

**AN UNDERGRADUATE THESIS**

**EXPLORING OF SERIALISED IMAGE MEDIA TO IMPROVE**

**WRITING DESCRIPTIVE TEXT AT ELEVENTH GRADES STUDENTS**

**OF MA MAARIF 1 PUNGGUR**

**BY :**

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**TARBIYAH AND TEACHER TRAINING FACULTY**

**ENGLISH EDUCATION DEPARTMENT**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO**

**1446 H/ 2025 M**

**EXPLORING OF SERIALISED IMAGE MEDIA TO IMPROVE  
WRITING DESCRIPTIVE TEXT AT ELEVENTH GRADES STUDENTS  
OF MA MAARIF 1 PUNGGUR**

Presented as a Partial Fullfilment of the Requirements

For the Degree Of Sarjana Pendidikan (S.Pd)

In English Study Program

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**1446 H/ 2025 M**



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**APPROVAL PAGE**

Title : EXPLORING OF SERIALISED IMAGE MEDIA TO  
IMPROVE WRITING DESCRIPTIVE TEXT AT  
ELEVENTH GRADES STUDENTS OF MA MAARIF 1  
PUNGGUR  
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To be examined in Munaqosyah in Tarbiyah Faculty and Teacher Training  
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**NOTIFICATION LETTER**

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The Honorable of the Head of Faculty of  
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State Islamic Institute of (IAIN) Metro

*Assalamu'alaikum, Wr. Wb*

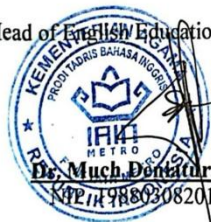
We have given guidance and enough improvement to research thesis script  
which is written by:

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Title : EXPLORING OF SERIALISED IMAGE MEDIA TO IMPROVE  
WRITING DESCRIPTIVE TEXT AT ELEVENTH GRADES  
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It has been agreed so it can be continued to the Tarbiyah Faculty in order to be  
discussed on the Munaqosyah. Thank you very much.

*Wassalamu'alaikum Wr. Wb*

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**NOTA DINAS**

Nomor :  
Lampiran : -  
Perihal : **Mohon Dimunaqsyahkan Skripsi  
Saudari Marchelia Anila**

Kepada Yth.  
Dekan Fakultas Tarbiyah dan Ilmu Keguruan  
Institut Agama Islam Negeri Metro  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

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

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WRITING DESCRIPTIVE TEXT AT ELEVENTH GRADES  
STUDENTS OF MA MAARIF 1 PUNGGUR


Sudah kami setuju dan dapat diajukan ke Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro untuk dimunaqsyahkan.

Demikian harapan kami dan atas perhatiannya saya ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Mengetahui,  
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**RATIFICATION PAGE**

No. 6-1897/11.28.1/D/PP.009/06/2025

An undergraduate thesis entitled: EXPLORING OF SERIALISED IMAGE MEDIA TO IMPROVE WRITING DESCRIPTIVE TEXT AT ELEVENTH GRADES STUDENTS OF MA MAARIF 1 PUNGGUR, Written by Marchelia Anila, student number: 2101050017, English Education Study Program, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Wednesday, April 23<sup>th</sup>, 2025 at 10.00 - 12.00 a.m.

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(.....  
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**EXPLORING OF SERIALISED IMAGE MEDIA TO IMPROVE  
WRITING DESCRIPTIVE TEXT AT ELEVENTH GRADES STUDENTS  
OF MA MAARIF 1 PUNGGUR**

**ABSTRACT**

**By:**

**MARCHELIA ANILA**

The objective of this research is to determine exploring os serialized image media to improve writing descriptive text at eleventh grades students. The focus of this study is on writing skills using serialized image for English language students at MA MAARIF 1 PUNGGUR. This is related to the problem identification that students' writing ability is very low, especially in describing a text. Many students pay little attention to appropriate vocabulary and grammar, and most of them struggle to express their ideas through writing. The use of serialized image as a learning tool can be applied to foster students' creativity in order to enhance their writing skills.

This research employs Classroom Action Research (CAR) conducted in two cycles. Each cycle consists of planning, implementation, observation, and reflection. In this study, students were given a pre-test before the treatment and a post-test after the treatment. The subjects of this research were 30 students in Grade XI B MA MAARIF 1 PUNGGUR. To collect the data, the researcher used tests (pre-test, post-test I in cycle 1, and post-test II in cycle 2), observations, field notes, and documentation.

The results of this study indicate an improvement in the writing skills of eleventh-grade students at MA MAARIF 1 PUNGGUR. This can be seen from the increase in students' average scores on the pre-test and post-tests. In the pre-test, the students' average score was 69 , which increased to 74,6 in post-test I and further improved to 80 in post-test II. Based on these findings, it can be concluded that the use of serialized image as a learning tool is an effective strategy to enhance students' writing skills. Furthermore, this research can be considered successful as the predetermined criteria were successfully achieved.

*Keyword: Writing Skill, Serialised Image, Classroom Action Research*

**MENJELAJAHI MEDIA GAMBAR SERIAL UNTUK MENINGKATKAN  
PENULISAN TEKS DESKRIPTIF DI KELAS SEBELAS SISWA MA  
MAARIF 1 PUNGGUR**

**ABSTRAK**

**OLEH:**

**MARCHELIA ANILA**

Tujuan dari penelitian ini adalah untuk mengetahui apakah penggunaan media belajar gambar berseri dapat meningkatkan keterampilan menulis siswa. Fokus penelitian ini adalah keterampilan menulis menggunakan gambar berseri siswa bahasa Inggris MA MAARIF 1 PUNGGUR. Hal ini terkait dengan identifikasi masalah bahwa kemampuan menulis siswa sangat rendah terutama dalam mendeskripsikan sebuah teks, banyak siswa kurang memperhatikan kosakata dan tata bahasa yang baik dan benar, dan sebagian besar siswa sulit mengekspresikan ide mereka melalui tulisan. Penggunaan media belajar gambar berseri dapat diterapkan untuk membangun kreativitas siswa guna meningkatkan keterampilan menulis siswa.

