name is Taylor Alison Swift. She was born on December 13, 1989 in Pennsylvania USA. She is a beautiful woman. She has blue eyes and pointed nose. She is a popular singer especially in country music.

- 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

| Writing Performance | Score | Criteria | Details |
|----------------------------|--------------|-----------------|---|
| 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 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 work/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 enough to evaluate. |
| Syntax | 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

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

Metro, 14..... November..... 2023

Collaborator

The Researcher



BAINAH, S.Pd
NIP.197401202005012007



LULU SETA LITUHAYU SUSANTO
NPM.1901052021

LESSON PLAN

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

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 - 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

Borobudur Temple

Borobudur located in Magelang, Central Java, Indonesia. It is a famous nineteenth century mahayana Buddhist temple.

The monument consist of six square, nine stacked platforms and 3 circulars, topped by central dom. The temple is beautiful with 2,672 relief panels and 504 Buddha statues. The central dome is circled by 72 budha statues, each seated inside a perforated stupa. It is the world's largest Buddhist temple in the world.

- 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.
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3. Closing

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| | | | |
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| | 2 | Poor | No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate |

Score material

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

Collaborator

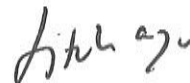


BAINAH, S.Pd

NIP.197401202005012007

Metro... *14 November* 2023

The Researcher



LULU SETA LITUHAYU SUSANTO

NPM.1901052021

Appendix III Observation Sheet

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

| No | Name | Cont | Org | Voc | Syn | Mech | Score | Note |
|---------------------|------|------|-----|-----|-----|------|--------------|--------|
| 1. | ANE | 17 | 14 | 13 | 11 | 4 | 59 | Failed |
| 2. | AAS | 13 | 7 | 10 | 6 | 7 | 40 | Failed |
| 3. | AAA | 12 | 9 | 10 | 12 | 2 | 45 | Failed |
| 4. | ARH | 13 | 7 | 7 | 5 | 2 | 34 | Failed |
| 5. | AKA | 13 | 7 | 10 | 6 | 4 | 40 | Failed |
| 6. | AMH | 16 | 16 | 10 | 5 | 2 | 52 | Failed |
| 7. | AN | 13 | 10 | 7 | 5 | 3 | 38 | Failed |
| 8. | AAC | 15 | 8 | 9 | 15 | 2 | 39 | Failed |
| 9. | BAZ | 20 | 15 | 17 | 15 | 4 | 71 | Passed |
| 10. | BO | 13 | 14 | 14 | 5 | 3 | 49 | Failed |
| 11. | DN | 13 | 9 | 10 | 12 | 2 | 46 | Failed |
| 12. | DA | 13 | 9 | 9 | 5 | 2 | 38 | Failed |
| 13. | FAAK | 14 | 10 | 9 | 6 | 2 | 41 | Failed |
| 14. | GMA | 13 | 9 | 7 | 5 | 3 | 37 | Failed |
| 15. | IB | 13 | 7 | 7 | 5 | 2 | 34 | Failed |
| 16. | JZA | 13 | 7 | 7 | 5 | 2 | 34 | Failed |
| 17. | KC | 15 | 8 | 9 | 5 | 2 | 39 | Failed |
| 18. | LH | 13 | 5 | 7 | 5 | 2 | 32 | Failed |
| 19. | MDP | 21 | 15 | 14 | 15 | 5 | 70 | Passed |
| 20. | MFP | 14 | 9 | 9 | 6 | 2 | 40 | Failed |
| 21. | MMD | 13 | 7 | 7 | 5 | 2 | 34 | Failed |
| 22. | RSF | 13 | 7 | 10 | 6 | 7 | 43 | Failed |
| 23. | RAJ | 13 | 7 | 7 | 5 | 2 | 34 | Failed |
| 24. | RHP | 13 | 7 | 7 | 5 | 2 | 34 | Failed |
| 25. | SKA | 16 | 12 | 11 | 11 | 2 | 52 | Failed |
| 26. | ZA | 13 | 7 | 7 | 5 | 2 | 34 | Failed |
| 27. | RROK | 14 | 10 | 9 | 11 | 2 | 46 | Failed |
| 28. | FAN | 20 | 18 | 18 | 11 | 3 | 70 | Passed |
| 29. | RAR | 21 | 14 | 13 | 17 | 5 | 70 | Passed |
| High Score | | | | | | | 71 | |
| Lowest Score | | | | | | | 32 | |
| Average | | | | | | | 44.65 | |

