

AN UNDERGRADUATE THESIS

**IMPROVING STUDENTS' WRITING ABILITY BY USING
PICTURES MEDIA AT THE EIGHTH GRADE OF MTS AL
HIKMAH
SEPUTIH RAMAN**

By:

**ULVATUL KARIMAH
NPM. 2001050033**



**TARBIYAH AND TEACHER TRAINING FACULTY
ENGLISH EDUCATION DEPARTEMENT**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1445 H /2024 M**

**IMPROVING STUDENTS' WRITING ABILITY BY USING
PICTURES MEDIA AT THE EIGHTH GRADE OF MTS AL
HIKMAH
SEPUTIH RAMAN**

Presented as a Partial Fulfillment of the Requirements

for the Degree of Sarjana Pendidikan (S. Pd)

In English Education Departement

By:

**ULVATUL KARIMAH
NPM. 2001050033**

Sponsor : Leny Setiyana, M. Pd

**TARBIYAH AND TEACHER TRAINING FACULTY
ENGLISH EDUCATION DEPARTEMENT**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1445 H /2024**



**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.iaim@metrouniv.ac.id

APPROVAL PAGE

Title : IMPROVING STUDENTS' WRITING ABILITY BY USING
PICTURES MEDIA AT THE EIGHTH GRADE OF MTS
AL HIKMAH SEPUTIH RAMAN

Name : Ulvatul Karimah

Student Number : 2001050033

Department : English Education

Faculty : Tarbiyah and Teacher Training

APPROVED BY:

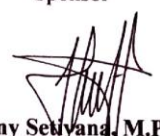
To be examined in Munaqosyah in Tarbiyah Faculty of State Islamic Institute of Metro.

Head of English Education
Department



Dr. Much Deiniatur, M.Pd.B.I.
NIP. 19880308 201503 1 006

Metro, 04 Juni 2024
Sponsor



Leny Setivana, M.Pd
NIP. 201609101



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FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Inngmulyo 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

NOTIFICATION LETTER

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

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

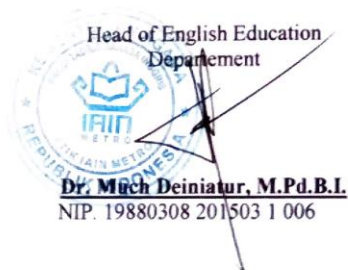
Assalamu'alaikum, Wr. Wb

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


Name : Ulvatul Karimah
Student Number : 2001050033
Department : English Education
Faculty : Tarbiyah and Teaching Training
Title : IMPROVING STUDENTS WRITING ABILITY BY USING
PICTURES MEDIA AT THE EIGHTH GRADE OF MTS AL
HIKMAH SEPUTIH RAMAN

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

Head of English Education
Department

Dr. Much Deiniatur, M.Pd.B.I.
NIP. 19880308 201503 1 006

Metro, 04 Juni 2024
Sponsor


Leny Setiyana, M.Pd
NIP. 2016069101



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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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

NOTA DINAS

Nomor :
Lampiran : -
Perihal : **Mohon Dimunaqosyahkan Skripsi
Ulvatul Karimah**

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 : Ulvatul Karimah
NPM : 2001050033
Program Studi : Tadris Bahasa Inggris (TBI)
Fakultas : Tarbiyah dan Ilmu Keguruan
Judul Skripsi : IMPROVING STUDENTS WRITING ABILITY BY USING
PICTURES MEDIA AT THE EIGHTH GRADE OF MTS AL
HIKMAH SEPUTIH RAMAN

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

Wassalamu'alaikumWr.Wb.

Mengetahui,
Ketua Program Studi TBI



Dr. Much Diniatur, M.Pd.B.I.
NIP. 19380308 201503 1 006

Metro, 04 Juni 2024
Pembimbing



Lenv Setiyawa, M.Pd
NIP. 2016090101



**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-3100/1a.23.1/0/PP.009/06/2024

An Undergraduate thesis entitled: IMPROVING STUDENTS WRITING ABILITY BY USING PICTURES MEDIA AT THE EIGHTH GRADE OF MTS AL HIKMAH SEPUTIH RAMAN, Ulvatul Karimah, student number 2001050033, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teachers Training Faculty on Wednesday 19th 2024 at 10.00 – 12.00 a.m.

BOARD OF EXAMINERS:

Chairperson : Leny Setiyana, M. Pd

(.....)

Examiner I : Dr. Ahmad Subhan Roza, M. Pd

(.....)

Examiner II : Ning Setio Wati, M. Pd

(.....)

Secretary : Yuniarti, M. Pd

(.....)

The Dean of Tarbiyah and Teaching Training Faculty



Dr. Zuhairi, M.Pd

NIP 19620612 1989903 1 006

**IMPROVING STUDENTS' WRITING ABILITY BY USING PICTURES
MEDIA AT THE EIGHTH GRADE OF MTS AL HIKMAH SEPUTIH
RAMAN**

ABSTRACT

By:

Ulvatul Karimah

The purpose of this study was to show the application of picture media to students' writing abilities. The problem faced by students at MTs Al Hikmah Seputih Raman is their low writing abilities, one of which is descriptive text. This research was conducted to discuss the influence of picture media on the ability to write descriptive paragraphs. The subject of this research is eighth grade students. This research is categorised as classroom action research. This research consists of two cycles. Each cycle consists of planning, acting, observing, and reflecting. The techniques used in data collection were tests, observation, documentation, and field notes. The results of the study showed that from two cycles, the average score in students' descriptive text writing ability was 41.75 in the pre-test, 61.42 in post-test 1, and 72.16 in post-test 2. The same thing happened to student activities. Student activity in cycle 1 explained that there were 10 active students (80%) and 2 inactive students (20%). In the second cycle, student activity consisted of 12 active students (100%). These results illustrate that picture media can improve students' ability to write descriptive paragraphs.

Keywords: descriptive paragraph writing, picture media, and classroom action research.

**MENINGKATKAN KEMAMPUAN MENULIS SISWA DENGAN
MENGUNAKAN MEDIA GAMBAR DI KELAS DELAPAN MTS AL
HIKMAH SEPUTIH RAMAN**

ABSTRAK

By:

Ulvatul Karimah

Tujuan penelitian ini adalah untuk menunjukkan bahwa penerapan Media Gambar terhadap kemampuan menulis siswa. Masalah yang dihadapi siswa di MTs Al Hikmah Seputih Raman yaitu masih rendahnya kemampuan menulis siswa salah satunya teks deskripsi. Penelitian ini dilakukan untuk mendiskusikan bagaimana pengaruh Media gambar terhadap kemampuan menulis paragraph deskriptif, adapun subjek penelitian ini adalah siswa kelas delapan. Penelitian ini masuk dalam kategori Classroom Action Research atau Penelitian Tindakan Kelas. Penelitian ini terdiri dari 2 siklus. Setiap siklus terdiri dari planning, acting, observing and reflecting. Teknik yang digunakan dalam pengumpulan data ialah test, observasi, dokumentasi dan catatan lapangan. Hasil dari penelitian menunjukkan bahwa dari dua siklus nilai rata-rata dalam kemampuan menulis teks deskriptif siswa adalah 41,75 di pre-test, dan 61,42 di post-test 1, serta 72,16 di post-tes 2. Hal yang sama terjadi pada aktivitas siswa. Aktivitas siswa di siklus 1 menjelaskan bahwa terdapat 10 siswa aktif (80%) dan 2 siswa tak aktif (20%) Pada siklus kedua, aktivitas siswa terdiri dari 12 siswa aktif (100%). Hasil ini

menggambarkan bahwa Media gambar dapat meningkatkan kemampuan siswa dalam kemampuan menulis paragraph deskriptif.

Kata Kunci : Menulis Paragraf Deskriptif, Media gambar dan Penelitian Tindakan Kelas

STATEMENT OF RESEARCH ORIGINALITY

This Undersigned :

Name : Ulvatul Karimah
Student Number : 2001050033
Department : English Education Study Program
Faculty : Tarbiyah and Teachers Training

States this undergraduate thesis is originally the result of research of writer in exception of certain parts which are excerpted from the bibliography mentioned.

Metro, June 04th 2024
The Researcher



Ulvatul Karimah
St.ID. 2001050033

ORISINALITAS PENELITIAN

Saya yang bertanda tangan di bawah ini :

Nama : Ulvatul Karimah
NPM : 2001050033
Program Studi : Tadris Bahasa Inggris (TBI)
Fakultas : Tarbiyah dan Ilmu Keguruan

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

Metro, 04 Juni 2024
Mahasiswa ybs,



Ulvatul Karimah
NPM. 2001050033

MOTTO

أَطْبُبِ الْعِلْمَ مِنَ الْمَهْدِ إِلَى اللَّحْدِ

Pursue knowledge from the cradle to the grave

(HR. Bukhori)

DEDICATE PAGE

Praise be to Allah SWT, who has bestowed all extraordinary favors. Sholawat and greetings may always be poured out to His Majesty the Prophet Muhammad SAW, who is always looking forward to his intercession in Yaumul Qiyamah. I wholeheartedly dedicate the success of this study to:

1. My beloved parents, namely my beloved mother Tukiye and my dear father Mukhtar Hadi, thank you for your prayers, support, motivation, love, and sacrifice so that
2. was able to take my education and deliver me to the gate of success. My siblings Istiqomah and M. Evin Yazid, who never stop encouraging and praying and don't forget their affection.
3. My beloved almamater, IAIN Metro.

ACKNOWLEDGEMENT

First of all, all praise and gratitude to the presence of Allah SWT, the Most Compassionate, the Most Merciful, who has given His gifts to researcher so that they can complete the thesis entitled "IMPROVING STUDENTS WRITING ABILITY BY USING PICTURES MEDIA AT THE EIGHTH GRADE OF MTS AL HIKMAH SEPUTIH RAMAN ". Sholawat and salam for our king, Prophet Muhammad SAW, who has brought us from the Dark Ages to this brightly lit age. In addition, the researcher expresses her deepest gratitude to those who have motivated, guided and provided understanding in the process of completing this thesis. The researcher would like to express her deepest gratitude to:

1. Prof. Dr. Hj. Siti Nurjanah, M.Ag, as the Rector of IAIN Metro Lampung.
2. Dr. Zuhairi, M.Pd, as the Dean of the Faculty of Tarbiyah and Teaching Sciences of IAIN Metro Lampung.
3. Dr. Much Deniatur, M.Pd.B.I., as the Head of English Department of IAIN Metro Lampung.
4. Leny Setiyana, M.Pd as the supervisor, thank you very much for your support in completing this thesis.
5. All lecturers of English Department of IAIN Metro Lampung who have patiently shared their knowledge and experience with the researcher.
6. Principal, Teachers, Staff of MTs Al Hikmah Seputih Raman who have given permission and direction to researcher to conduct research in this school.

7. My beloved family, who never forget to pray for, and always support researcher.
8. My beloved friends in the Department of English Tadris IAIN Metro who always provide support to researcher.

Finally, the writer realizes that this thesis is still imperfect. Therefore critique and suggestion are needed to build thus thesis to be better.

The Researcher



Ulvatul Karimah
2001050033

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CHAPTER 1

INTRODUCTION

A. Background of Study

Language is a tool used to communicate in social life. In social life, language is used to convey a message from one person to another, for various opinions, or to convey an idea or a feeling.¹ Generally, in this age of globalization, English is very important to be used to communicate in a universal society. English has been studied throughout the world as a second language or as a foreign language.

In Indonesia, English is one of the required subjects in schools, especially at the junior and high school levels. With this subject, students are taught how to use it both orally and in writing. The reason why this policy exists is students can prepare themselves for the future as they live in a global society. However, there are some problems in the application of learning in schools that relate to teachers, students, media, learning methods, and so on. There is this problem affecting students in English language skills at school; one of them is writing.

Writing is a frequent activity in learning. Tarigan argued that writing is an activity used as a medium to convey an idea using written language.² Writing is one of the activities that can be used to express ideas or express oneself, aimed not only at the author but also at the general public. Writing is

¹ Henry George Widdowson, *Teaching language as communication*, (New York: Oxford University Press 1978), p. 3.