Jenis penelitian ini adalah penelitian tindakan kelas (PTK) yang dilaksanakan dalam dua siklus. Setiap siklus terdiri dari perencanaan, pelaksanaan, pengamatan dan refleksi. Dalam penelitian ini siswa diberikan tes awal sebelum perlakuan dan tes akhir setelah perlakuan. Subjek penelitian ini adalah 30 siswa di kelas XI B MA MAARIF 1 PUNGGUR. Dalam pengumpulan data, peneliti menggunakan tes (tes awal, tes akhir I siklus 1 dan tes akhir II siklus 2), observasi, catatan lapangan, dan dokumentasi.

Hasil penelitian ini menunjukkan adanya peningkatan keterampilan menulis siswa kelas XI MA MAARIF 1 PUNGGUR. Hal ini dapat dilihat dari peningkatan nilai rata-rata siswa pada pre-test dan post-test. Pada pre-test nilai rata-rata siswa sebesar 69, dan pada post-test I nilai rata-rata meningkat menjadi 74,6, dan pada post-test II nilai rata-rata meningkat menjadi 80. Dan berdasarkan hasil ini dapat disimpulkan bahwa penggunaan media belajar realia media merupakan salah satu strategi yang dapat meningkatkan keterampilan menulis siswa, dan penelitian ini dapat dikatakan berhasil karena kriteria yang ditentukan tercapai dengan baik.

**Kata Kunci:** *Keterampilan Menulis, Gambar Serial, Penelitian Tindakan Kelas*



### STATEMENT OF RESEARCH ORIGINALITY.

The undersigned:

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It States that this undergraduate thesis is originally, the result of this research, in expectation of certain part which are excerpted from the bibliographies mentioned.

Metro, 2025

Researcher



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## ORISINALITAS PENELITIAN

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Jurusan : Tadris Bahasa Inggris

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

Metro, 2025

Peneliti



**MARCHELIA ANILA**  
NPM: 2101050017

## MOTTO

نَّ وَالْقَلَمِ وَمَا يَسْطُرُونَ ١

For the sake of pens and what they write

(QS. Al-Qalam: 1)

## **DEDICATION PAGE**

This Undergraduate Thesis is dedicated to:

1. First, I dedicate this thesis to my biological father named Mr. Sutimo, because my father really wanted to see her daughter become a scholar and Alhamdulillah I can realize my father's dream even though he is no longer by my side to accompany me. And I would like to thank my biological mother, Mrs. Siti Khotijah, for taking care of me, supporting me and giving me encouragement in completing my education. And next, I would like to thank Mr. Sodik who has financed everything about my education, and given me encouragement and prayers in completing my education.
2. My little sister, Artalita Cahayani. Thank you for your unwavering support and assistance during my academic journey.
3. My extended family, who continuously offer prayers, encouragement, and endless motivation throughout my research journey.
4. My advisor, Trisna Dinillah Harya, M.Pd., who has provided invaluable guidance, direction, and constructive feedback in the writing of this thesis.
5. My classmates at IAIN Metro, thank you for the wonderful companionship and shared experiences during our studies.

## ACKNOWLEDGMENT

Alhamdulillah Rabbil ‘Alamin first of all, the researcher expresses all praise and gratitude to Allah SWT, because thanks to His grace, guidance, and blessings, the researcher can complete the thesis with the title "Exploring of serialized image media to improve writing descriptive text at eleventh grades students of MA MAARIF 1 PUNGGUR". Shalawat and salam remain at the great prophet Muhammad Saw. Who has always been a source of inspiration and the best example for mankind. The researcher realizes that many parties provide support, assistance, and useful suggestions in completing this thesis. Therefore, the researcher would like to express his sincere gratitude to :

1. Prof. Dr. Ida Umami, M.Pd., Kons., the Rector of the State Islamic Institute of Metro.
2. Dr. Siti Annisah, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty.
3. Dr. Much Deiniatur, M.Pd.B.I, the head of the English Education Study Program of FTIK IAIN Metro.
4. Aisyah Sunarwan, M.Pd, the secretary of English Education Study Program of FTIK IAIN Metro.
5. Trisna Dinillah Harya, M.Pd, my supervisor, has spent much time giving guidance, suggestions, and advice in accomplishing their research.

6. All lecturers of the English Education Study Program of IAIN Metro Lampung who have given their thought and shared their experiences with the researcher.
7. The Headmaster, Teachers, and Staff of MA MAARIF 1 PUNGGUR, who have permitted the researcher to conduct the research in this school.

Hopefully, this research can benefit readers and parties contribute to the world of education. Therefore, researcher are happy to receive criticism and suggestions for improvement for the sake of perfection of this research.

Metro, 23 April 2025

The Researcher



**MARCHELIA ANILA**  
Std.Number: 2101050017

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## **CHAPTER I**

### **INTRODUCTION**

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

The four areas of English proficiency that need to be addressed are speaking, listening, reading, and writing. Writing is a "thing" that exists outside of specific writers, readers, or settings, and mastering grammar is a major step toward becoming a competent writer. This perspective thus views texts as arrangements of words, phrases, and sentences, and educators who employ it in the classroom think that by teaching students how to put these together well, they can teach them to express exactly what they mean. Teachers emphasize linguistic structure in the writing classroom, frequently in these four stages. Writing requires a variety of talents, including coming up with a thesis statement, crafting supporting information, developing the topic sentences, and proofreading for errors. As a result, writing is a complicated, demanding, and difficult process.