Collaborator



BAINAH, S.Pd

NIP.197401202005012007

Reseacher



LULU SETA LITUHAYU SUSANTO

NPM.1901052021

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

| No | Name | Cont | Org | Voc | Syn | Mech | Score | Note |
|---------------------|------|------|-----|-----|-----|------|--------------|--------|
| 1. | ANE | 20 | 18 | 18 | 11 | 3 | 70 | Passed |
| 2. | AAS | 13 | 14 | 14 | 5 | 3 | 49 | Failed |
| 3. | AAA | 13 | 15 | 18 | 9 | 5 | 60 | Failed |
| 4. | ARH | 13 | 18 | 18 | 8 | 4 | 61 | Failed |
| 5. | AKA | 20 | 18 | 18 | 11 | 3 | 70 | Passed |
| 6. | AMH | 16 | 12 | 13 | 13 | 3 | 57 | Failed |
| 7. | AN | 13 | 16 | 13 | 11 | 4 | 57 | Failed |
| 8. | AAC | 13 | 7 | 10 | 6 | 7 | 40 | Failed |
| 9. | BAZ | 21 | 17 | 15 | 19 | 2 | 74 | Passed |
| 10. | BO | 20 | 11 | 13 | 11 | 2 | 57 | Failed |
| 11. | DN | 17 | 14 | 10 | 11 | 4 | 56 | Failed |
| 12. | DA | 21 | 12 | 12 | 13 | 2 | 60 | Failed |
| 13. | FAAK | 18 | 13 | 9 | 17 | 2 | 59 | Failed |
| 14. | GMA | 17 | 14 | 14 | 11 | 4 | 60 | Failed |
| 15. | IB | 17 | 14 | 10 | 11 | 4 | 56 | Passed |
| 16. | JZH | 16 | 13 | 18 | 9 | 4 | 60 | Failed |
| 17. | KC | 13 | 7 | 10 | 6 | 4 | 40 | Failed |
| 18. | LH | 16 | 12 | 11 | 11 | 2 | 52 | Failed |
| 19. | MDP | 21 | 13 | 17 | 17 | 2 | 70 | Passed |
| 20. | MFP | 13 | 16 | 13 | 11 | 4 | 57 | Failed |
| 21. | MMD | 13 | 7 | 10 | 6 | 4 | 40 | Failed |
| 22. | RSF | 13 | 14 | 14 | 5 | 3 | 49 | Failed |
| 23. | RAJ | 13 | 7 | 10 | 6 | 4 | 40 | Failed |
| 24. | RHP | 13 | 16 | 13 | 11 | 4 | 57 | Failed |
| 25. | SKA | 16 | 14 | 12 | 12 | 2 | 56 | Failed |
| 26. | ZA | 17 | 13 | 10 | 11 | 2 | 53 | Failed |
| 27. | RROK | 17 | 10 | 10 | 11 | 2 | 50 | Failed |
| 28. | FAN | 20 | 16 | 13 | 11 | 4 | 40 | Failed |
| 29. | RAR | 21 | 13 | 13 | 20 | 3 | 70 | Passed |
| High Score | | | | | | | 74 | |
| Lowest Score | | | | | | | 40 | |
| Average | | | | | | | 55.86 | |