² Henry Guntur Tarigan, *Writing as a Language Skill* (Bandung: Angkasa, 1986), 15.

an activity that refers to productive language skills. In other words, writing is a set of language skills that are used as a means to convey or communicate thoughts with written symbols where others are expected to read and understand the meaning of the writer's work. Therefore, this writing activity has many benefits. In addition to expressing itself, researcher can also gain knowledge in terms of vocabulary and sentence structure.

There are some difficulties in writing. According to Richards and Renandya, the difficulty in writing this comes not only in producing and organizing an idea but also in how to translate an idea so that readers can easily understand what is written.³ In addition to writing, you should also pay attention to writing skills such as reading marks, spelling, choice of words, and so on. Therefore, to make students interested in the learning process of teaching writing, teachers can use a learning medium in their classroom. With the learning medium, students can be motivated, which can stimulate students' ideas to develop their writing. One of the media that can be used is image media.

There are many media that can be used to enhance students in writing one of them is image media. With this image medium, students will be more interested because, in the presence of visual media, they will easily generate ideas based on the existing image. Teaching can effectively attract more student learning interests by utilizing image media. Image media can contribute to improving student writing skill by stimulating students to acquire

³ Jack C. Richards & Willy A. Renandya, *Methodology in Language Teaching* (Cambridge: Cambridge University Press 2002), 303.

and develop ideas, building vocabulary, and increasing student awareness of writing.

Based on an interview with the English teacher at MTs Al Hikmah Seputih Raman on November 30, 2023, the researcher found several students problems related to English writing. The problems are students have low motivation and not sure to start writing; they have difficulty putting ideas and organizing words into sentences; they are not confident enough to start writing; and they lack vocabulary and grammar in writing. In this case, the researcher intends to apply the use of image media to improve students' writing skill.

Based on the phenomenon above, the researcher obtained an archive of student values related to aspects of writing, as shown in the following table:

Table 1
Data pra-survey in writing ability of eighth grade
at MTs Al Hikmah Seputih Raman

No	Score	Frequency	Percentage	Criteria
1.	≤ 70	7 Students	58,33%	Incomplete
2.	≥ 70	5 Students	41,67%	Complete
Total		12 Students	100%	

Based on the data above, there are 12 students at the eighth grade at MTs Al Hikmah Seputih Raman. The minimum English score is 70. Looking at the data above, it can be assumed that only 41.67% of the total students score above average, while the other 58, 33% are still below average. Therefore, students writing skill must be improved.

B. Problem Identification

Based on the background of the study, reseacher can identify the following :

1. Students have low motivation and not confident to start writing
2. Students have difficulty putting ideas and arranging word into a sentence.
3. Students lack vocabulary and grammar in writing.

C. Problem Limitation

With the problem above, the researcher limited the the research problem by focusing on students writing weaknesses. In this case, the reseacher intends to apply the use of pictures media to improve students writing skill.

D. Problem Formulation

Based on the limitation of the problems that have been discussed earlier,The researcher formulate as follows: "Can of pictures media improve the students writing abilities in eighth-grade at MTs Al Hikmah Seputih Raman?"

E. Objectives and Benefits of the Study

1. Objectives of The Study

The objectives of the study are based on the following formula:
"Whether pictures media can improve he students writing abilities on eighth-grade of MTs Al Hikmah Seputih Raman."

2. Benefits of the Study

The benefits of this research are expected to have a theoretical and practical perspective. This theoretical significance relates to the results of useful research in the development of theories of teaching writing. While practically significant, this research stated that it was the party that benefited from it. This study is expected to provide a benefit to some parties.

- a. This research can be used by students in the class of VIII MTs Al Hikmah Seputih Raman as an input in an effort to improve their motivation in writing.
- b. For English teacher, MTs Al Hikmah Seputih Raman can be utilized as one of the resources of effort in improving student writing ability.
- c. For researcher, this study can be a lesson for the future and an experience about how to conduct research.

F. Prior Research

The researcher understands that this research is not the first that has been done. There are several studies that have been conducted using pictures media. The first is a researcher from Nurfainul entitled "Using Photographs to Improve Students Writing Ability on Descriptive Paragraphs."⁴ In this study, researchers used quantitative methods. The purpose of the research is to find

⁴ Nurfainul, *Using Photographs to Improve Students Writing Ability on Descriptive Paragraphs* (Makassar: Universitas of Muhammadiyah Makassar, 2019).

out whether using photos can improve the writing ability of eighth grade students at SMP N 1 Tinggimoncong.

The second is research from Maghfiroh entitled "The Influence of Using Pictures Storybook on The Reading Comprehension Ability at The Tenth Graders of SMA N 1 Kibangin."⁵ This study uses quantitative methods. The purpose of this study is to determine the effect of picture storybooks on students' reading comprehension abilities and to describe the relationship between picture storybooks and students' reading comprehension abilities.

The last one is research from Purnama entitled "An Analysis of the Use of Pictures in Helping Students Generating Ideas in Writing Descriptive Text."⁶ This research uses quantitative methods. The purpose of this study is to find out whether the use of pictures can help students' writing skills and to find out how students respond to the use of pictures in generating ideas in writing descriptive text.

Based on the research that has been done above, this motivates and inspires researchers to conduct research using picture media. The researcher found similarities and differences to the research that has been done above. The similarity is to examine students' ability to use picture media. In addition, the difference is in the method used, research location, research sample, and research time.

⁵ Nurlaely Maghfiroh, *The Influence of Using Pictures Storybook on The Reading Comprehension Ability at The Tenth Graders of SMA N 1 Kibangin* (Metro: Iain Metro, 2018).

⁶ Purnama Berutu, *An Analysis of The Use of Pictures In Helping Students Generating Ideas In Writing Descriptive Text* (Banda Aceh: Islamic University of Ar-Raniry, 2020).

CHAPTER II

THEORICAL REVIEW

A. The Concept of Paragraph Writing Skill

1. The Definition of Writing Skill

In English, there are four skills that must be mastered, namely reading, listening, speaking, and writing. Writing is defined as the most important thing; this is supported by Suprihatin, argues that writing is one of the important aspects of learning for students because, by writing, students can release the ideas they have and they can also share information obtained in the form of writing¹. Writing requires specific skills on how to generate ideas, organize them in a cohesive and coherent manner, and use punctuation in a sentence.

Writing is not an easy activity to do. According to Negari, writing is an activity that has a complicated process in which it involves interconnected activities between perception, memory, and processing information that is being thought.² Developing good writing skills requires knowledge of how to arrange letters, words, sentences, and paragraphs using the correct writing structure. In addition, writing can be said to be successful if the reader understands the message conveyed. The purpose of writing is to convey messages and information from the author precisely,

¹ Yeni Suprihatin, "An Analysis Self Concept Writing Performance in The Students Journal of English Department of IAIN Metro," *Tapis*, vol. 02, No. 1 Januari-Juni 2018, 90.

² Giti Mousapour Negari, *A Study on Strategy Instruction and Learners' Writing Skill* (Iran: Department of English Language & Literature University of Sistan & Baluchestan, 2011), P. 299

accurately, and effectively to the reader. To achieve this goal, writers must communicate the results of their thoughts clearly and concisely so that readers can easily understand them.

In conclusion, writing is one of the four English-language skills. Writing is very important to develop because, by writing, students can express thoughts and ideas in a well-structured way. With this skill, students can also explore their thoughts, feelings, and concepts by using words on paper.

2. Process of Writing

Writing is not an easy thing; therefore, in writing, it is necessary to know the steps of the writing process. Johnson argues that there are five processes in writing activities³:

a. Pre-writing

Prewriting is an activity carried out before writing a draft that aims to clear the mind. This is done in order to help the writer release ideas or thoughts.

b. Drafting

Drafting is the first effort the writer makes to put ideas on paper. It is considered a drafting method; in this method, the writer can organize and develop the writing as well as take ongoing steps to

³ Andrew P. Jhonshon, *Teaching Reading and writing A Guidebook for Tutoring and Recommending Students* (New York: Rowman And Littlefield,2008), 179.

determine whether the information found by the writer in pre-writing can be said to be successful writing.

c. Revising

Revising is an effort made to evaluate or review the text that has been produced by the writer. This is done to ensure that the order of information is clear and not ambiguous or confusing for the reader.

d. Editing

Editing is a step that is done to correct grammar, punctuation, and spelling mistakes.

e. Publishing

In this last process, the thought text can be shared with readers.

3. Teaching Writing

In general, students will more easily understand information through written language because writing lessons are not the same as listening, reading, and speaking lessons⁴. When speaking, the speaker can express directly what the listener is thinking and hearing at that moment. Whereas when writing, the writer has more time to express the ideas in writing.

Writing is very important to develop students' language skills in learning. Writing also strengthens students' grammatical structures, idioms, and vocabulary. Therefore, teachers need to know the obstacles

⁴ Kathleen Graves, *Teacher As Course Developers* (Cambridge: Cambridge University Press), 120.

faced by students during the teaching and learning process so that they can know the right way to overcome students' obstacles in writing. The following are some reasons why writing is very important:

- a. When writing, students get the opportunity to explore language.
- b. When writing, students can naturally discover a new language, and when thinking, students will try to express ideas using their eyes, hands, and brains constantly.

In writing, there are certain specifications and sentence structures that need to be considered, such as paragraphing, alignment, and consistency. In particular, it is said that teaching writing requires the basic parts of writing, namely vocabulary, grammar, sentences, and word order structure.

4. Purpose of Writing

In the process of developing students' writing skills, Greenville argues that the purpose of writing is to transfer the results of ideas into a medium. The various purposes of writing are as follows:

- a. Writing to Entertain

This writing activity usually requires imagination and creativity in thinking. The types of writing that are imaginative are poetry, novels, song lyrics, and screenplays.

b. Writing to Information

In this activity, writing is defined as a way to send information to readers and usually contains facts that are used to tell readers what is happening.

c. Writing for persuasion

Writing for persuasion is used as communication to influence and convince readers. This type of writing contains the writer's opinion, not only in expressing feelings but also in explaining the case logically supported by evidence. This includes articles, magazines, newspapers, and advertisements.

The purpose of learning is basically to express ideas and convey messages to readers. Before writing, the writer must consider the purpose of the writing because it will affect the reader. The writer must pay attention to language and vocabulary when conveying information.

5. Indicator of writing

According to Reid, the indicators of writing are divided into five as follows⁵:

a. Content

This section contains relevant information accompanied by detailed explanations to compare, illustrate, and define facts.

b. Organisation

⁵ Joy M. Reid, Teaching ESL Writing, (USA: Prentice Hall Regent, 1993), 236-237.

This section is used to convey how the writer structures the words or sentences in each paragraph.

c. Vocabulary

Vocabulary is a basic component of writing. Writers need to have sufficient vocabulary in writing so that they can communicate effectively by conveying ideas.

d. Language use

In the use of language, students are required to write in grammatical terms. Students should pay attention to the use of verbs, prepositions, clauses, modals, articles, and the order of tenses.

e. Mechanics

This section involves students' ability to use capitalization, spelling, punctuation, and proper handwriting.

6. Measurement of Descriptive Text Writing Skills

As a teacher, assessment becomes a benchmark for knowing the success of students in learning. According to Carter and Nunan, assessment is a way used by teachers to collect information on student success⁶. One of the assessments is in English lessons about students' writing skills. Meanwhile, according to Reid, the criteria for assessing student writing are: content (13-30), organization (7-20), vocabulary (7-

⁶ Ronald Carter and David Nunan, *The Cambridge Guide To Teaching English To Speakers Of Other Languages* (New York: Cambridge University Press, 2011), 137.