The following is student test result of descriptive text at class XI MA MAARIF 1 PUNGGUR.

### The Score the Result on the Daily Writing Test

No	Score	Frequency	Percentace	Category
1.	>75	4	12%	Complete
2.	<75	26	78%	Incomplete
	Total	30	100%	

Based on the explanation above the result of descriptive text writing test,during teaching learning process happened at the XI students of MA MAARIF 1 PUNGGUR, shows that many students could not express their ideas in written form although they might know what would be written.

In this situation, the researcher works with the instructor to help the students' writing. The researcher uses serialised images, whereas the teacher uses talk as their method. The students still struggle to develop their writing ideas, they have trouble using vocabulary, and the teacher agrees that most students struggle to write sentences with proper grammar. These factors have all contributed to the researcher's preliminary findings regarding the eleventh grade students' poor writing English proficiency in MA'ARIF 1 PUNGGUR.

## **B. Identification of Problem**

The problem's identification aids the researcher in focusing the scope of the investigation. The problem identification can be expressed as follows:

1. When it comes to the teaching and learning process of English, pupils exhibit less passion.
2. During the teaching and learning process, pupils' vocabularies are lacking.
3. During the teaching and learning process, pupils' grammar skills in English are lacking.

## **C. Problem Limitation**

The writer restricted the target to writing skills using descriptive text as material in order to concentrate on the topic because writing materials in the eleventh grade teach descriptive and serialized images as a technique. Colors and images are included in a serialized image. Students are encouraged to exercise their writing abilities and creativity by using the serialised image.

They produced ideas and learned how to use the writing process. Additionally, the pupils will like writing because of the images and colors. The research's subjects are restricted to MA'ARIF 1 PUNGGUR, with an emphasis on eleventh graders.



#### **D. Problem Formulation**

Based on the problem above, the researcher formulated the problem as follows: “How can the serialised image help the MA MAARIF 1 PUNGGUR at eleventh grade to improve writing skills in academic year 2024/2025? ”

#### **E. Benefits of study**

This research is expected to give some benefits for English teacher, students, school, and other researcher.

##### **1. English Teacher**

Educator of English The outcome of this study may help English teachers enhance their approach to teaching the language, particularly when it comes to writing. The English teacher may learn more about some useful writing strategies from it.

##### **2. For Student**

Pupils It is intended that this study's findings will aid students in their English language learning. Students can use a fun and fresh approach to learning English by using serialized images. They can also become proficient writers by playing games and using colorful media, which will keep them engaged and help the class as a whole accomplish the learning goal.

### 3. For the researcher

Regarding the investigator The researcher aspires to learn more about writing through her research, knowledge that will help her in the future. Additionally, the researcher gains expertise and understanding in developing novel approaches to English instruction.

## F. Prior Research

The first research articles by Elizabeth Rosalinda Putri Lestari explores “the use of serial image media in improving the narrative text writing skills of grade V students at Cipinang Besar Utara 7 elementary school”. The research found that the use of serial image media significantly improved students' post-test skills, with the majority of students in the experimental group scoring high. The study also found a significant positive influence of serial image media on students' narrative text writing skills, with an average score of 82.86 compared to 71.18 for the control group. The study suggests that the use of serial image media has a positive effect on the writing narrative text skills of students in grade V Cipinang Besar Utara 7 elementary school.<sup>1</sup>

The seconds research articles from Dede Zulfa Sania, Ade Hikmat the tittled of “The Effect of Serial Image Media on Students’ Skill in Writing Descriptive Essays”. The study explores the impact of serial image media on the writing skills of third-grade students at MI Al-

---

<sup>1</sup> Lisabeth lisabeth Rosalinda Putri Lestari “*Serial image media for writing narrative text skills*” Journal of Languages and Education, VOL. 1, NO. 2 (2021), p. 79-88.

Ikhlasiah Depok. Results show that the use of serial image media significantly enhances the students' writing abilities, with a significant improvement in their scores from pretest to posttest. The study concludes that serial image media is an effective method for improving students' writing skills.<sup>2</sup>

The third research articles from Rina Ayu Fitrianingsih, Hasan Suaedi, Eka Nova Ali Vardani the titled of “Descriptive Text Writing Skills Through Picture Media in Elementary School Students”. The study investigates the writing skills of class VII B students at SMP Negeri 2 Genteng in descriptive texts based on pictures of tourist attractions.

It focuses on identification structures and part description structures. The findings indicate that students are good in object recognition, words referring to objects, material or action verbs, and adjectives in writing descriptive texts through image media. The study concludes that students are categorized as good because they can write descriptive texts through media images, focusing on identification structures, general statements, and section description structures.<sup>3</sup>

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<sup>2</sup> Dede Zulfa Sania, et.al “*The Effect of Serial Image Media on Students’ Skill in Writing Descriptive Essays*” Journal Pendidikan, VOL. 14, NO.2 (2023, Agustus), p. 376-387.

<sup>3</sup> Rina Ayu Fitrianingsih, et.al “*Descriptive Text Writing Skills Through Picture Media in Elementary School Students*” Journal Ilmiah Pendidikan, VOL.5, NO.1 (2024,January) , p.186.