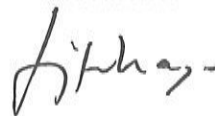
Collaborator



BAINAH, S.Pd

NIP.197401202005012007

Researcher



LULU SETA LITUHAYU SUSANTO

NPM.1901052021

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

| No | Name | Cont | Org | Voc | Syn | Mech | Score | Note |
|---------------------|------|------|-----|-----|-----|------|--------------|--------|
| 1. | ANE | 21 | 17 | 17 | 20 | 3 | 78 | Passed |
| 2. | AAS | 16 | 12 | 11 | 11 | 2 | 52 | Failed |
| 3. | AAA | 25 | 17 | 17 | 21 | 3 | 83 | Passed |
| 4. | ARH | 21 | 18 | 14 | 15 | 4 | 71 | Passed |
| 5. | AKA | 20 | 18 | 15 | 15 | 4 | 72 | Passed |
| 6. | AMH | 17 | 14 | 14 | 11 | 4 | 60 | Failed |
| 7. | AN | 25 | 17 | 17 | 20 | 3 | 80 | Passed |
| 8. | AC | 16 | 12 | 11 | 11 | 2 | 72 | Passed |
| 9. | BAZ | 25 | 17 | 17 | 18 | 3 | 75 | Failed |
| 10. | BO | 22 | 14 | 15 | 18 | 3 | 74 | Passed |
| 11. | DN | 23 | 15 | 17 | 18 | 3 | 72 | Passed |
| 12. | DA | 21 | 17 | 15 | 18 | 3 | 73 | Passed |
| 13. | FAAK | 22 | 17 | 14 | 15 | 4 | 82 | Passed |
| 14. | GMA | 25 | 14 | 13 | 18 | 3 | 73 | Passed |
| 15. | IB | 25 | 19 | 16 | 18 | 4 | 82 | Passed |
| 16. | JZH | 25 | 15 | 14 | 13 | 3 | 70 | Passed |
| 17. | KC | 17 | 15 | 13 | 16 | 3 | 64 | Failed |
| 18. | LH | 13 | 18 | 18 | 8 | 4 | 61 | Passed |
| 19. | MDP | 22 | 19 | 17 | 18 | 4 | 80 | Passed |
| 20. | MFP | 25 | 17 | 17 | 18 | 3 | 80 | Passed |
| 21. | MMD | 18 | 12 | 11 | 14 | 4 | 71 | Passed |
| 22. | RSF | 16 | 12 | 11 | 11 | 2 | 67 | Passed |
| 23. | RAJ | 22 | 17 | 18 | 18 | 3 | 78 | Passed |
| 24. | RHP | 23 | 19 | 19 | 18 | 3 | 88 | Passed |
| 25. | SKA | 18 | 10 | 14 | 8 | 4 | 60 | Failed |
| 26. | ZA | 20 | 18 | 16 | 15 | 4 | 73 | Passed |
| 27. | RROK | 23 | 20 | 19 | 18 | 5 | 85 | Passed |
| 28. | FAN | 22 | 17 | 14 | 18 | 3 | 74 | Passed |
| 29. | RAR | 22 | 19 | 18 | 17 | 4 | 80 | Passed |
| High Score | | | | | | | 88 | |
| Lowest Score | | | | | | | 52 | |
| Average | | | | | | | 71.44 | |

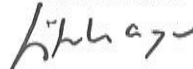
Collaborator



BAINAH, S.Pd

NIP.197401202005012007

Researcher



LULU SETA LITUHAYU SUSANTO

NPM.1901052021

OBSERVATION SHEET OF STUDENTS

CYCLE 1

Class/Semester : VII/II
 School : SMP Negeri 2 Metro
 Date :