20), language and grammar (5-25), and mechanics (2-5). The highest overall total assessment in writing is 100.⁷

Table 2
The Scoring of Writing

No	Writing Performance	Score	Criteria	Details
1.	Content	27-30	Excellent	Knowledgeable, substantial thesis development, relevant to the assigned topic.
		22-26	High	Some knowledge of the subject, adequate range, limited development of ideas, mostly relevant to the topic, but lacks detail.
		17-21	Fair	Limited knowledge of the subject, little substance, and inadequate idea development.
		13-16	Poor	Does not demonstrate knowledge of subject, non-substantial, non-relevant, or insufficient to evaluate.
2.	Organization	18-20	Excellent	Fluent expression, ideas clearly stated or supported, complete, concise, well organized, logical sequence, cohesive.
		14-17	High	Somewhat choppy, loosely organized but main ideas stand out, and limited support, logical but incomplete sequence.
		10-13	Fair	Limited range, frequent errors in word form or idiom, choice, usage, confusing or blurred meaning.
		7-9	Poor	There is almost no mastery of rules in sentence construction, many errors, no communication, and not enough to evaluate.
3.	Vocabulary	18-20	Excellent	Effective, complex construction, few agreement errors, tense, number, word order or function, articles, pronouns, and prepositions.
		14-17	High	Adequate range, occasional errors in word or idiom form, choice, and usage, but meaning is not obscured.
		10-13	Fair	Limited range, frequent errors in word form or idiom, choice, usage, confusing or blurred meaning.
		7-9	Poor	There is almost no mastery of rules in sentence construction, many errors,

⁷ Joy M. Reid, Teaching ESL Writing, (USA: Prentice Hall Regent, 1993), 236-237

				no communication, and not enough to evaluate.
4.	Language	22-25	Excellent	Effective, complex construction with few errors in agreement, tense, number, order, or function of words, articles, pronouns, and prepositions.
		18-21	High	Effective but simple construction; minor problems in complex construction; some errors in agreement, tense, number, order, or function of words, articles, pronouns, and prepositions; but meaning is rarely obscured.
		11-17	Fair	Major problems in simple constructions, frequent errors, agreement, form, number, word order or function, articles, pronouns, prepositions and fragments, run-ons, deletions, and meaning are confused or obscured.
		5-10	Poor	Does not master the rules of syntax, there are many errors, and it is uncommunicative.
4.	Mechanic	5	Excellent	Demonstrates mastery of conventions with a few spelling, punctuation, capitalization, and paragraph errors.
		4	Good	There are occasional errors in spelling, punctuation, capitalization, and paragraphing, but meaning is not obscured.
		3	Fair	Frequent errors in spelling, punctuation, capitalization, paragraphing, and poor handwriting cause meaning to be confused or obscured.
		2	Poor	No command of conventions, dominated by spelling, punctuation, capitalization, paragraph errors, illegible handwriting, and insufficient to evaluate.

Based on the explanation above, it can be concluded that there are several criteria to measure students' ability in writing; each category has a different value, namely content (30 grades), organization (20 grades), vocabulary (20 grades), language use (25 grades), and mechanics (5

grades). Thus, the highest score is 100. The level of scores in each criterion becomes the total score of students' writing ability.

Table 3
The Criteria Students Writing Score

No	Criteria	Grades
1.	Excellent	86-100
2.	High	68-85
3.	Fair	47-67
4.	Poor	<46

Based on the table above, a score of 86-100 is categorized as the best score, 68-85 is categorized as a good score, 47-67 is a fair score, and less than 46 is categorized as a poor score.

7. Paragraph

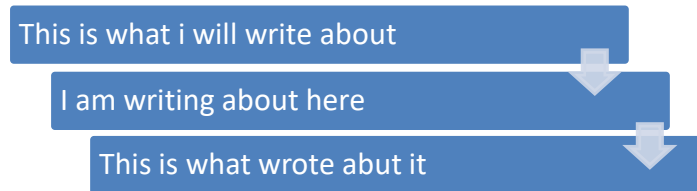
a. The Organization of a Paragraph

A paragraph is a set of interconnected sentences that develop a single idea⁸. Paragraph is a simple style of writing organization in English that has a beginning, middle, and end. At the beginning of the paragraph, the writer should explain the content of the problem; in the middle, the writer should talk about the topic of the problem; and at the end, the writer should give a conclusion about the problem. To make it easier to understand, here is a diagram of English-style organization:⁹

⁸ Omid Wali and Abdul Qoyum Madani, *The Importance of Paragraph Writing* (Jalalabad: Nangarhar University, 2020), 44.

⁹ Cynthia A. Boardman and Jia Frydenberg, *Writing To Communicate 1* (Bosten: Pearson Education, 2008)

Figure 1
English Writing Organization Style adopted from Boardman & Frydenberg, 2008



In addition to the explanation above, paragraphs can also be referred to as the basic unit of academic writing in English. Paragraphs themselves have a very characteristic organizational pattern. This pattern is based on topic sentences, supporting sentences, and concluding sentences.

1) The Topic Sentence

The sentence that explains the topic of the paragraph is called the topic sentence. The topic sentence is divided into two parts: the main idea and the controlling idea. The main idea is a phrase that explains the problem discussed in the whole paragraph. While the controlling idea is an opinion of the writer himself about the problem discussed.

2) Supporting Sentences

Supporting sentences are sentences that are used to build the body of the paragraph. These supporting sentences are used as evidence to convince the reader, which contains logical sentences

so that the message conveyed by the author can be easily accepted by the reader.

3) Closing Sentence

The closing sentence in this paragraph can stand alone. The sentence is a restatement of the topic discussed; in other words, the topic sentence is a sentence that contains information about the problem discussed but in a way that is more easily understood by the reader. In this closing sentence, it usually contains the following: overall, conclusion, and summary.

B. Descriptive Text

1. Definition of descriptive text

Descriptive text is text that usually contains an appreciation of the object through the imagination of the reader¹⁰. Descriptive text is a text used to describe an object, such as people, objects, places, and others.¹¹ In descriptive text, the writer must explain or describe clearly the object being described so that the reader can easily understand and imagine the object described by the writer.

¹⁰ Stanislaus Hermaditoyo, "*Descriptive text in Indonesian language learning curriculum 2013*," Journal of Education and Culture Missio 10, no. 2 (2018), 267-273

¹¹ Nada Abisamra, "*Teaching Writing Approach & Activities*", Journal Of English Language Teaching, Vol 2. No.2 (2001).

2. Descriptive Writing Organization

According to Gerot and Wignell, there are two structures in descriptive text, as follows¹²:

a. Identification

In this structure, students describe a phenomenon or object. Identification is very necessary because it avoids generalized statements. The identification part is used to introduce or identify the object being described. Therefore, if students can write the identification part clearly, then in the following sentences, students can easily develop ideas in the description part.

b. Description

The description is the part of the paragraph that describes the characteristics of the object being described. So in this section, students describe all information related to the topic. In this structure, students describe an object specifically and characteristically. Therefore, students need to pay attention to each idea, have a relationship, and be organized so that readers get an idea of the phenomenon easily, even though they are not directly dealing with the author.

C. Teaching Media

In the teaching and learning process, it is necessary to have a means of conveying information, one of which is the use of a medium. Media is a tool

¹² Linda Gerot and Peter Wignell, *Making Sense of Funcional Grammar* (Sydney: Antipodeon Educational Enterprisses Publishing, 1994),208.

in learning that is used to facilitate the delivery of messages or information¹³. This teaching medium not only facilitates students in learning but also facilitates teachers delivery of material.

1. Definition of Teaching Media

The definition of teaching media in general is a tool used by teachers to assist in explaining material to students with the aim of achieving learning objectives. There are several opinions, according to experts, regarding learning media.

Wibawanto argues that teaching media is a tool in the form of objects used in curriculum implementation activities to channel messages in the teaching and learning process.¹⁴ In implementing the learning curriculum, there is a need for tools to assist teachers in carrying out learning. With this medium, teachers can make learning more interesting for students.

According to Arsyad, learning media are an intermediary that carries educational messages or information between the sender and receiver and contains learning purposes.¹⁵ This medium can be used by teachers in delivering learning materials so that messages and information from learning are more easily accepted by students.

Buckinghamman argues that teaching media is a major element in children's lives, as it has an influence on the way students think about the

¹³ Donna M. Brinton, *The Use of Media in Language Teaching* (Boston: Heinle Publishers, 2001), 459.

¹⁴ Wandah Wibawanto, *Interactive Learning Multimedia Design and Programming* (Jawa Timur: Penerbit Cerrdas Ulet Kreatif, 2017).

¹⁵ Azhar Arsyad, *Learning Media* (Jakarta: PT Raja Grafindo Persada, 2013).

world and their thinking.¹⁶ With media as a physical tool, it can stimulate students to receive material provided by the teacher, and students can find their own ideas and thoughts about the material.

Based on the above definition, it can be concluded that teaching media is a tool used by teachers and students in the learning process. Basically, the purpose of learning itself is to lead students to changes in behavior, both morally, intellectually, and in social life.

2. The Function of Teaching Media

In the teaching and learning process, learning media play an important role in creating a teaching and learning atmosphere that is not monotonous, more lively, not boring, and increases students' interest in learning.

According to Sudayana, some of the roles of learning media in the teaching and learning process are as follows:¹⁷

- a. The use of learning media has its own function, namely as a role to help realize an effective learning situation.
- b. The use of learning media is prioritized in the teaching and learning process so that students can easily understand the material provided by the teacher.

¹⁶ David Buckingham, *The Media Studies Book* (London: Routledge, 2013), 24.

¹⁷ Djudju Sudjana, *Participatory Learning Methods & Techniques* (Bandung: Falah Production, 2001), 64.

- c. The use of learning media is part of the overall situation of the teaching and learning process. This means that the media is one of the elements that must be owned and developed by the teacher.

Based on the explanation above, it can be concluded that learning media is an integral part of the teaching and learning process and is used as a tool to build student motivation for learning and to create effective learning situations.

3. Benefits of Teaching Media

Media is a tool used as an intermediary for teachers in delivering material to students. There are several benefits of media in learning, as follows¹⁸:

- a. The teaching and learning process will be more interesting.
- b. The teaching and learning process will be more interactive.
- c. The teaching and learning process will be more efficient in terms of time and energy.
- d. Teachers can be uniform in delivering the material.
- e. Increase students' interest and quality of learning.
- f. Growing positive attitudes in students in the teaching and learning process.
- g. Changing students' views of teachers to be more positive.

Good utilization of learning media can optimize the teaching and learning process. In the learning process, the teacher acts as a creator,

¹⁸ Isran Rasyid, *Benefits of Media in Learning* (Karo-Karo: UIN-SU Medan), 91.

namely by creating or utilizing media that motivates students to learn, but it needs to be emphasized that it is the students who must make more use of the media provided by the teacher.

D. Pictures Media

1. Definition of Picture Media

In the learning process, it is necessary to have a media as information advice that makes it easier for students to understand the material, one of which is Image Media. Picture Media is a visual tool used in the teaching and learning process so that students can easily be stimulated to pour their thoughts or ideas into a story in the form of an essay based on existing images. According to Harmer, Pictures media has potential in an effort to develop students' writing skills. In the teaching and learning process, pictures media can provide inspiration and context for various activities¹⁹. Images can be categorized into three types: series pictures, composite pictures, and individual pictures.

A picture series is a picture that contains a number of pictures that are still interconnected with one another. Composite pictures are pictures that contain animals, objects, people, or events. Individual images are pictures that usually contain stories or events that are still related to the author.

¹⁹ Jeremy Harmer, *The Practice of English Language Teaching* (England: Pearson Educational Limited, 2007), 178.

2. Concept Pictures for Teaching Paragraph Writing

Concept pictures are often used to promote productive skills in the teaching and learning process of student writing.²⁰ Based on the explanation above in this study, the researcher focuses on students' writing skills. The pictures used are as follows:

- a. Images can inspire and motivate students in the teaching and learning process.
- b. Images can provide information that is used as a reference in discussions.
- c. Images can be explained objectively and responded to subjectively.
- d. Images can be used as cues to answer questions through controlled practice.

Image media has many types. In the teaching and learning process, the teacher can adjust the pictures according to the material presented, so it is hoped that students can easily accept the material presented by the teacher properly.