## CHAPTER II

### THEORITICAL REVIEW

#### A. Theoritical Description

##### a. Definition of writing

Many professionals can define writing in their own terms. White (Define "writing as the act of communicating thoughts, knowledge, facts, or Learn from and comprehend writing in order to acquire knowledge or some Data to be examined and exchanged." Ability is described as strength or skill. Morris summarizes, "The capacity to write is the aptitude to convey thoughts, Thoughts and emotions directed towards others in symbols inked to help people or The concepts are understood by the readers. : ”<sup>4</sup>

##### b. Types of writing

Kinds of writing suggest Brown, there are four types of written performance that encompass the variety of written work that needs to be taken into account. Although each category is similar to the categories established for the other talents, the distinctiveness of the skill area has always been reflected in these categories <sup>5</sup> :

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<sup>4</sup> Tania Tita Shanorra, et.al “*A WRITING SKILL ASSESSMENT OF THE FIRST SEMESTER ENGLISH DEPARTMENT STUDENTS OF THE UNIVERSITAS SUMATERA UTARA*” VISION JOURNAL, Vol.97, No.2 (July-Desember 2021), p.1-19

<sup>5</sup> Douglas Brown, p.341-342

a) Imitative

The learner must master the fundamental, basic task of writing letters, words, punctuation, and very short sentences in order to form written language. The ability to recognize phoneme-grapheme correspondences in the English

spelling system and to spell accurately fall under this category. It's a level where students are writing mechanics to the best of their ability.

Context and meaning are now secondary concerns, with form serving as the main, if not exclusive, focus. trying to master the mechanics of writing. At this stage, form is primary if not exclusive focus, while context and meaning are secondary concern.

b) Intensive (Controlled)

Skills for creating acceptable language within a context, collocations, idioms, and proper grammatical features up to the length of a sentence go beyond the basics of imitation writing. Although meaning and context play a role in assessing appropriateness and correctness, the text design has final say.

c) Responsive

For the assessment test, learners must be able to connect sentences to make paragraphs and construct logical sequences of two or three paragraphs at a limited discourse level. Instructional guidelines, a set of standards, an outline, and other guidelines are

addressed in the task. Short story and description are examples of writing genres.

d) Extensive

Writing extensively means that you have mastered the art of controlling every step of the writing process, from brainstorming to organizing and developing ideas logically, writing with a purpose, utilizing details to support and illustrate your ideas, showcasing a variety of lexical and syntactic devices, and, often, going through several drafts before producing a final piece.

c. Aspect of Writing

Researchers might be considered successful in the writing process if they incorporate certain writing elements into their work. Writing has "five aspects," according to Jacob in Iwan. They're:

1) When a writer offers a group of connected assertions as a unit in developing a subject, that is referred to as content. It also refers to the experience of the core idea (unity). Unlike transitional, restated, and emphasial paragraphs, content paragraphs serve the purpose of concept transmission.

2) The term "organization" describes the content's logical arrangement (coherence). It's hardly more than an attempt to put all the disparate facts and concepts together. Early versions may still be looking for structure, looking for patterns in the content, and trying to fit the

specifics of the subject into an idea of purpose that is still only partially developed.

3) A word's vocabulary is its selection of terms that fit the subject. The writer is assumed to want to convey the topic as directly and as plainly as possible at the outset. Generally speaking, his main goal should be clarity. He avoids distorting or obscuring his meaning by selecting words that accurately convey it.

4) Language use is the process of grouping, combining, and sparing ideas in words, phrases, clauses, and sentences to highlight logical connections in paragraph writing. It also refers to the use of proper grammatical and syntactic patterns.<sup>6</sup>

#### d. Teaching Writing

The following are a few principles that every teacher should consider while planning a course, whether it is a writing course, or a course in which writing will play a part. These principles can be adapted to the many different learning situations.<sup>7</sup>

1. Understand the students' reasons for writing The greatest dissatisfaction with writing instruction comes when the teacher's goals do not match the student's, or when the teacher's goals do not match those of the school or institution in which the student

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<sup>6</sup> Douglas Brown, p.335

<sup>7</sup> Caroline Coffin et.al., *Teaching Academic Writing*, (New Fetter Lane: Routledge Taylor & Francis Group, 2005), p.33

work. It is important to understand both and to convey goals to students in ways that make sense to them.

2. Provide many opportunities for students to write, writing almost always improves with practice. Writing is a part of physical activities that requires practice. Practice writing should provide students with different types of writing as well. Short responses to a reading, journal entries, letter writing, summaries, poetry, or any type of useful writing should be practiced in class. So the teacher should provide many opportunities for students to write in order to students will become more comfortable with the act of writing.
3. Make feedback helpful and meaningful Students need feedback on their writing. If the teacher write comments on students' papers, make sure that the students understand the vocabulary or symbols used. Take time to discuss them in class. The teacher should be cautions about the tone of comments. The comments or feedbacks should be helpful and meaningful for the students' writing.
4. Make sure you and your pupils understand how their writing will be assessed. Pupils frequently believe that the assessment of their writing is wholly subjective. Additionally, students can assist in creating a rubric. Ask them throughout class what they think writing is important. Find out from them what aspects of writing contribute to enjoyment and what aspects take away from it. This type of debate has two advantages: it allows students a voice in



assessing their own work and gives the class a shared vocabulary to analyze each other's and their own writing. To clarify how writing will be evaluated, it's essential to establish a transparent rubric based on shared criteria. Here's a suggested approach:

- 1) Discussion of Values: Start a class discussion about what students find important in writing. Ask questions like:
  - What makes writing engaging?
  - What aspects make it easy or difficult to read
  - What do they enjoy in their favorite pieces?
- 2) Identifying Features: As students share their thoughts, jot down key features they mention, such as clarity, creativity, structure, grammar, and voice.
- 3) Creating the Rubric: Collaboratively develop a rubric that incorporates these features. For example, the rubric could include categories like:
  - Content: Depth of ideas and arguments.
  - Organization: Logical flow and structure.
  - Style: Voice and engagement.
  - Mechanics: Grammar, spelling, and punctuation.
- 4) Shared Vocabulary: Use the rubric to create a common vocabulary. Encourage students to refer to these terms in peer reviews and self-assessments.