| No | Name | Activity | | | | Total Score |
|-----|------|---------------|-------------------------|-------------------------------|----------------------------------|-------------|
| | | Pay attention | Ask/answer the question | The students able do the task | The students active in the class | |
| 1. | ANE | - | √ | √ | √ | 3 |
| 2. | AAS | √ | √ | √ | √ | 4 |
| 3. | AAA | - | √ | √ | √ | 3 |
| 4. | ARH | √ | √ | √ | √ | 4 |
| 5. | AK | √ | √ | √ | √ | 4 |
| 6. | AMH | √ | √ | √ | √ | 4 |
| 7. | AN | √ | - | √ | √ | 3 |
| 8. | AAC | √ | √ | | √ | 3 |
| 9. | BAZ | √ | √ | √ | √ | 4 |
| 10. | BO | - | √ | √ | √ | 3 |
| 11. | DN | √ | √ | √ | √ | 4 |
| 12. | DA | - | √ | √ | √ | 3 |
| 13. | FAAK | √ | √ | √ | √ | 4 |
| 14. | GMZ | - | √ | √ | √ | 3 |
| 15. | IB | √ | √ | √ | - | 3 |
| 16. | JZH | √ | - | √ | - | 2 |
| 17. | KC | √ | - | √ | - | 2 |
| 18. | LH | - | √ | √ | √ | 3 |
| 19. | MDP | √ | √ | √ | √ | 4 |
| 20. | MFP | - | √ | √ | √ | 3 |
| 21. | MMD | √ | √ | √ | √ | 4 |
| 22. | RSF | √ | √ | √ | √ | 4 |
| 23. | RAJ | √ | √ | √ | √ | 4 |
| 24. | RHP | √ | √ | √ | √ | 4 |
| 25. | SKA | √ | √ | √ | √ | 4 |
| 26. | ZA | √ | √ | √ | √ | 4 |

| | | | | | | |
|--------------------|------|-----|------|------|------|---|
| 27. | RROK | - | √ | √ | √ | 3 |
| 28 | FAN | √ | - | √ | √ | 3 |
| 29 | RAR | √ | - | √ | | 2 |
| Total | | 21 | 24 | 28 | 25 | |
| Percentages | | 72% | 82 % | 96 % | 86 % | |

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

Collaborator

Researcher



BAINAH, S.Pd
NIP.197401202005012007



LULU SETA LITUHAYU SUSANTO
NPM.1901052021

**OBSERVATION SHEET OF STUDENTS
CYCLE II**

Class/Semester : VII/II
 School : SMP Negeri 2 Metro
 Date :

| No | Name | Activity | | | | Total Score |
|-----|------|---------------|-------------------------|-------------------------------|----------------------------------|-------------|
| | | Pay attention | Ask/answer the question | The students able do the task | The students active in the class | |
| 1. | ANE | √ | √ | √ | √ | 4 |
| 2. | AAS | √ | √ | √ | √ | 4 |
| 3. | AAA | √ | √ | √ | √ | 4 |
| 4. | ARH | √ | √ | √ | √ | 4 |
| 5. | AK | √ | √ | √ | √ | 4 |
| 6. | AMH | √ | √ | - | √ | 3 |
| 7. | AN | - | √ | √ | √ | 3 |
| 8. | AAC | √ | √ | √ | √ | 4 |
| 9. | BAZ | - | √ | √ | √ | 3 |
| 10. | BO | √ | √ | √ | √ | 4 |
| 11. | DN | √ | √ | √ | √ | 4 |
| 12. | DA | √ | √ | √ | √ | 4 |
| 13. | FAAK | √ | √ | √ | √ | 4 |
| 14. | GMZ | √ | √ | √ | √ | 4 |
| 15. | IB | √ | √ | √ | √ | 4 |
| 16. | JZH | √ | √ | √ | √ | 4 |
| 17. | KC | √ | √ | √ | √ | 4 |
| 18. | LH | √ | √ | √ | √ | 4 |
| 19. | MDP | √ | √ | √ | - | 3 |
| 20. | MFP | √ | √ | √ | √ | 4 |
| 21. | MMD | √ | √ | - | √ | 3 |
| 22. | RSF | √ | √ | √ | √ | 3 |
| 23. | RAJ | √ | √ | √ | - | 3 |
| 24. | RHP | √ | √ | √ | - | 3 |
| 25. | SKA | √ | √ | - | √ | 3 |

| | | | | | | |
|--------------------|------|-----|------|------|------|---|
| 26. | ZA | √ | √ | √ | √ | 4 |
| 27. | RROK | √ | √ | √ | - | 3 |
| 28. | FAN | √ | - | √ | √ | 3 |
| 29. | RAR | √ | √ | - | √ | 3 |
| Total | | 27 | 27 | 25 | 25 | |
| Percentages | | 93% | 93 % | 86 % | 86 % | |