3. Benefit of Picture Media

Image media is used in the teaching and learning process to make it easier for students to understand the material. In this case Hastuti argues that the advantages of image media are as follows²¹:

²⁰ Andrew Wright, *Pictures for Language Learning* (Cambridge: Cambridge University Press, 1989), 17.

²¹ Hastuti, P.H.S., *Indonesian Language Teaching and Learning Strategy* (Jakarta : Depdikbud, (1996/1997), 178.

- a. Can translate abstract ideas into a more real form.
- b. Pictures are often used because they are easy to understand.
- c. Pictures are easy to use because they do not require equipment.
- d. Pictures are relatively inexpensive.
- e. A picture can be used for all levels of teaching and fields of study.

Based on the description above, it can be concluded that image media is one of the media that can be used in the learning process because it is easy to obtain and can be used by teachers in learning, but the use of this media must be adjusted to the learning objectives to be achieved.

E. Pictures as Learning Media for Paragraph Writing Hypothesis

Based on the results of interview with the English teacher at MTs Al Hikmah Seputih Raman, students' writing ability are still low. Based on the existing problems, it shows that students and teachers need the right media in the teaching and learning process to improve students' writing ability. Therefore, the researcher used picture media to improve students' writing abilities in the eighth grade at MTs Al Hikmah Seputih Raman.

There are several reasons why the researcher will use picture media in this study. Firstly, picture media can provide inspiration and information for students' heads about objects, events, and actions. Secondly, picture media is used as a motivational tool for students to improve students' writing abilities. Third, picture media is used to help students predict what is being talked about.

F. Action Hypothesis

Based on the theoretical framework above, the hypothesis of this study is that "The use of picture media can improve writing ability in eighth grade students of MTs Al Hikmah Seputih Raman".

BAB III

RESEARCH METHODOLOGY

A. Variable and Operational Definition of Variable

In research, there is a need for variables. According to Sugiono, variables are the tools, properties, and values of an object or activity in which there are variations set by researchers to study and then draw conclusions¹.

Meanwhile, the operational variable is a variable that can be formulated based on the characteristics of the variable itself². In research, variables are divided into two, namely the independent variable and the dependent variable. The explanation is as follows:

1. Independent Variables

In research, of course, there is a need for independent variables. An independent variable is a variable that causes or influences the dependent variable so that it arises³. The independent variable can be said to be the variable that affects the onset of the dependent variable.

Based on the understanding above, the independent variable in this study is the use of picture media in the eighth grade of MTs Al Hikmah Seputih Raman as an effort to achieve learning objectives, which is one of the supports for student success in writing paragraphs. With the

¹ Sugiyono, *Educational Research Methods Qualitative, Quantitative, and R&D Approaches* (Bandung: Alfabeta, 2011), 61.

² Saiful Anwar, *Research Methods* (Yogyakarta: Pustaka Belajar, 2010), P. 74

³ Muhammad Kasiran, *Quantitative Research Methodology* (Malang: Uin Maliki), 254.

use of image media, it is hoped that it can facilitate and stimulate students to find an idea or message based on the object in the picture.

2. Dependent Variable

This dependent variable is a variable that arises because of the independent variable. The dependent variable is the variable that becomes an effect or that is influenced by the existence of the independent variable⁴. The dependent variable in this study is paragraph writing ability. The ability to write paragraphs in eighth grade is the ability to convey an idea and put it into a sentence.

B. Research Location

This type of research is classroom action research. Donald argues that classroom action research is an effective way to study and improve a practice⁵. While McNiff and Whitehead argue that classroom action research is professional research in exploring learning⁶. Based on this explanation, it can be concluded that this classroom action research is an easy and effective way to review student understanding, and researchers can ensure it is as desired. This means that classroom action research is an activity that analyzes students' understanding of the material. This research will be conducted at MTs Al Hikmah Seputih Raman.

⁴ *Ibid.*, 29.

⁵ Ary Donald, *Introduction To Research In Education*, (USA: Wards Worth Cengage Learning, 2010), 512.

⁶ Jean McNiff And Jack Whitehead, *Action Research Principle And Practice*, (New York: Roudledge, 2002), 41.

C. The Subject of The Research

The subjects of this study are eighth grade students at MTs Al Hikmah Seputih Raman, with a total of 12 students, consisting of 7 male students and 5 female students.

With a variety of backgrounds, this research will be conducted collaboratively by the researcher and the English teacher, who functioned as controllers in the learning process.

D. Action Plan

This research is classroom action research. Mackey argues that, basically, classroom action research is a way to reflect on what is being taught as learning takes place, such as collecting and analyzing data systematically during daily practice⁷.

According to Kemmis and Taggart, classroom action research is research that is usually conducted by involving teachers in using qualitative and interpretive research methods in their data collection to evaluate how it can be improved⁸.

Based on the opinions above, the researcher concludes that classroom action research is research conducted by teachers in planned learning with the aim of improving the quality of learning.

In this classroom action research, each cycle consisted of 3 meetings.

This research applied the model developed by Jean and Jack, in which each

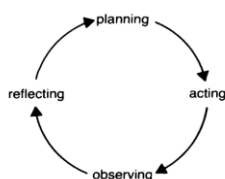
⁷ Alison Mackey, *Second Language Research*, (USA: Lawrence Erlbaum Associate, 2005), 216.

⁸ Stephen Kemmis and Robin McTaggart, *The Action Research Planner*, (London: Springer, 2014), 11.

cycle has four activities, namely planning, action, observation, and reflection⁹. As explained above, this research in each cycle has several stages as follows:

figure 2

Jean and Jack of Classroom Action Research



1. Planning

The researcher needs to plan what will be done. Planning is the earliest activity carried out. In this step, the researcher explains what, who, why, when, and how the action is taken. Planning is done as a reference for taking action so that it is directed. At this stage, the researcher needs to design the entire lesson, such as by compiling a learning design, lesson plans, and syllabus, determining the instruments to be used, and making a meeting schedule. The steps that need to be considered by researcher in planning are as follows:

- a. Preparing lesson plans.
- b. Preparing the material to be presented, namely writing paragraphs. Researchers prepare learning tools in the form of RPP using image media.
- c. Preparing student worksheets..

⁹ *Ibid.*, 33

2. Action

The second step is action. action is the implementation of the planning results. In this stage, the researcher takes the following actions:

- a. Pre-learning
 - 1) Greeting and praying before starting to learn.
 - 2) Checking the students' attendance list
 - 3) Delivered the learning objectives to be achieved.
- b. During the Learning Activities
 - 1) The researcher explains the material, namely by writing paragraphs or description texts.
 - 2) The researcher gave the picture sheet to the students.
 - 3) With the picture, the researcher asked students individually to write a paragraph.
 - 4) Students collect the results of writing paragraphs.
 - 5) The teacher evaluates the students' work.
- c. Closing
 - 1) The researcher give conclusions about the material that had been delivered.
 - 2) The researcher conveyed the material for learning at the next meeting.
 - 3) The researcher closed by saying greetings.

c. Observation

After the next stage of implementation, namely observation, Observation is a data collection tool that involves observing and recording existing symptoms systematically. Observation is carried out as a means of collecting information to find out the weaknesses and strengths of the implementation stage so that researchers can use it as input or correction to develop plans for the next cycle. In this observation stage, the research used an observation sheet to determine students' ability to write paragraphs.

d. Reflection

At this stage, the researcher analyzes and evaluates the results of the action. Through reflection, researcher can find out the shortcomings and advantages of the actions that have been taken so that they can make improvements at the next meeting. The purpose of this reflection is to determine the level of success and failure of the application of image media to learning. If in cycle 1 it has reached the target, then the action cycle can be stopped, but if it has not reached the desired target, then it is necessary to have the next action cycle, namely cycle 2, based on the evaluation of the previous cycle.

E. Data Collecting Technique

This study was conducted to determine whether the use of image media improves students' writing ability. Therefore, researcher provided

tests, observations, documentation, and field data as data collection techniques. The data collection techniques used are as follows:

1. Test

Tests in data collection are used to determine the ability of individual students and the level of mastery of learning material. Sudjana argues that tests are research tools in the form of questions in the form of oral tests, written tests, or tests in the form of actions given to students to get answers from students. In this study, the test used by the researchers was a written test¹⁰. This test was aimed at the eighth grade of MTs Al Hikmah Seputih Raman. In collecting data, this test is divided into two parts, namely, as follows:

- a. Pre-test

The pre-test was conducted at the beginning of the cycle to determine the ability of students before action research was carried out.

- b. Post-test

The post-test was conducted at the end of the cycle to determine the improvement of students' writing skills after the application of image media, with an average score after the test higher than the average score before the test.

¹⁰ Nana Sudjana, *Assessment of Teaching and Learning Outcomes* (Bandung: Remaja Rosdakarya, 2005), 35.

2. Observation

Observation is used by researcher to obtain data on student and teacher activities in the learning process. According to Margono, observation is a means of systematic observation and recording of symptoms in the object of research¹¹. The object of this study is the use of image media to improve students' writing skills.

Observation in research is used as an assessment tool to measure individual behavior or the process of an activity. This observation is carried out to determine the behavior and activities of students during the learning process. Therefore, observation can be said to be a tool to measure or assess students' learning process, behavior, and participation in the methods applied.

Table 4

Observation Sheet of Student Activities in English Learning Activities

No	Student Name	Activity assessed			Total Score	Predicate
		1	2	3		
1.						
2.						
3.						

Check the list (√) if the student is active.

- a. The assessment indicators are as follows:
 - 1) Pay attention to the teacher when explaining.
 - 2) Can answer or ask the teacher with confidence.
 - 3) Responsible in carrying out the tasks given by the teacher.

¹¹ Margono, *Methodology of Educational Research* (Jakarta: Rineka Cipta, 2010),158.

b. Percentage of students completeness

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

Description:

P = Percentage

F = Total

N = Number of Students

c. Score

1 = Less

2 = Fair

3 = Good

4 = Very Good

5 = Satisfactory

3. Documentation

Documentation is one of the most important parts of carrying out an activity. According to Kusnadi, documentation is a method used to obtain information in the form of written sources or documents.

In this research, documentation is the most important thing in obtaining information about MTs Al Hikmah Seputih Raman. Researchers used this method to obtain school data such as school profiles, the number of teachers, the number of students, and school conditions.

4. Field notes

Field notes are used to collect more accurate data. Researchers use field notes to make it easier to analyze the data. This is based on the results of the student's teaching and learning process.

F. Data Collection Instrument

Instruments are used as a calculation system for collecting and storing information for analysis and decision-making. The types of instruments used in this study are as follows:

1. Observation guide
 - a. Student activity during the learning process.
 - b. Teacher performance when teaching
2. Documentation guidelines
 - a. School history
 - b. Number of teachers and students
 - c. Learning facilities
 - d. Organizational structure
 - e. Location sketch of MTs Al Hikmah Seputih Raman.

3. Test Guide

This is a written test with the following indicators:

- a. A small group approach where students can carry out written tasks.
- b. A measure of student success, where students can improve their skills in content, grammar, vocabulary, and mechanics of writing.

Basically, the researcher used this study to determine the acceptance of material with image media among eighth grade students at MTs Al Hikmah Seputih Raman.

G. Data Analysis Technique

Data analysis is used for processing information or data collected to make conclusions. This data collection comes from the results of testing, observation, and documentation, after which the researcher can carry out data analysis based on the research objectives and problem boundaries. Data analysis was carried out in stages to determine the average score of students in the pre-test and post-test. As for knowing the advantages, researchers compared the pre-test and post-test as follows:

The formula:

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

Notes:

\bar{X} = Average of Student Score

$\sum X$ = Total of Student Score

N = Total of Students

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

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

P : Mean Score

F : Total of Students

N : Total of Students

H. Indicators of Success

In this study, the research is said to be successful if 70% of students get a minimum score of 70. In the learning process, students have a sense of enthusiasm, and student activity can increase in writing paragraphs. If these targets have been achieved, then the cycle can be stopped.