5) Feedback Process: Explain how the rubric will be applied to their writing, emphasizing that it's not just subjective but based on specific criteria that they helped create.

By involving students in this process, you not only give them ownership of their evaluations but also help them understand that writing assessment is grounded in concrete features, making it less intimidating and more constructive.

e. Writing Assessment

Heaton identifies three methods for scoring writing: the impression method, the analytical method, and the holistic approach. The impression method assigns a single mark based on an overall impression of the student's writing. In contrast, the analytical method breaks down the assessment into specific components, providing separate scores for each aspect of writing.

Genesse and Upshur recommend using letter grades (e.g., "A," "B") for impression scoring. Alderson, Chalpan, and Wall also propose a scale for this method, which can help standardize evaluations. This approach allows for a more nuanced understanding of a student's writing abilities.<sup>8</sup>

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<sup>8</sup> J.B Heaton, "Writing English Language Tests", p.135

## B. Definition of Descriptive Text

Definition of Descriptive is descriptive work of literature is one that uses sensory elements to convey meaning to the reader. Similarly, a descriptive text paragraph is defined as a collection of closely connected sentences that all have the same main idea and are frequently used to describe someone's appearance. Many linguistic and theorists have given various definition about descriptive text. Fitriani et al., Wardani, at all and Ushchapovska, stated that an information about thing, place or person is a descriptive text.

According to the definition provided above, a text that clearly describes an object to the reader is a descriptive text. A person, place, or object is vividly portrayed in a description so that the reader may picture the subject and share the writer's experience. It can be used to enhance other types of writing or as the main method for forming an image of anything. Essentially, descriptive text gives information on the topic, the fact, and their behavior in a clear and complete explanation (Bosede and Fakaye and Urunami et,al). As a result, the reader might picture and understand the text's objective content. As a result, The writers will express their emotions and have a clear comprehension of the subject being described, and the reader will be able to picture, feel, and have a basic sense of what is being read.<sup>9</sup>

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<sup>9</sup> Muhammad Makmun Mi'raj et,al., "*An Analysis of EFL Students' Descriptive Writing Ability*": Journal of Social Humanities and Education, VOL.1, NO.3 (2022,September) P.154-166.

#### a. Types of Descriptive

As we know that descriptive is to describe something, such as a person, place, or thing. Therefore, based on that statement, it can be seen that descriptive has three types or kinds as follows <sup>10</sup>:

##### 1. Description of a Person

If you are writing a description of a person, you gather informative details about that person and then ask yourself what these details add up to. In describing a person, there are many ways such as his/her face, color of hair, clothes, skin, body shape, etc. In describing a person, however, you are not obliged to give every single detail about the person's appearance. You can focus on one or two striking features that convey something about the person's character. When describing a person, it's often more effective to focus on a few key features that encapsulate their essence. For example, instead of detailing every aspect of someone's appearance, you might highlight their expressive eyes or a distinctive scar, using those traits to reveal something deeper about their personality.

For instance, consider someone with bright green eyes that sparkle with mischief. This detail might suggest they have a playful, adventurous spirit. Alternatively, a person with a well-

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<sup>10</sup> Agis Putri Vanesa et.al., "USING PICTURE AS TEACHING MEDIA IN WRITING DESCRIPTIVE TEXT" : EEAL Journal, VOL.4, NO.1, (2021,February) P.6

worn leather jacket might convey a sense of ruggedness or a rebellious nature.

By honing in on these striking features, you can create a vivid and memorable impression that resonates with the reader, allowing them to infer more about the person's character and life story.

## 2. Description of a Thing or an Object

According to Sandra McKay, describing an object or thing in its physical features is the greatest approach to convey those traits. Of course, pointing to the real object or displaying a picture of it is the greatest way to describe its physical attributes. However, there are situations in which including an illustration of the thing is not required nor feasible. Alternatively, a brief explanation of the object's salient features, including its size, shape, and color, will do. After that, the description could go on to discuss the object's construction or other attributes.

Sandra McKay's perspective on object description emphasizes the importance of clear physical characteristics when visual aids aren't available. In such cases, focusing on essential traits like size, shape, and color can create a vivid mental image for the reader.

For instance, if describing a vintage clock, you might note its large, round face with ornate Roman numerals, a deep

mahogany wood finish, and intricate brass details. This foundational description not only conveys the object's appearance but also hints at its historical significance and craftsmanship.

After establishing the visual aspects, you can explore the clock's purpose perhaps it serves as a decorative piece as much as a functional time keeper further enriching the reader's understanding of the object's role and significance. This layered approach helps create a comprehensive picture without needing an illustration.

### 3. A Place's Description

Anything that we write in a description should be obvious from the outset. As with an object, the best approach to describe a place is to show it to someone in person or take a picture of it, according to Sandra McKay. If this is neither feasible nor required, a summary of the location's salient features can be provided. If the location is a house or a room, it's critical to specify the dimensions and layout of the area in question.

On the other side, the description will probably concentrate on where the various buildings are located if the site has a lot of buildings, like a downtown area. And last, the description will be far more general and include details about things like the major cities, temperature, and land formation if the location is a whole nation.

When writing a description, clarity is essential. As Sandra McKay notes, the ideal way to describe a place is by showing someone the actual location or providing a picture. However, when these options are not available, it's important to convey the key characteristics of the place effectively. For smaller spaces, like a home or room, focus on size and arrangement. For instance, describing a cozy bedroom might include details about its dimensions, the placement of furniture, and the natural light filtering through the windows. In larger areas, such as a downtown, the description should emphasize the location and relationship of various buildings. You might illustrate how a vibrant market sits next to a historic theater, creating a lively atmosphere.