Note:

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

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

P = Percentages

I = Indicator

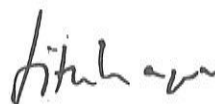
n = Total of Students

Collaborator

Researcher



BAINAH, S.Pd
NIP.197401202005012007



LULU SETA LITUHAYU SUSANTO
NPM.1901052021

FIELD NOTE IN CYCLE 1

| Date | Meeting | Activities |
|--------------------------------------|----------------------------|---|
| November 13 th 2023 | 1 st Meeting | <ol style="list-style-type: none"> 1. Give pre-test for the student's. 2. Most of the student's did lest confusedly. 3. The teacher give the material descriptive text about person. 4. Some of the students are noisy with their friends. |
| November 14 th 2023 | 2 nd Meeting | <ol style="list-style-type: none"> 1. The teacher gives the material about animal. 2. So many students who were noisy didn't give pay attention by the teacher explanation. 3. Some student's didn't understand about the material. 4. The teacher dominated in giving and answer question. |
| November 13 th 2023 | 3 rd Meeting | <ol style="list-style-type: none"> 1. Give post-test 1 to the students. 2. Some students passed the minimum standard criteria. 3. Make reflection to students and made evaluation for the teaching learning process. |

Metro, November 2023

Collaborator

Researcher



BAINAH, S.Pd
NIP.197401202005012007



LULU SETA LITUHAYU SUSANTO
NPM.1901052021

FIELD NOTE IN CYCLE II


| Date | Meeting | Activities |
|--------------------------------|-------------------------|---|
| November 20 th 2023 | 1 st Meeting | <ol style="list-style-type: none">1. Explain the material about tourism place.2. The students give more attention for the teacher.3. The students able to do task in learning process as the treatment. |
| November 21 st 2023 | 2 nd Meeting | <ol style="list-style-type: none">1. The teacher give post-test II after giving treatment.2. Most of students doing the task correctly. <p>Most of students passed the minimum standard criteria.</p> |

Collaborator

Metro, November 2023
Researcher



BAINAH, S.Pd
NIP.197401202005012007



LULU SETA LITUHAYU SUSANTO
NPM.1901052021

**OBSERVATION SHEET OF TEACHER ACTIVITY
CYCLE 1**

Class : VII
 School : SMP Negeri 2 Metro
 Date :

| Teacher Activity | 3 | 2 | 1 |
|--|---|---|---|
| 1. Pre-test | | | |
| a. Prepare the lesson plan | √ | | |
| b. Prepare the media that will be used | | √ | |
| c. Ability in opening the learning process | √ | | |
| 2. While Teaching | | | |
| 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 | | √ | |
| 3. Post Teaching | | | |
| a. Conclude the result learning | √ | | |
| b. Close the learning activity | | √ | |
| TOTAL | 6 | 4 | |

Note:

Tick (√) for each positive activity

3 = Good

2 = Enough

1 = Bad

Collaborator



BAINAH, S.Pd

NIP.197401202005012007

Metro, 14.....November 2023

Researcher



LULU SETA LITUHAYU SUSANTO

NPM.1901052021

**OBSERVATION SHEET OF TEACHER ACTIVITY
CYCLE II**

Class : VII
 School : SMP Negeri 2 Metro
 Date :

| Teacher Activity | 3 | 2 | 1 |
|--|---|---|---|
| 4. Pre-test | | | |
| a. Prepare the lesson plan | √ | | |
| b. Prepare the media that will be used | √ | | |
| c. Ability in opening the learning process | √ | | |
| 5. While Teaching | | | |
| 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 | √ | | |
| 6. Post Teaching | | | |
| a. Conclude the result learning | √ | | |
| b. Close the learning activity | | √ | |
| TOTAL | 8 | 2 | |

Note:

Tick (√) for each positive activity

3 = Good

2 = Enough

1 = Bad

Collaborator



BAINAH, S.Pd
 NIP.197401202005012007

Metro, 14 November 2023

Researcher



LULU SETA LITUHAYU SUSANTO
 NPM.1901052021

Name : Adiba Naqiyya El-Nuho

C=17
O=14
U=13
S=11
M=4

59

Instrument of Pre-Test

Directions:

1. Write a descriptive text about your family !
2. Your text should be about one of followings :
 - A. Parents
Your mother's / father's hobbies, names, occupation, character.
 - B. Siblings
Your brother's / sister's names, education, routines, attitudes.
 - C. House
Family vacation

Worksheet

My Family Vacation at Semarang City

My Father, my mother, my brother sister, my little sister, an M. vacation at Semarang city. We vacation at Semarang city because any something. My brother sister passed SNBT at Diponegoro's university, Semarang. We live in Hotel Bintang Lima. The place is pleasant.

Nama = Muhammad Fachry Pramana

40

C = 14
O = 9
V = 9
S = 6
M = 2

Instrument of Pre-Test

Directions:

1. Write a descriptive text about your family !
2. Your text should be about one of followings :
 - A. Parents
Your mother's / father's hobbies, names, occupation, character.
 - B. Siblings
Your brother's / sister's names, education, routines, attitudes.
 - C. House
Family vacation

Worksheet

MY FAMILY

MY Father Name is Andri Pramono, MY Father
Job is Farmer, MY Father hobbies is Farmer,
MY Father are Friendly. MY Mother Name is
LITA Anggraeni, MY Mother job is Nurse, MY
Mother hobbies is Cooking, MY Mother are
Friendly.

Nama : Annisa nurasyfa

C : 13
O : 10
V : 7
S : 45
M : 3

38

Instrument of Pre-Test

Directions:

1. Write a descriptive text about your family !
2. Your text should be about one of followings :
 - A. Parents
Your mother's / father's hobbies, names, occupation, character.
 - B. Siblings
Your brother's / sister's names, education, routines, attitudes.
 - C. House
Family vacation

Worksheet

Capitel
Lotto

about my little brother

my little brother name's is dpat akbar. my little brother
eighth age. my little brother still elementary school.
my little brother he is like playplay ?
he likes play

Eight
he is eight
years old.

Nama = Fakhira Azaria Nadhifa

C: 15
O: 18
V: 18
S: 7
M: 3

61

Instrument of Pre-Test

Directions:

1. Write a descriptive text about your family !
2. Your text should be about one of followings :
 - A. Parents
Your mother's / father's hobbies, names, occupation, character.
 - B. Siblings
Your brother's / sister's names, education, routines, attitudes.
 - C. House
Family vacation

Worksheet

My brother and sister

B.

My name is fakhira Azaria Nadhifa. I have one brother and one sister. My sister name is Afifa and my brother name is Razka. routines my sister and my brother is playing. my brother and my sister has good attitudes. my sister elementary school

My sister is student of elementary school at Metro.

Name - Ajeng Ayu Angraini

45

C=12
O=9
V=10
S=12
M=2

Instrument of Pre-Test

Directions:

1. Write a descriptive text about your family !
2. Your text should be about one of followings :
 - A. Parents
Your mother's / father's hobbies, names, occupation, character.
 - B. Siblings
Your brother's / sister's names, education, routines, attitudes.
 - C. House
Family vacation

Worksheet

C. Vacation with Family

On Saturday, I am with family at the way kambas for see elephant. I am and family surround in way kambas. After surround I am with my big sister and my little brother go for buy food elephant and animal any more.

Instrument of Post-test 1

Direction:

1. Write your name on your answer sheet!
2. You may not cheat with your friends!
3. Who was the first to introduce a hobby ?
4. When did you do that hobby ?
5. What does it take to do the hobby?



(1) FISHING



(2) DRAWING



(3) READING



(4) COOKING

Worksheet

Name : Adiba Naqiyya Ei-Nuha

cute

67

smile ☺

C=20
O=18
V=18
S=8
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. Who was the first to introduce a hobby ?
4. When did you do that hobby ?
5. What does it take to do the hobby?