BAB IV

RESEARCH RESULT AND DISCUSSION

A. Research Result

1. Description of Research Location

a. The Profile of MTs Al Hikmah

MTs Al Hikmah Rejo Basuki is the only junior high school in Rejo Basuki. This school was established in 2000. The leadership of the school has changed three times, namely:

- 1) Encok Sunaryo, S.Pd (2000–2016)
- 2) Mujani, S.Pd.I (2016-2019)
- 3) Siti Muslikhah, S.Pd.I (2019-present)

The building of MTs Al Hikmah Rejo Basuki is located in a strategic area on Tarbiyah Street, Rejo Basuki Village, Seputih Raman District, Central Lampung Regency. MTs Al Hikmah Rejo Basuki has a total land circumference of 525 m².

Table 5
Teacher's of Mts Al Hikmah Seputih Raman

No	Name	NIP/NUPTK	Note
1.	Siti Muslikah, S. Pd. I	196503041988071001	S1
2.	Mujani, S. Pd. I	196606081987052001	S1
3.	Drs. Suwandi	196508122008012005	S1
4.	Ida Mardiah, S. Pd	196508122008012005	S1
5.	Dewiana, S. Pd	199205122019031004	S1
6.	Eni Rismawati, S. Pd	7358747650300013	S1
7.	Kusnul Komariah, S.Pd	9352762663300013	S1
8.	KH. Agus Ali Shodiq, S. Pd	1965091204032001	S1
9.	Fithrotul Mutoharoh, S. Pd	8839769670130082	S1

Table 6**The Number of Students at MTs Al Hikmah Seputih Raman**

No	Class	Students	Homeroom teacher
1.	VII	17	Ida Mardiah, S. Pd
2.	VIII	12	Dewiana, S. Pd
3.	IX	15	Eni Rismawati, S. Pd

Based on the table above, the total number of students at MTs Al Hikmah Seputih Raman is 44. In the seventh grade, there are 17 students, consisting of 9 females and 8 males; in the eighth grade, there are 12 students, namely 5 females and 7 males; and in the ninth grade, there are 15 students, namely 7 females and 8 males.

b. Vision, Mission, and Goals of MTs Al Hikmah Rejo Basuki

1) Vision

Achieving student achievement that is superior, innovative, and characterized, through a progressive learning process based on faith and piety.

2) Mission

- a) Building a school culture with a religious character.
- b) Implementing school regulations in accordance with social and ethical legal principles.
- c) Improving personal quality that is religious, advanced, independent, and prosperous.
- d) Improving the operational process and school curriculum effectively and efficiently.

- e) Socialize the achievement of educational results to become public property.
- 3) Objectives
- a) To increase students' faith and devotion to God.
 - b) Developing the potential of students, in order to become human beings who are morally good, highly dedicated, creative, caring, independent, and responsible.
 - c) Realizing graduate competency standards in academic and non-academic fields.
 - d) Improve the quality and percentage of graduates.
 - e) Realizing the exemplary attitude of all school members.
 - f) Realizing a religious atmosphere at school.

2. Description of The Research Data

This research was conducted in class VIII of MTs Al Hikmah Seputih Raman in the academic year 2023/2024. This research was conducted in two cycles with four stages (planning, action, observation, and reflection). Each cycle was conducted twice a week. Tests consisting of a pre-test and post-test given to students at the beginning of the study and at the end of each cycle determine students' ability to write descriptive text. The results of observations of students' learning activities also determine their abilities.

a. Pre-test

The pre-test was given to the students to determine their ability before the treatment. The researcher acted as the teacher at the pre-test meeting, which was held on Wednesday, March 20, 2024, from 09.50–11.20 WIB. Before starting the lesson, the collaborator opened the lesson with greetings, prayers, checked attendance, and asked how the students were doing. After that, the researcher conducted a pre-test to evaluate the students' ability to write descriptive texts. The researcher used an essay test, which had to be completed within forty minutes. The pre-test results are shown in the following table:

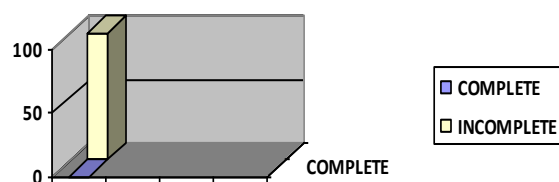
Table 7
The Result of Pre-Test Score

No	Nama	Cont	Org	Voc	Lang	Mech	Score	Note
1.	AFS	17	11	6	13	3	50	Failed
2.	DAA	13	7	7	5	2	34	Failed
3.	FIS	17	13	10	11	2	53	Failed
4.	LNR	13	7	7	5	2	34	Failed
5.	MNR	13	10	10	5	2	40	Failed
6.	MDA	13	7	7	11	2	40	Failed
7.	MHN	13	10	10	5	3	41	Failed
8.	MIS	17	13	10	11	2	34	Failed
9.	SKF	13	7	7	5	2	34	Failed
10.	SK	13	9	9	10	2	44	Failed
11.	TF	17	10	10	10	2	48	Failed
12.	ZA	16	11	11	10	2	34	Failed
High Score								53
Lowest Score								34
Average								41,75

Table 8
Percentage of Students Score in Pre-Test

No	Grade	Category	Frequency	Percentage
1.	≥ 70	Complete	-	-
2.	≤ 70	Incomplete	12	100%
Total			12	100%

Figure 3
Percentage of Students Score in Pre-Test



As shown by the results of the descriptive text exam conducted by the students, none of the students met the Minimum Standard Criteria (MSC), with an average score of only 41,75. This shows that students' learning outcomes in writing descriptive text are still low. Therefore, researcher and collaborators planned actions to improve students' weaknesses through planning, action, observation, and reflection. In the action, researcher used picture media to help students write descriptive text better.

b. Cycle 1

1) Planning

At this stage, researcher made lesson plans (RPP), namely the material to be taught and the media to be used during the learning process. In addition, researcher made observation sheets to determine students' descriptive text writing skills. The material used is descriptive text, which includes definition, general structure, linguistic characteristics, and examples of descriptive text.

2) Action

The first meeting was held on Thursday, March 21, 2024, from 8.50 - 10.10 WIB, with a duration of 2×40 minutes or 80 minutes. The researcher acted as a teacher, and Mrs. Siti Marwiyah, S.Pd acted as a collaborator.

At the beginning of the lesson, the researcher first said greetings and greeted the students. After looking at the student attendance list, the researcher asked about the students' condition. Before delivering the material, the researcher asked the students some questions, such as "What do you know about descriptive text?" This question only a few students could answer, and their answers were less precise. The researcher then explained the definition of descriptive text and the general structure of descriptive text. Most students still did not understand it. After explaining the characteristics of the language used in descriptive text, the researcher gave an example of a picture. The researcher explained the details contained in the picture. After that, the researcher asked students to determine the general structure of the text and asked again what was described in the picture.

After the researcher explained about the descriptive text, she gave the students a post-test I. At this meeting, students wrote descriptive text on the given topic within 40 minutes. The scores

after the Cycle 1 test are shown in the table below. The results of the students' post-test can be seen in the table below:

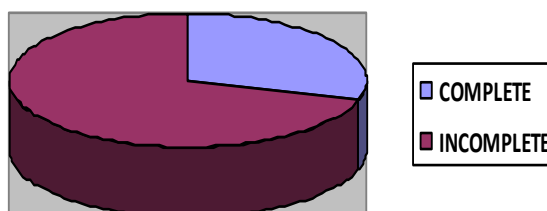
Table 9
The Result of Post-Test I Score

No	Name	Cont	Org	Voc	Lang	Mech	Score	Note
1.	AFS	21	17	15	19	2	74	Passed
2.	DAA	17	10	9	10	2	48	Failed
3.	FIS	21	13	13	12	2	61	Failed
4.	LNR	19	14	15	13	3	64	Failed
5.	MNR	21	13	13	20	3	70	Passed
6.	MDA	17	10	9	10	2	48	Failed
7.	MHN	17	13	10	11	2	53	Failed
8.	MIS	19	14	15	13	3	64	Failed
9.	SKF	22	13	15	18	3	71	Passed
10.	SK	22	13	15	18	2	70	Passed
11.	TF	21	13	13	12	2	61	Failed
12.	ZA	17	13	10	11	2	53	Failed
High Score								74
Lowest Score								48
Average								61,42

Table 10
Percentage of Students in Post-Test I

No	Grade	Category	Frequency	Percentage
1.	≥ 70	Complete	4	30%
2.	≤ 70	Incomplete	8	70%
Total			12	100%

Figure 4
Percentage of Students Score in Post-Test I



Based on the students' scores in the first test, it can be concluded that 70%, or 8 students, still did not meet the Minimum Standard Criteria (MSC) with a minimum score of 70, and 30%, or

4 students, achieved a score of 70 or more than 70. In addition, the average score in the first test was 61.90, which showed an increase in students' descriptive text writing scores from the pre-test average score of 61,42. Nonetheless, the indicator of success in this study is that 70% of students must meet the Minimum Standard Criteria (MSC). In other words, the results of post-test 1 based on the success indicator showed that students were not successful.

3) Observing

In this observation, the researcher acted as a teacher by observing student activities and providing material about writing descriptive text using image media.

During the learning process, the researcher also observed the students. Students who actively participate in the discussion get points by ticking on the observation sheet for meetings I and II. The indicators of student activity are:

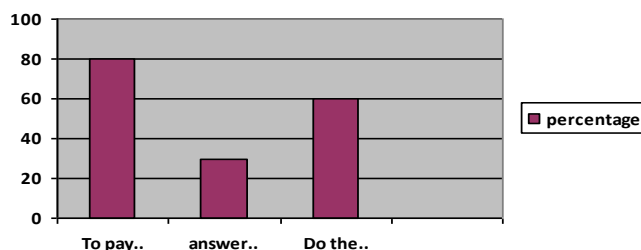
- a) Students pay attention to the teacher's explanation.
- b) Students answer the teacher's questions.
- c) Students are able to do the task.

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

Table 11
The Students Activity In Cycle I

No	Student's Activity	Frequency	Percentage
1.	Pay attention to the teacher when explaining.	10	80%
2.	Can answer or ask the teacher with confidence.	4	30%
3.	Responsible in carrying out the tasks given by the teacher	8	60%

Figure 5
Percentage of Students Activities in Post-Test I



The table above shows that only a few students were active in the learning process in class. A total of 10 students (80%) paid attention to the teacher's explanation, 4 students (30%) were active in class, and 8 students (60%) were able to complete the task.

Based on the results above, it can be concluded that students' learning activities are still low because they still have low motivation and are not confident enough to start writing; students have difficulty pouring ideas and arranging words into a sentence; and they lack vocabulary and grammar in writing.

4) Reflection

The results of observing the learning process in cycle 1 showed that the learning process did not meet the Minimum Standard Criteria (MSC) set by the research. At the end of the cycle, the researcher checked and calculated all actions, including the pre-test and post-test scores of one student. The comparison between the post-test and post-test one scores is as follows:

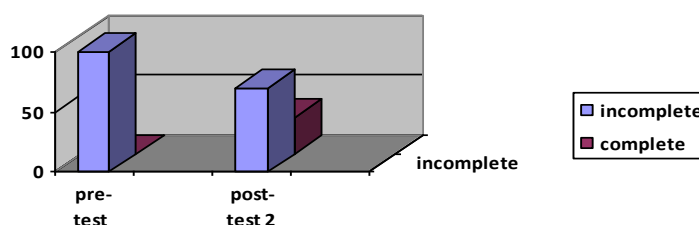
Table 12
The Comparison Between Pre-Test and Post-Test Score in Cycle I

No	Name	Pre-Test	Post-Test I	Increasing	Explanation
1.	AFS	50	74	24	Increased
2.	DAA	34	48	14	Increased
3.	FIS	53	61	8	Increased
4.	LNR	34	64	30	Increased
5.	MNR	40	70	30	Increased
6.	MDA	40	48	8	Increased
7.	MHN	41	53	12	Increased
8.	MIS	34	64	30	Increased
9.	SKF	34	71	37	Increased
10.	SK	44	70	26	Increased
11.	TF	48	61	14	Increased
12.	ZA	49	53	4	Increased

Table 13
Comparison of Students Score on Pre-Test and Post-Test Score in Cycle I

Interval	Pre-Test	Post-Test I	Note
≥ 70	-	4	Complete
≤ 70	12	8	Incomplete
Total	12	12	

Figure 6
Comparison of students score on pre-test and post- test 1



With a total of 12 students, it can be concluded that no students who scored >70 have met the minimum damage pre-test completeness criteria. While in post-test I, it can be concluded that 30% or 4 students among the >70 interval students have met the minimum completeness criteria. Then those who have not met the minimum completeness criteria are 80% or 8 students in the <70 interval. The average value of the pre-test was 41,75, and the

average value of the post-test was 61,42. There was an increase between the pre-test and post-test, but it did not meet the success indicators. It can be concluded that this research has not been successful because the success indicator has not been achieved, which is 70% of the total number of students must pass the criteria.