For an entire country, the description tends to be broader, highlighting aspects like land formation, climate, and major cities. For example, you could mention the diverse landscapes from rolling hills to vast deserts and key cities that shape the nation's identity. By honing in on these important details, you can create a vivid and informative picture of the place, even without visual aids.

### **C. Definition Serialised Image**

Serial images are images which forms a series of stories. Serial image media are a number image where between one image and the other images are related and form a particular storyline. By looking at the pictures contained in a series of pictures students can imagine what they see then told it in depth oral and written form. From the picture series students can assemble the pieces pieces of ideas that come to mind into a coherent sentence form produce good essays and train students in organizing a plot story. Serial image media is capable stimulate students to express ideas, opinions and knowledge collectively oral and written.

Sadiman reveals that the image is a tool which is important for teaching and education. Images as an educational medium works effectively, if adjusted with the child's maturity factor, the goal will be achieved and techniques of use in learning situation.

Serial images are a powerful educational tool that present a series of interconnected visuals, creating a cohesive storyline. These image sequences allow students to engage their imagination and translate visual information into detailed oral and written narratives. By analyzing the relationships between the images, students can develop their ideas into coherent sentences, ultimately enhancing their essay-writing skills and their ability to structure a plot.

Sadiman emphasizes that images play a crucial role in teaching and learning. When appropriately matched to a child's developmental level,



these visual aids can effectively facilitate understanding and retention of information. Serial images not only stimulate creativity but also encourage students to express their thoughts and opinions, fostering collective learning experiences. This method promotes both individual expression and collaborative dialogue, making it a valuable resource in educational settings.<sup>11</sup>

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<sup>11</sup> Wawan Sarudi, “*Use Of Serial Image Card Media*” : Hasta Wiyata, NO.5 (2018), p.5

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Operational Definitions of Variables

According Creswell, variable is the specification of how will define and measure the variable in your study.<sup>12</sup> By using operational definitions, researcher can proceed with investigations that might not otherwise be possible. There are two kinds of variables, namely:

##### 1. Independent Variable

Independent variable is those that the researcher choose to study in order to assess their possible effects on one or more other variables.<sup>13</sup> In this research, independent variable is serialised image media. Serialised image media is a strategy to foster writing development, visual literacy, spoken to written expression, creative writing, higher-order thinking, and enjoyment of the writing process.

In this research, the researcher had measured the Exploring of serialised image media to improve writing descriptive text. It would be implemented to the students at eleventh grades of MA MAARIF 1 PUNGGUR. In addition, the researcher measure by using observation to

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<sup>12</sup> John W Creswell, *Education Research Planning Conducting and Evaluating Quantitative and Qualitative Research*, (New York: Pearson, 2002) Fourth Edition, 151.

<sup>13</sup> Frankel, Jack R., *How To Design And Evaluate Research In Education*, (New York: McGraw-Hill, 1990), Seventh Edition, 42.

get the data. Then, the researcher did the observation with gave written test, especially essay and the student work individually. So the researcher got the result from the test and observation.

## 2. Dependent Variable

The variable that the independent variable is presumed to affect.<sup>14</sup>In this research, dependent variable is writing descriptive. This research is to measure the exploring writing descriptive text of the student. To measure the exploring writing descriptive text of the students, the researcher by uses a test.

There are some indicators that should be gain by the students in writing descriptive text skill based on this variable are:

- a. The students are able to express and explore their own thinking, various feelings and also ideas by using word or paper.
- b. The students are able to express their ideas, thoughts and fact in wellformed structure.
- c. The students are able to arrange good sentences grammatically.

## B. Research Location

The researcher did the research at MA MAARIF 1 PUNGGUR. The located in the Jl. Kota Gajah - Punggur. The researcher choosed this school because the students' didn't have motivation to study English especially in writing. Most of all students said that written in English is difficult.

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<sup>14</sup> Frankel, Jack R., How To Design And Evaluate Research In Education, (New York: McGraw-Hill,1990), Seventh Edition, 42.

### **C. Subject and Object of Study**

The subjects of this study are eleventh grades students of MA MAARIF 1 PUNGGUR and comprise 30 students. This type of research is Classroom Action Research (CAR).

The researcher took one of the classes whereby the average student score was lower. Based on the experience of the teacher during the teaching and learning process and the student's descriptive text-writing test, the teacher found difficulties such as the students' failure to construct the descriptive text well. After the problems had ended, she was looking for a solution to the problem. The challenge was to teach informative writing using the serialized image media.

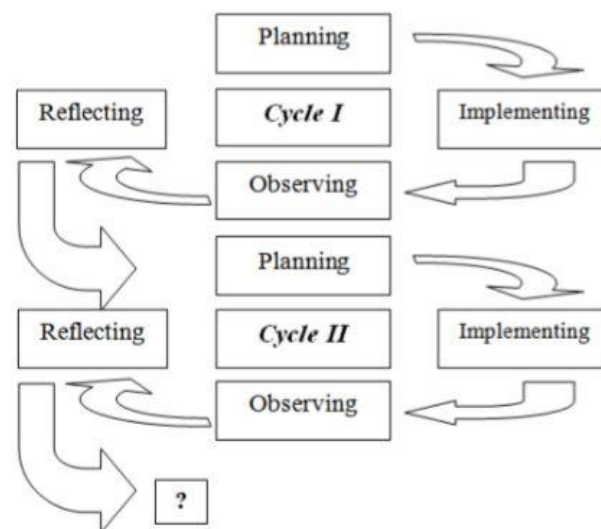
### **D. Action Plan**

In this study, the researcher conducted the research by using Classroom Action Research. Classroom Action Research is one kind of researches to improve students understanding in the classroom. According to Arikunto, action research is one of type investigation that has characteristics: reflective participant, collaborative, and spiral that has purpose to repair and to increase process, method, substance, competence, and situation.<sup>15</sup> Action research is one of researches to increase students' achievement at the classroom which taught by collaborative with teacher or not.