(1) FISHING



(2) DRAWING



(3) READING



(4) COOKING

Worksheet

My Hobby is Singing

The first person to introduce a hobby is my father.
I do that hobby when I tired or bored. I take to do
the hobby "speaker or handphone. I like this hobby,
singing is my take a breath! ☺ ☺

NAME : Latifa Hummayroh

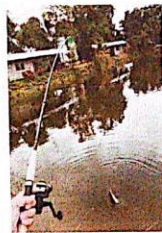
52

C=16
O=12
V=11
S=11
M=2

Instrument of Post-test 1

Direction:

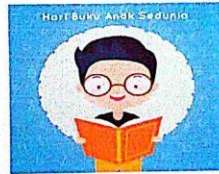
1. Write your name on your answer sheet!
2. You may not cheat with your friends!
3. Who was the first to introduce a hobby ?
4. When did you do that hobby ?
5. What does it take to do the hobby?



(1) FISHING



(2) DRAWING



(3) READING



(4) COOKING

Worksheet

My Hobby is Drawing

- The first person to introduce a hobby is my little sister
- I do that hobby when feel confused spend my times
- I take to do the hobby drawing book, pastel oil / Crayon. pencil and eraser.

NAMA: Muhammad FACHRIP
CLASS: VIII 8

C : 13
O : 16
V : 13
S : 11
M : 4

57

Instrument of Post-test 1

Direction:

1. Write your name on your answer sheet!
2. You may not cheat with your friends!
3. Who was the first to introduce a hobby ?
4. When did you do that hobby ?
5. What does it take to do the hobby?



(1) FISHING



(2) DRAWING



(3) READING



(4) COOKING

Worksheet

My hobby is Run

3. The first person to introduce a hobby is my friend

4. I do that hobby when I was bored

5. I take to do the hobby setyr shoes

Nama : Desi Nuraini

C : 17
O : 14
V : 10
S : 11
M : 4

Instrument of Post-test 1

Direction:

1. Write your name on your answer sheet!
2. You may not cheat with your friends!
3. Who was the first to introduce a hobby ?
4. When did you do that hobby ?
5. What does it take to do the hobby?

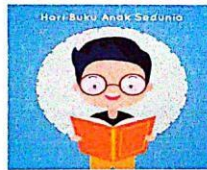
56



(1) FISHING



(2) DRAWING



(3) READING



(4) COOKING

Worksheet

My hobby is badminton

The first person to introduce a hobby is my father. I do that hobby when I feel confused spend my time. I take to do the hobby racket, cook, warmup, drink, sport clothes, shoes sport

name : ghaitsa _____

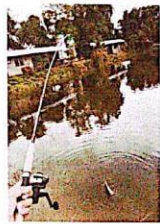
C = 17
O = 14
V = 14
S = 11
M = 4



Instrument of Post-test 1

Direction:

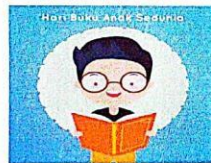
1. Write your name on your answer sheet!
2. You may not cheat with your friends!
3. Who was the first to introduce a hobby ?
4. When did you do that hobby ?
5. What does it take to do the hobby?



(1) FISHING



(2) DRAWING



(3) READING



(4) COOKING

Worksheet

My hobby is cooking

- The first person to introduce a hobby is my grand mother
- I do that hobby when I feel confused spend my times
- I take to do the hobby with Servelagrapions to the cooking

Name : Adiba Naqiyya Ei-Nuha

78

C = 21
O = 17
V = 17
S = 20
M = 3

Instrument of Post-test II

Direction:

1. Write your name on your answer sheet!
2. You may not cheat with your friends!



What is the name of the man in the picture?
Who is he?
Have you ever met him?
Does he look impressive?
Have you ever asked for a photo with him?



Have you ever seen this place?
What is the name of that place?
Where is that place located?
Have you ever been there with your family?
What do you do when you go to that place?