The results of classroom activities in cycle 1 and the results of post-test 1 show that this is due to the explanation of the material that has not gone well, causing some students to fail to understand the material well. In addition, some students felt dissatisfied because they did not pay attention to the teacher's explanation, and some students still faced difficulties in completing the tests given. As a result, the research should be continued in cycle II, which consists of planning, acting, observation, and reflection.

c. Cycle II

1) Planning

At this stage, the researcher, as the teacher and collaborator, discussed the problems faced by students in the first cycle. In this cycle, the researcher made lesson plans, which included the media to be used and the material to be discussed in class. The researcher also prepared student observation sheets and a list of activities that would be observed during classroom learning. The material used is

descriptive text, which includes definition, general structure, and linguistic characteristics.

2) Action

The action at this stage was held on Wednesday, March 27, 2024, from 09.50 to 11.20 WIB. The meeting lasted for 2×40 minutes. The researcher acted as a teacher, and Mrs. Siti Marwiyah S.Pd was a collaborator.

At the beginning of the lesson, the researcher started the meeting by praying, saying greetings, checking the list of students present, and asking about the students' condition. After that, the researcher delivered the learning material about descriptive text. In this part, the researcher also explained how to use the present simple tense as a language feature used to write descriptive texts.

After the explanation was finished, the researcher checked the students' understanding of the material that had been delivered. In this meeting, the class conditions were quite effective, and most students paid attention to the explanation given.

The researcher then told the students to continue listening and paying attention to what was explained until they understood the material. Next, the researcher gave students an assignment. Students can ask the researcher if they have any difficulties in the future. The researcher provides questions and feedback to ensure

that students understand what was taught, thus improving student learning outcomes.

After the discussion of the material was completed, the researcher gave a post-test II to the students. At this meeting, most students could answer well. The results of the students' post-test II can be seen in the table below:

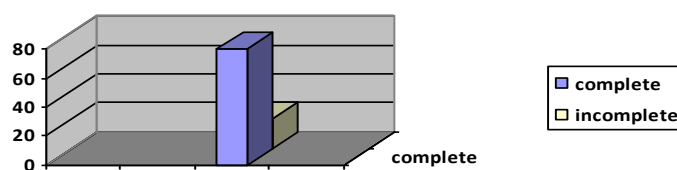
Table 14
The Result of Post-Test II Score

No	Name	Cont	Org	Voc	Lang	Mech	Score	Note
1.	AFS	22	19	18	17	4	80	Passed
2.	DAA	20	18	15	15	4	72	Passed
3.	FIS	22	14	15	18	3	72	Passed
4.	LNR	20	18	15	15	3	71	Passed
5.	MNR	23	15	15	17	4	74	Passed
6.	MDA	22	14	15	18	3	72	Passed
7.	MHN	18	12	11	14	4	59	Failed
8.	MIS	21	18	17	15	3	74	Passed
9.	SKF	22	19	16	17	4	80	Passed
10.	SK	20	18	15	15	3	71	Passed
11.	TF	21	17	15	18	3	74	Passed
12.	ZA	21	13	14	17	2	67	Failed
High Score								80
Lowest Score								59
Average								72,16

Table 15
Percentage of Students in Post-Test II

Interval	Frequency	Percentage	Note
≥ 70	10	90%	Complete
≤ 70	2	10%	Incomplete

Figure 7
Percentage of Students Score in Post-Test II



Based on the results of students' descriptive text writing in posttest II, it can be concluded that there are 90%, or 10 students, who scored >70 or met the Minimum Standard Criteria (MSC), which is at least 70, while 10%, or 2 students, who scored <70 , did not meet the Minimum Standard Criteria (MSC).

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

3) Observing

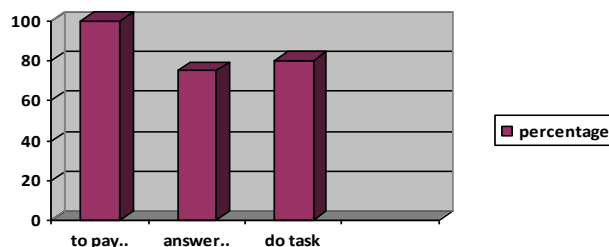
At this stage, the researcher presents the material to students through image media. In the learning process, four indicators were used, the same as before, to identify students' activities.

The researcher concluded that Cycle II learning had been successful based on the results of the Cycle II observation sheet. The observation results of student learning activity scores are below.

Table 16
The Students Activity In Cycle I

No	Student's Activity	Frequency	Percentage
1.	Pay attention to the teacher when explaining.	12	100%
2.	Can answer or ask the teacher with confidence.	9	75%
3.	Responsible in carrying out the tasks given by the teacher.	10	80%

Figure 8
Percentage of Students Activities in Post-Test II



Cycle II showed an increase in student activity, as shown in the table above. Since all three percentages of students reached more than 70%, the researcher concluded that the learning process in cycle II was successful. The highest level of student activity consists of students who can pay attention to the teacher's explanation as much as 100%, students who are active in class as much as 75%, and students who are able to complete tasks as much as 80%.

4) Reflection

At the end of this cycle, researcher and collaborator analysed and calculated all the processes that occurred. This included the post-test II results and student learning observations. The results of students' post-tests I and II were compared with each other in the following table:

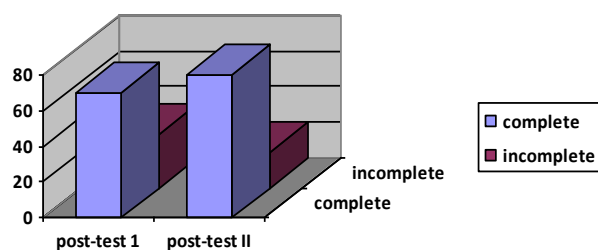
Table 17
Comparison of Students Score on Post-Test in Cycle I
and on Post-Test in Cycle II

No	Name	Post-Test I	Post-Test II	Increasing	Note
1.	AFS	74	80	6	Increased
2.	DAA	48	72	23	Increased
3.	FIS	61	72	11	Increased
4.	LNR	64	71	7	Increased
5.	MNR	70	74	4	Increased
6.	MDA	48	72	24	Increased
7.	MHN	53	59	6	Increased
8.	MIS	64	75	10	Increased
9.	SKF	71	80	9	Increased
10.	SK	70	71	1	Increased
11	TF	61	74	13	Increased
12	ZA	53	67	14	Increased
Total		737	866		
Average		61,42	72,16		

Table 18
Comparison of Students Score on Post-Test in Cycle I
and Post-Test in Cycle II

Interval	Post-Test I	Post-Test II	Note
≥ 70	4	10	Complete
≤ 70	8	2	Incomplete
Total	12	12	

Figure 9
The Comparison of Students on Post-Test I and Post-Test II



In the table above, it can be concluded that the percentage of student success in the post-test II score is 80%, or 10 students, who passed the Minimum Standard Criteria (MSC), and 20 %, or 2

students, have not passed the Minimum Standard Criteria (MSC), which is 70. This shows the success indicator.

It can be concluded that these results show that learning meets the success criteria of Classroom Action Research (CAR), so it is not continued in the next cycle. In summary, picture media can help students write descriptive text.

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

Based on the learning process that has been carried out in the first meeting, the average score of students in writing description text is still low. Meanwhile, students' results in post-test I were higher when compared to the previous pre-test. In addition, the students' average score in Cycle II was also higher than in Cycle I. Below is a table containing examples of results in Cycle I and Cycle II.

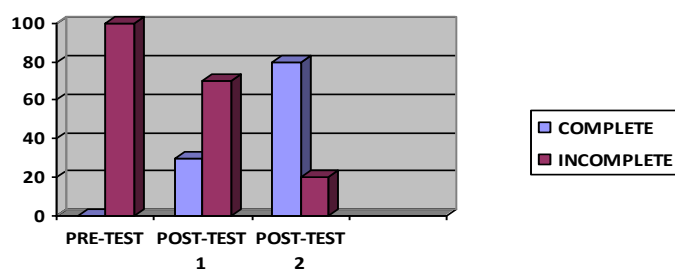
Table 19
Comparison In Pre-Test,Post-Test in Cycle I
and Post-Test in Cycle II

No	Name	Score		
		Pre-Test	Post-Test I	Post-Test II
1.	AFS	50	74	80
2.	DAA	34	48	72
3.	FIS	53	61	72
4.	LNR	34	64	71
5.	MNR	40	70	74
6.	MDA	40	48	72
7.	MHN	41	53	59
8.	MIS	34	64	74
9.	SKF	34	71	80
10.	SK	44	70	71
11.	TF	48	61	74
12	ZA	49	54	67

The table above shows there is a significant improve in scores based on the results of the pre-test, post-test I, and post-test II. Therefore, the researcher concluded that the success indicators of the study had been met, so the study was successful. The results of the pre-test, post-test I, and post-test II are shown in the following graph by the researcher:

Figure 10

The Comparison of Students on Pre-test, Post-Test I and Post-Test II



Based on the diagram above, with the improve in students scores from Pre-Test to Post-Test 1 and from Post-Test 1 to Post-Test II, it can be concluded that picture media can improve students' ability to write descriptive text.

e. Results of Student Learning Activities in Cycle I and Cycle II

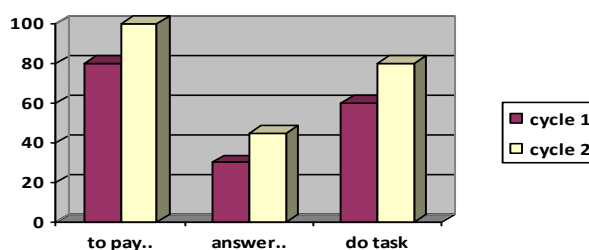
After the student learning activities, researcher obtained data based on all the student learning activities on the observation sheet.

The improvement table is as follows:

Table 20
Table of Student's Activities in Cycle I and Cycle II

No	Student's Activity	Cycle I		Cycle II		Increasing
		F	Percentage	F	Percentage	
1.	Pay attention to the teacher when explaining.	10	80%	12	100%	20%
2.	Can answer or ask the teacher with confidence.	4	30%	9	75%	45%
3.	Responsible in carrying out the tasks given by the teacher.	8	60%	10	80%	20%

Figure 11
Percentage of Students Activities in Post-Test I and Post-Test II



1) Students pay attention to the teacher's explanation.

When the researcher provides material, students' attention to the teacher's explanation has increased compared to the first meeting and the next meeting. In the first cycle, only 80% increased; in the second cycle, 100% increased by 20%.

2) Student activeness in asking/answering questions from the teacher.

When the researcher asked questions to students, the number of students who asked and answered questions increased from the first meeting to the next meeting. This shows that students have the confidence to answer questions, even though they may not

be able to answer all questions correctly. Cycle II saw an increase in activity from 30% to 75%.

3) Students are able to do the task

Students' ability to do the work has increased, and the number of students who are able to complete the task has increased. This can be seen in the first cycle, showing 60%; in the second cycle, 80%, a growth of 20%. During the learning process, most students showed improvement when using picture media in learning in Cycle I and Cycle II.

Based on the data above, the number of students who are active in class has also increased. Based on the explanations from Cycle I and Cycle II, it can be concluded that students' ability to write descriptive text can be improved by using picture media. The increase in student ability can be seen based on the average score from 50.80 to 62.80 and 74.38.