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<sup>15</sup> Suharsimi Arikunto, *Penelitian Tindakan Kelas*, (Jakarta: PT Bumi Aksara, 2008), 104.

Suharsimi explained that there are some opinion about models of action research, but most of the opinion there are four steps in action research. They are (1) planning, (2) action, (3) observation, and (4) reflection. <sup>16</sup>Steps action research was done many times. And finally, turning out some action in the classroom action research.



There are four steps to conduct in the classroom action research: <sup>17</sup>

### 1. Planning

Planning is first step of classroom action research, the researcher explain what, when, where, and how the action will be done. In this step, the researcher made action planning in the research. According to Arikunto, in

<sup>16</sup> M. Saekan Muhith, et.al, Classroom Action Research, (Semarang: RaSAIL Media Group, 2009), 53.

<sup>17</sup> Suharsimi Arikunto, Penelitian Tindakan Kelas untuk Guru, Kepala Sekolah dan Dosen, (Yogyakarta: Rineka Cipta, 2007), 24.

order to the research completely, teacher or the researcher must prepare project of teaching a) what have to do by students, b) when and how long the research have done, c) where the research did, d) what the media or source in the teaching is, e) what the next action after the cycle have done.

## 2. Action

Action is implementation of planning. In this step, the researcher must pay attention a) concord between actions and planning, b) what the action was done by students fluently, c) how the situation of action, d) what students were enthusiasms, e) how all result of action.

## 3. Observation

In this step, observation is done when the action is done. When the teacher does action, the other teacher does observation. As long as teaching learning process the researcher collaborated with teacher to observe the research process. The researcher observed classroom situation, students' enthusiasm and students' attention in teaching learning process.

## 4. Reflection

In this step, the researcher and the teacher evaluated past action. The researcher and the teacher discussed the results of test and observation data. If the previous result was not satisfied, the researcher and the teacher can do next cycle.

The four steps in action research are component to form a cycle. Each cycle must include planning, action, observation, and reflection. So that, each cycle teacher must prepare teaching planning: lesson planning,

teaching media, and things that needed in teaching learning process. After teacher prepared them, the researcher did what they plan in the action and teacher also observed students' activity, students' enthusiasm and teacher activity in the teaching learning process. The last, teacher did reflection, it helped teacher to know inadequacy in teaching learning process. When. The first cycle was not satisfied. Teacher have to review the method until the results was satisfied.

#### **E. Data Collecting Technique**

The researcher collected data by using test, observation, and documentation.

##### **1. Test**

According Gary Anderson stated sometimes people complete test as part of their research permitting the researcher to describe performance of individuals or groups.<sup>18</sup> Therefore, in this research, test is used as data collecting method to measure dependent variable. The researcher used written test to measure student's to improve in writing descriptive text. Furthermore, the researcher measures teaching writing for the exploring of serialised image media by test as data collecting method.

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<sup>18</sup> Jerson Gary Ar, Fundamentals of Educational Research, (United State Of America: Falmer, 2005), 111.

a. Pre-test

Geoffrey said that pre-test is focused on assessing the level of avariable before application of the experimental intervention (or independent variable).<sup>19</sup> The researcher use pre-test to know whether the using exploring of serialised image media to improve writing descriptive text. In this case, the researcher gives pre-test before the students get explanation in descriptive text. From this result, the writer will know the students capability in writing a text and know the weakness of learning process.

b. Post-test

Post-test is conducted to assess the effectiveness of the independent variable. <sup>20</sup>The researcher use post test to get the data after analyzing and discussing the weakness and strength that was done by the teacher and the students during teaching-learning process without explaining and giving example in descriptive text in pre-text, the researcher asks to the students about the difficulties in answering the exercise and gives more explanation about descriptive text and applying the serialised image media to help students more easy to understand. Finally the researcher gives the post-test with same tests.

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<sup>19</sup> Geoffrey Marczyk, *Essentials of Research Design and Methodology*, (John Wiley Hoboken: New Jersey, 2005), 187.

<sup>20</sup> Ibid, 187.



## 2. Observation

Frankell said that observation is to look relationship between the behavior of students and certain teacher behavior patterns.<sup>21</sup> It is use both quantitative and qualitative. Observation is made to get the data of children activities such as students pay attention when learning process. Following the class enthusiastically, giving command, doing the physical action correctly, students' ability in question and answer understand the material given, able to perform the task exercise well and students good participant.

## 3. Documentation

According, Jane Richie documentation will help the user of theresearch to understand the boundaries of the evidence in the term of any whether conclusion that can be drawn.<sup>22</sup> The researcher uses this method to get the data about:

- a. The history of MA MAARIF 1 PUNGGUR.
- b. The quantity of the students in MA MAARIF 1 PUNGGUR.
- c. Organization Structure of MA MAARIF 1 PUNGGUR.

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<sup>21</sup> Frankell, Jack R., How To Design And Evaluate Research In Education, (New York: Mcgraw-Hill, 1990), Seventh Edition, 94.

<sup>22</sup> Jane Riche and Jane Lewis, Qualitative Research Practice, (Wiltshire: The Cromwell Press (ltd), 2003), 278.