Worksheet

Mr. Joko Widodo

His name is Joko Widodo. He is the 7th president of Indonesia. I've never met him, but I have seen him in Metro City. He looks impressive. He is very friendly. Many young children wanted to meet him, even parents too. I've never asked for a photo with him, because I've never met him in person. If Mr. Jokowi comes, someone will definitely shout, "Mr. Jokowi, ask for a bicycle!" Ha ha ha.

Name = Jesika Zulistika H.

70

C=25
O=15
V=14
S=13
M=3

Instrument of Post-test II

Direction:

1. Write your name on your answer sheet!
2. You may not cheat with your friends!



What is the name of the man in the picture ?
Who is he ?
Have you ever met him ?
Does he look impressive ?
Have you ever asked for a photo with him ?



Have you ever seen this place ?
What is the name of that place ?
Where is that place located ?
Have you ever been there with your family ?
What do you do when you go to that place ?

Worksheet

President of Indonesia

the man in this photo is called Jokowi, he is the 7th President of Indonesia. He lives in the Bogor Palace at the moment I have never met him. He looks very dashing and handsome, and he is very friendly to everyone. I really want to meet him. Many people like him because of his kind, friendly, and funny attitude. In 2024 he will no longer be President. When he is no longer President, he will return to Solo, where he came from, as an ordinary person and will be replaced by a new President.

Nama : Desi Nuraini

75

C = 23

O = 15

V = 17

S = 18

M = 2

Instrument of Post-test II

Direction:

1. Write your name on your answer sheet!
2. You may not cheat with your friends!



What is the name of the man in the picture ?
Who is he ?
Have you ever met him ?
Does he look impressive ?
Have you ever asked for a photo with him ?



Have you ever seen this place ?
What is the name of that place ?
Where is that place located ?
Have you ever been there with your family ?
What do you do when you go to that place ?

Worksheet

President of the Republic of Indonesia

- ♥ He is a President name sir Joko Widodo
- ♥ He is a President of the Republic of Indonesia
- ♥ I'm have never met him, but I'm often see him on television and on my cellphone
- ♥ He is a very impressive person and strict towards his duties, he is an inspiration for me to have a good attitude like him
- ♥ I'm have never asked him for a photo, because I'm have never met him so how can I'm ask for a photo with him

NAME : Latifa Hummayroh

(6)

C=13
O=18
V=18
S=8
M=4

Instrument of Post-test II

Direction:

1. Write your name on your answer sheet!
2. You may not cheat with your friends!



What is the name of the man in the picture ?
Who is he ?
Have you ever met him ?
Does he look impressive ?
Have you ever asked for a photo with him ?



Have you ever seen this place ?
What is the name of that place ?
Where is that place located ?
Have you ever been there with your family ?
What do you do when you go to that place ?

Worksheet

Merdeka Park

The place is called Merdeka Park. The address is in Jl Nasution, Metro Lampung City. I have been ever go there with my family at there I just walked around and saw the beauty of the atmosphere there.

Appendix IV Documentation

DOCUMENTATION

The First Meeting Pre-test on Monday, November 13th 2023 at 07.00-08.50 PM



The First Meeting, Treatment Cycle 1 on Tuesday, 14th November 2023 at 07.00-08.50PM



**The Third Meeting, Post-Test 1 in Cycle 1 on
Thursday, November 16th 2023 on 12.45-14.05PM**



**The Fourth Meeting, Treatment Cycle II on
Monday 20th November 2023 at 07.00-08.50PM**



**The Fifth Post-Test II in Cycle II on
, November 16th 2023 at 07.00-08.50 PM**



CURRICULUM VITAE



Her name of writer is Lulu Seta Lituhayu Susanto. She was born in Bandar Lampung, on July 31st, 2001. She is the first child of Mr. Susanto and Mrs. Susilowati. She live in Seputih Mataram, Central Lampung. She was study at SDN 2 Seputih Raman on 2007-2013. She continued her study at SMP N 1 Seputih Raman on 2013-2016. She continued her study at SMA N 1 Kotagajah on 2016-2019. 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.