B. Discussion

The pre-survey results show that there are a number of problems in the teaching of writing at MTs Al Hikmah Seputih Raman in class VIII, including that students have difficulty writing descriptive texts. Johnson argues that writing is not an easy thing because writing requires the ability to express oneself and convey an opinion¹. In writing, there are many media that can be

¹ Andrew P. Jhonshon, *Teaching Reading and writing A Guidebook for Tutoring and Recommending Students* (New York: Rowman And Littlefield,2008), 179.

used to convey a message or information, one of which is image media. Brinton argues that image media is one of the tools that can be used by teachers to facilitate the delivery of material in learning.² Therefore, researcher chose picture media to help students write descriptive text better.

The researcher used this medium to organise students' ideas and increase their engagement in writing, especially in learning English descriptive text. It is expected that picture media can help learning activities because it has been proven that students do better learning activities by using it. Since lessons are more easily understood by students, and they have to really understand them, writing descriptive texts will be easier to understand if supported by the right media. Muchtar and Herlina argued that the use of serial image media in class V of SD Negeri 21 Teluk Menyurai can increase student learning activities. Students are seen to have motivation, enthusiasm, and good cooperation in learning.³ While the teacher factor improves teacher performance and professionalism, student activities have increased enthusiasm for learning and discussing or cooperating with other students. Therefore, the researcher believes that using picture media when teaching writing can help students write descriptive text.

² Donna M. Brinton, *The Use of Media in Language Teaching* (Boston: Heinle Publishers, 2001), 459.

³ Azmy Ali Muchtar dkk. "Improving students' narrative text writing ability through the picture and picture learning model." *Indonesian Language Education and Literature*, Vol.6 No.1, 139-149, 2020. <http://dx.doi.org/10.24235/ileal.v6i1.5427>

Cycles I and II showed that the use of picture media can help students write descriptive text. The number of students who scored above 70 increased: from the pre-test where no one met the minimum standard criteria, from post-test I 30%, or 4 students, and from post-test II 80%, or 10 students. This is shown by the increase in the number of students who passed and did not pass the pre-test, post-test I, and post-test II. In addition, using picture media when teaching writing can make the class more interesting. Cycles I and II showed improvement. Cycle I and Cycle II showed an increase in student learning activities. Students who paid attention to the teacher's explanation from 80% to 100%, asked or answered questions from 30% to 75%, and were able to complete tasks from 60% to 80%.

CHAPTER V

CONCLUSION AND SUGGESTION

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

A. Conclusion

Based on the results of the research that has been conducted, the use of image media in learning to write descriptive text has increased at each meeting. The average score of the pre-test was 41.75, post-test I was 61.42 and post-test II was 72.16. In English language learning in the classroom, student learning outcomes in cycles I and II showed an increase in student learning activities. This can be seen in students who are more active in class; students can create descriptive text well; students understand the material about descriptive text; and students are happy to do tasks in class. So, it can be concluded that picture media can improve students' descriptive writing ability in eighth grade MTs Al Hikmah Seputih Raman.

B. Suggestions

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

1. For students

Students should be more active in classroom learning and improve learning outcomes, especially writing skills.

2. For English teachers

English teachers can use picture media so that it can attract or motivate students to learn to write, especially when writing descriptive text.

3. For the school principal

Principals can support teachers in using this image medium in the classroom positively for learning because this image medium can make students more active in the classroom.

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APPENDICES

SILABUS PEMBELAJARAN

Mata pelajaran : Bahasa Inggris
 Satuan Pendidikan : MTs Al Hikmah
 Kelas/Semester : VIII (Delapan)/Genap

Kompetensi Inti

4. **KI4 : 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	Learning materials	Learning Activities	Learning Indicators
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	social function Describe, introduce, praise, identify, criticize. Text structure 1.May include: - identification (whole name and part) -characteristics that characterize it -functions, behaviors, benefits, actions, habits that characterize the		
		-Read some descriptive texts about the school including objects and animals accompanied by interesting photos or pictures - Ask about	- Social and spiritual attitudes: observation -Knowledge -Skills

Basic Competence	Learning materials	Learning Activities	Learning Indicators
<p>objects very short and simple, according to the context of their use.</p>	<p>person, animal or object being discussed.</p> <p>2. Linguistic elements</p> <p>-Declarative sentences (positive and negative), and interrogative (Yes/No question; Wh-question), in simpl present tense</p> <p>-Singular and plural nouns with or without a, the, this those, my, their, etc.</p> <p>-Speech, word stress, intonation, spelling, punctuation, and handwriting</p>	<p>related information in the text</p> <p>- Observing objects/animals/people that are very familiar, collecting data on the number, nature, behavior, etc.</p> <p>- Reflect on the process and learning outcomes.</p>	
<p>4.7 Text Descriptive 4.7.1 Capturing</p>	<p>Topic</p>		

Basic Competence	Learning materials	Learning Activities	Learning Indicators
<p>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</p>	<p>-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>		

Basic Competence	Learning materials	Learning Activities	Learning Indicators
structure, and linguistic elements, correctly and in context.			

Mengetahui,
Kepala Sekolah

Guru Pelajaran

Siti Muslikah, S.Pd.I

Siti Marwiyah, S.Pd

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

School : MTs Al Hikmah

Subject : English

Class/semester : VIII/ II

Time : 2×45 menit

4. Standard of Competence

KI4: 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.

5. Basic 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.

6. Indikator Pencapaian Kompetensi

1.1.1 Demonstrates motivation to develop skills in English language

7. Learning Objectives

Learners analyze and evaluate the main idea, explanatory idea, fact sentence and opinion sentence, intrinsic and extrinsic elements in an object of description text both heard and read orally, in writing, and visually.

8. Learning Material

Descriptive Text

Definition :

Descriptive text is a text that explains about whether a person or an object is like, whether its form, its properties, its amount and others.

The purpose of the descriptive text is clear, that is to describe, represent or reveal a person or an object, either abstract or concrete.

Generic Structure:

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

Language Feature

Using simple present tense

The formula of simple present tense is :

S + Verb1(+s/es) + O

Example: the monkey likes banana

9. Learning Method

- Method : Discovery Learning
- Implementation : Offline
- Aspect : Writing

10. Media and Tools

- Media: Pictures
- Tools : Paper, Pen/pencil/marker, Literacy sources (books, magazines, newspapers, internet sources) .

11. Learning Activity Steps

. Pre-Activity :

- The teacher opens the learning activity
- The teacher ask students to do a prayer together
- The teacher takes attendance of students
- The teacher conveys learning objectives
- The teacher ask questions with the teacher about the relevance of the material to be learned with the experience of students.

Main Activity :

- The teacher explains the material about description texts.

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.

Purpose :

The purpose of the descriptive text is clear, that is to describe, represent or reveal a person or an object, either abstract or concrete.

Generic Structure :

Identification: to identify phenomenon to be described.

Description: to describes the parts, the characteristics, or qualities of something.

Language Feature

Using simple present tense

The formula of simple present tense is :

S + Verb1(+s/es) + O

Example: the monkey likes banana.

- The teacher gives examples of descriptive text forms :

Rabbit

I have a pet rabbit. My rabbit's name is Bosi. She is 3 years old. She is a small mammal with a short tail but long ears. She has four legs. Like other rabbits, she hops using her legs. Her hind legs are very powerful to hop.

My rabbit has soft brown fur. I love cuddling her. Everyday she eats carrot and enjoys fresh vegetables too. She grows fatter and stronger now. My sister and I love playing with her.

- The teacher gives a picture sheet to the students.
- With the picture, the teacher asks students individually to write a paragraph.
- The teacher ask students to collect the results of writing paragraphs.
- The teacher evaluates the students' work.

Post-Activity/Closing

- The teacher reflect the learning outcomes of the students

- The teacher ask students about the conclusion of the material that has been discussed.
- The teacher conveys the learning material that will be discussed for the next meeting.
- The teacher closed the meeting by saying greetings
- The teacher gives motivation to students

Evaluation

The Maesurement Rubrics of Wtiting

Writing Performance	Score	Criteria	Details
Content	27-30	Excellent	Knowledgeable, substantial thesis development, relevant to the assigned topic.
	22-26	High	Some knowledge of the subject, adequate range, limited development of ideas, mostly relevant to the topic, but lacks detail.
	17-21	Fair	Limited knowledge of the subject, little substance, and inadequate idea development.
	13-16	Poor	Does not demonstrate knowledge of subject, non-substantial, non-relevant, or insufficient to evaluate.
Organization	18-20	Excellent	Fluent expression, ideas clearly stated or supported, complete, concise, well organized, logical sequence, cohesive.
	14-17	High	Somewhat choppy, loosely organized but main ideas stand out, and limited support, logical but incomplete sequence.
	10-13	Fair	Non-fluent, confusing, or disjointed ideas, lacking logical sequence and development.
	7-9	Poor	Does not communication, no organization, and not enough to evaluate
Vocabulary	18-20	Excellent	Effective, complex construction, few agreement errors, tense, number, word order or function, articles, pronouns,

			and prepositions
	14-17	High	Adequate range, occasional errors in word or idiom form, choice, and usage, but meaning is not obscured.
	10-13	Fair	Limited range, frequent errors in word form or idiom, choice, usage, confusing or blurred meaning
	7-9	Poor	There is almost no mastery of rules in sentence construction, many errors, no communication, and not enough to evaluate.
Language	22-25	Excellent	Effective, complex construction with few errors in agreement, tense, number, order, or function of words, articles, pronouns, and prepositions.
	18-21	High	Effective but simple construction; minor problems in complex construction; some errors in agreement, tense, number, order, or function of words, articles, pronouns, and prepositions; but meaning is rarely obscured.
	11-17	Fair	Major problems in simple constructions, frequent errors, agreement, form, number, word order or function, articles, pronouns, prepositions and fragments, run-ons, deletions, and meaning are confused or obscured.
	5-10	Poor	Does not master the rules of syntax, there are many errors, and it is uncommunicative.
Mechanic	5	Excellent	Demonstrates mastery of conventions with a few spelling, punctuation, capitalization, and paragraph errors.
	4	High	There are occasional errors in spelling, punctuation, capitalization, and paragraphing, but meaning is not obscured.
	3	Fair	Frequent errors in spelling, punctuation, capitalization, paragraphing, and poor handwriting cause meaning to be confused or obscured.
	2	Poor	No command of conventions, dominated by spelling, punctuation, capitalization, paragraph errors, illegible handwriting, and insufficient to evaluate.

Score material

Grade = The Correct Answer X 100

Max scores

Mengetahui,
Kepala Mts Al Hikmah

Seputih Raman,
Guru Mata Pelajaran

Siti Muslikah, S.Pd
NIP.

Siti Marwiyah, S.Pd
NIP.

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

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Class/semester : VIII/ II

Time : 2×45 menit

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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.

14. Indikator Pencapaian Kompetensi

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Description: to describes the parts, the characteristics, or qualities of something.

Language Feature

Using simple present tense

The formula of simple present tense is :

S + Verb1(+s/es) + O

Example: the monkey likes banana.

- The teacher gives examples of descriptive text forms :

Family

I would like to introduce myself as well as my family. My name is Sika Anggraini. You can call me Sika. I am 15 years old and I was born in Surabaya.

I am the second child in my family. I have one older sister who is a college student. Her name is Maya Anggraini. She is 20 years old, and now she studies in XXX University.

My father works in an X Company, his name is Aldi Putra. He is the chairman of the marketing department. My mother is Cahyani, and she is a teacher. She teaches English in elementary school near my house.

We love watching movie together on the weekend and sometimes we go to the zoo or other vacation spots.

- The teacher gives a picture sheet to the students.

- With the picture, the teacher asks students individually to write a paragraph.

- The teacher ask students to collect the results of writing paragraphs.
- The teacher evaluates the students' work.

Post-Activity/Closing

- The teacher reflect the learning outcomes of the students
- The teacher ask students about the conclusion of the material that has been discussed.
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	4	High	There are occasional errors in spelling, punctuation, capitalization, and paragraphing, but meaning is not obscured.

	3	Fair	Frequent errors in spelling, punctuation, capitalization, paragraphing, and poor handwriting cause meaning to be confused or obscured.
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Score material

Grade = The Correct Answer X 100

Max scores

Mengetahui,
Kepala Mts Al Hikmah

Seputih Raman,
Guru Mata Pelajaran

Siti Muslikah, S.Pd
NIP.

Siti Marwiyah, S.Pd
NIP.

Evaluation

The Measurement Rubrics of Writing

Writing Performance	Score	Criteria	Details
Content	27-30	Excellent	Knowledgeable, substantial thesis development, relevant to the assigned topic.
	22-26	High	Some knowledge of the subject, adequate range, limited development of ideas, mostly relevant to the topic, but lacks detail.
	17-21	Fair	Limited knowledge of the subject, little substance, and inadequate idea development.
	13-16	Poor	Does not demonstrate knowledge of subject, non-substantial, non-relevant, or insufficient to evaluate.
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	2	Poor	No command of conventions, dominated by spelling, punctuation, capitalization, paragraph errors, illegible handwriting, and insufficient to evaluate.

Score material

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


Max scores

Mengetahui,
Kepala Mts Al Hikmah



Muslikah, S.Pd
NIP.

Seputih Raman, 2 Maret 2024
Guru Mata Pelajaran



Siti Marwiyah, S.Pd
NIP.

Instrument Pre-Test**Direction:**

1. Write your name on your answer sheet!
2. You may not cheat with your friends!
3. Write down and describe your favorite animal!

Worksheet

Instrument of Post-test 1

Direction:

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

Create a description text based on the picture.

Good Luck!



Name = Ahmael fajar Saputra
Class = III

C = 17
O = 11
U = 6
L = 13
M = 3

50

Instrument Pre-Test

Direction:

1. Write your name on your answer sheet!
2. You may not cheat with your friends!
3. Write down and describe your favorite animal!

Worksheet

Rabbit

I love rabbit and I have a rabbit that (nama) Selo. I used to have 3 rabbit (3)
but now there are only 2. She is a beautiful white (color) sometimes
I feed her tale and other vegetables but she likes (carrots). She is a fair
female rabbit.

Name = Vanika adi ardita
Class = 8

C = 17
O = 10
J = 9
L = 10
M = 2

48

Instrument of Post-test 1

Direction:

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

Create a description text based on the picture.

Good Luck!



CAT

I have a cat name^d (is) orci. She is ~~is~~ black in (color) and has short fur because she is just a kampong cat. Her tail is very long and she has beautiful brown eyes. I always feed her fish and rice.

Name : Tias Fajriani

Class : 8

Instrument of Post-test 1

Direction:

1. Write your name on your answer sheet!

2. You may not cheat with your friends!

Create a description text based on the picture.

Good Luck!

C = 21
O = 17
V = 15
L = 18
M = 3

(FV)



My name is Tias Fajriani. I live with my small family. My family consists of five people. My father is Askuri and my mother is Tika. I have an older sister named Asti and younger sibling name Tika and father.

My father has a hobby of fishing and my mother has a hobby of sewing. My sibling and I have slightly curly hair and round eyes. My little brother named Fathir has chubby cheeks and body so many people like him. That's the story of my family.

Nama : Fadli Irfansah
Kelas : 8

Instrument of Post-test 1

Direction:

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

Create a description text based on the picture.

Good Luck!

C = 22
D = 14
U = 15
L = 18
M = 3

72



My name is Fadli Irfansah. My Father
is Suryanto and my mother is Siti Aisyah.
my Father and my mother is a Farmer.
I have one brother, he is Salman. My brother is
five years younger than me.

My mother likes to cook, she really
likes to cook Javanese food. My father likes
to watch soccer and so my younger brother.

Name: Sifa khalida fauziah
Class: 8

Instrument of Post-test 1

Direction:

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

Create a description text based on the picture.

Good Luck!

C : 22
O : 19
U : 18
L : 17
M : 4

80



My name is Sifa. I will tell you about my family. My family consists of my father, mother, and two older sisters. My mother has slanted eyes so my sister and I ~~has~~ has slanted eyes too. Both my sisters have graduated from school and one already has her own family.

My father is a farmer and my mother sells chicken noodles. I have a hobby like my mother which is cooking. Sometime I help my mother cook for her selling noodles. While my brother is very fond of playing badminton.



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

Jalan Ki. Hajar Dewantara Kampus 15 A Inringmulyo 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

**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Ulvatul Karimah
NPM : 2001050033

Program Studi : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
3	19/24 /3		APD ACC Lanjutkan untuk pelat- fanaan research.	
4.	22/24 /5		⇒ Revisi bab 4 dan 5 ⇒ tambahkan / diskusikan dan menambahkan teori terkait ferman ⇒ Lengkapi daftar pustaka ⇒ Subm lampiran dan baik	
5.	28/24 /5		⇒ perbaiki bab discussion ⇒ lengkapi daftar pustaka ⇒ lengkapi bab 1-5	

Mengetahui
Ketua Program Studi TBI

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

Dosen Pembimbing

Leny Setiyana, M.Pd
NIP. 2016099101




**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
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**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Ulvatul Karimah
NPM : 2001050033


Program Studi : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
6.	Jelasa 4/24 16		Lengkapi lampiran tiap diajukan munaqosah <u>ACC</u>	

Mengetahui
Ketua Program Studi TBI


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

Dosen Pembimbing


Lenvy Setivana, M.Pd
NIP. 2016099101



**KEMENTERIAN AGAMA
KABUPATEN LAMPUNG TENGAH
MADRASAH TSANWIYAH AL HIKMAH REJO BASUKI**
Jl. Raya Rejo Basuki, kec. Seputih Raman Lampung Tengah, pos 34155



No : 619/MTs/AH/RB/V/2023
Lampiran :-
Perihal : Surat Balasan Izin Pra Survey

Kepada Yth.
Dekan Fakultas Tarbiyah
dan Ilmu Keguruan IAIN Metro
di _____
Tempat

Assalamu'alaikum Warahmatullahi Wabarakatuh

Teriring salam dan do'a semoga Allah SWT senantiasa melimpahkan rahmat serta hidayah-Nya Kepada kita semua dalam kehidupan ini. Aamiin. Shalawat dan salam semoga senantiasa dicurahkan atas teladan kita Rasulullah Muhammad SAW.

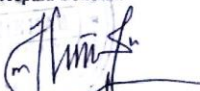
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Nama : **ULVATUL KARIMAH**
NPM : 2001050033
Jurusan : Tadris Bahasa Inggris
Judul : Improving Students Ability in Writing Paragraph by Using Pictures Media
(A Study of IX MTs Al Hikmah Lampung Tengah)

Demikian surat ini kami buat, kami ucapkan terima kasih.

Wassalamu'alaikum Warahmatullahi Wabarakatuh

Lampung Tengah, 30 November 2023
Kepala Sekolah


Musfikah S.Pd.I



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Nomor : B-1427/In.28.1/J/TL.00/03/2024
Lampiran : -
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,
Leny Setiyana (Pembimbing 1)
(Pembimbing 2)
di-

Tempat
Assalamu'alaikum Wr. Wb.

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

Nama	: ULVATUL KARIMAH
NPM	: 2001050033
Semester	: 8 (Delapan)
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Tadris Bahasa Inggris
Judul	: IMPROVING STUDENTS WRITING ABILITY BY USING PICTURES MEDIA AT THE EIGHTH GRADE OF MTS AL HIKMAH SEPUTIH RAMAN

Dengan ketentuan sebagai berikut :

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

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

Wassalamu'alaikum Wr. Wb.

Metro, 04 Maret 2024
Ketua Jurusan,



Dr. Much Deiniatur M.Pd.B.I.
NIP 19880308 201503 1 006



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Nomor : B-1624/In.28/D.1/TL.00/03/2024
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA MTS AL HIKMAH SEPUTIH
RAMAN
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-1625/In.28/D.1/TL.01/03/2024, tanggal 15 Maret 2024 atas nama saudara:

Nama : **ULVATUL KARIMAH**
NPM : 2001050033
Semester : **8** (Delapan)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KEPALA MTS AL HIKMAH SEPUTIH RAMAN bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MTS AL HIKMAH SEPUTIH RAMAN, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING STUDENTS ABILITY IN WRITING PARAGRAPH BY USING PICTURES MEDIA AT THE EIGHTH GRADE OF MTS AL HIKMAH SEPUTIH RAMAN".

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

Wassalamu'alaikum Wr. Wb.

Metro, 15 Maret 2024
Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



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MADRASAH TSANWYAH AL HIKMAH REJO BASUKI**
Jl. Raya Rejo Basuki, kec. Seputih Raman Lampung Tengah, pos 34155



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Lampiran :-
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Teriring salam dan do`a semoga Allah SWT senantiasa melimpahkan rahmat serta hidayah-Nya kepada kita semua dalam kehidupan ini. Aamiin. Shalawat dan salam semoga senantiasa dicurahkan atas teladan kita Rasulullah Muhammad SAW.

Berdasarkan surat nomor: B-1624/In.28/D.1/TL.00/03/2024 perihal **Izin Research** maka kami berkenan memberikan izin, berikut nama mahasiswa yang akan melaksanakan **Izin Research**.

Nama : **ULVATUL KARIMAH**
NPM : 2001050033
Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris
Judul : IMPROVING STUDENTS ABILITY IN WRITING PARAGRAPH BY USING PICTURES MEDIA AT THE EIGHTH GRADE OF MTS AL HIKMAH SEPUTIH RAMAN

Demikian surat ini kami buat, kami ucapkan terima kasih.

Wassalamu`alaikum Warahmatullahi Wabarakatuh

Lampung Tengah, 20 Maret 2024
Kepala Sekolah

Muslikah S.Pd.I



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SURAT TUGAS

Nomor: B-1625/In.28/D.1/TL.01/03/2024

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


Nama : **ULVATUL KARIMAH**
NPM : 2001050033
Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di MTS AL HIKMAH SEPUTIH RAMAN, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING STUDENTS ABILITY IN WRITING PARAGRAPH BY USING PICTURES MEDIA AT THE EIGHTH GRADE OF MTS AL HIKMAH SEPUTIH RAMAN".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

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

Dikeluarkan di : Metro
Pada Tanggal : 15 Maret 2024

Mengetahui,
Pejabat Setempat


Fikrothul Mutoharoh

Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



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

Nama : ULVATUL KARIMAH
NPM : 2001050033
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2023/2024 dengan nomor anggota 2001050033

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

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Metro, 28 Mei 2024
Kepala Perpustakaan

Dr. As'ad, S. Ag., S. Hum., M.H., C.Me.
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SURAT KETERANGAN BEBAS PUSTAKA

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

Nama : Ulvatul Karimah
NPM : 2001050033
Program Studi : Tadris Bahasa Inggris (TBI)

Telah menyelesaikan administrasi peminjaman buku pada jurusan/prodi Tadris Bahasa Inggris.

Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro, 04 Juni 2024

Ketua Program Studi TBI



Dr. Much Deiniatur, M.Pd.B.I
NIP. 1988308 201503 1 006

AN UNDERGRADUATE THESIS

**IMPROVING STUDENTS' WRITING ABILITY BY USING
PICTURES MEDIA AT THE EIGHTH GRADE OF MTS AL
HIKMAH
SEPUTIH RAMAN**

By:

**ULVATUL KARIMAH
NPM. 2001050033**



**TARBIYAH AND TEACHER TRAINING FACULTY
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CURRICULUM VITAE



The researcher name is Ulvatul Karimah. She was born in Rejoice Basuki, Central Lampung on September 2, 2001. She is the youngest child of Mr. Mukhtar Hadi and Mrs. Tukiyeem. The researcher took elementary school education at SDN 4 Rejo Basuki in 2014, then took junior high school education at MTs Al Hikmah for three years and graduated in 2017. After graduating from junior high school, he continued his high school education at MA Ma'Arif 09 Kotagajah and graduated in 2020, then he decided to study at the State Islamic Institute (IAIN) Metro in the English Department Study Program in 2020-2024.