## **F. Data Collecting Instrument**

Gery Anderson defines “an instrument includes test and questionnaire, observations schedules and any other tool used to collect data”.<sup>23</sup> Furthermore, the research instrument involves:

### **1. Instrument Blueprint**

The research instrument in this research held the test which has explained follows:

The writer used pre-test before treatment and post-test instrument after treatment. Research on writing descriptive text, so the research instrument used in this research is the form of writing tests or writing descriptive tests. Here is the blueprint:

- a. The instrument which was used in observation method was observation guidance, as follow:
  - 1) Observation the location sketch of MA MAARIF 1 PUNGGUR
  - 2) Observation the establishment of MA MAARIF 1 PUNGGUR
  - 3) Observation about building MA MAARIF 1 PUNGGUR
- b. The instrument which was used in documentation method was documentation guidance, as follow:
  - 1) Documentation about the students of state MA MAARIF 1 PUNGGUR.

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<sup>23</sup> Gary Anderson, Fundamentals of Educational Research, (United State of America: The Falmer Press Teachers Library, 1998), 94.

2) Documentation about the organization structure of MA MAARIF 1 PUNGGUR.

c. The instrument which was used in test in this research, it included the pre-test and post-test about English learning result. The researcher used the objective test that is essay test.

## 2. Instrument Calibration

Instrument calibration is the scale of measurement which will be used to decide the instrument standard which will be used. Furthermore, instrument calibration is screening or examination of items of instrument that made by the researcher.

From this quotation above, it can be inferred that the instrument calibration is the scale of measurement which will be used to decide the action in this research made by the researcher.

In addition, the writer will collect the data is by using the test. There is one in this test consist of making a descriptive paragraph essay. The test is consisting only one question about making the descriptive text.

In writing, there are indicators that can be used to know the students' writing score. The writer measured the students' to improve writing descriptive text. The writer was instructing the students to make a simple composition which was determined.

The composition was analyzed and scored by writing base scale :<sup>24</sup>

Table 3.1 The Scoring Criteria

Content	Random	GeneralClassification & Description
	27-30	Very good excellent: knowledgably substantive relevant to topic, provides details of the topic
	22-26	Average to good: some knowledge of subject, mostly relevant to the topic but lack detail
	17-21	Poor to fair: limited knowledge of subject, inadequate development of topic.
	13-16	Very poor: does not show knowledge, not pertinent to topic.
Organization	18-20	Very good excellent: ideas clearly stated, well organized, logical sequencing and relevant to generic structure.
	15-17	Average to good: loosely organized, limited support and logical but incomplete sequencing, relevant to generic structure but sometimes using unclear sentences.
	10-14	Poor to fair: not fluent, ideas confused, lacks logical sequencing, generic structure not Clear.

<sup>24</sup> Sutanto Leo, dkk, English For Academic Purpose Essay Writing,(Yogyakarta: Andi, 2007), 7.

	7-9	Very poor: does not communicate, no organization, not enough to evaluate.
vocabulary	18-20	Very good to excellent: sophisticated range, effective word or idiom choice and usage, word form mastery, appropriate register.
	14-17	Average to good: adequate range, occasional errors of words/idiom choice and usage, word form mastery, appropriate register.
	10-13	Poor of fair: limited range, frequent errors of words/idioms, form, choice, usage, meaning confused or obscured.
	7-9	Very poor: essentially translation, little knowledge of vocabulary, idiom, word form or not enough to evaluate.
grammar	22-25	Very good to excellent: effective complex construction, few errors of agreement, tense number, word order/function, article, pronoun, and preposition.
	18-21	Average to good: effective but simple construction, minor problem in complex construction, several errors of agreement, tense, word order/function , articles, pronoun, preposition, but meaning seldom obscured.

	11-17	Poor to fair: ,major problem in complex/simple construction, frequent errors of negation, agreement, tense, word order/function, articles, pronoun, preposition and/of fragment, deletion, meaning confused or obscured.
	5-10	Very poor: virtually no mastery of sentence construction rules, dominated by errors, did not communicate, or not enough to evaluate.
Mechanic	5	Very good to excellent: demonstrated mastery of convention, few errors of spelling, punctuation, capitalization, paragraphing.
	4	Average to good: occasioanl errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured.
	3	Poor to fair: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.
	2	Very poor: no mastery of conversations, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting, illegible, or not enough to evaluate.

## **G. Data Analysis Technique**

Very poor: no mastery of conversations, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting, illegible, or not enough to evaluate.

### **1. Technique measuring data from observation**

In this study, the researcher will perform the statistical analysis using the mean of the provisional and post-test findings or ranking. The researcher compares pre-test and post-test scores to know the improvement.

The findings will then be adjusted to the school minimum. The minimum level in English subject is 75 in the seventh grade of Ma Maarif 1 Punggur. Where 75% of students achieve the minimum score in a post-test, it will mean that a student's success in a writing descriptive text could be enhanced by the learning period. If the students' results were achieved, over 75 and 75 percent of the students were passed in order to allow the researcher to quit study. But if any students have not progressed and 75% of the overall students have not obtained a ranking, study must be continued in the following period. The minimal period that must be carried out in two cycles in the classroom action study. To analyze the result of the study, the researcher used the formula below:

If the students' results were achieved, over 75 and 75 percent of the students were passed in order to allow the researcher to quit study. But if

any students have not progressed and 75% of the overall students have not obtained a ranking, study must be continued in the following period. The minimal period that must be carried out in two cycles in the classroom action study. According to Donal Ary quoted from Nia Puspita Rini To analyze the result of the study, the researcher used the formula below:<sup>25</sup>

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

Notes:

$\overline{X}$	=	Mean
$\sum$	=	Sum of
$X$	=	Raw score
$N$	=	number of cases

## 2. Technique measuring data from test

### a. Measuring the students individual ability

After the researcher did the cycle, the researcher gave test to measure understanding for students. The results of test would analyze using scoring. There are some aspect was analyzed in teaching writing recount text, they are: grammatical, vocabulary, content, organization, and mechanics.

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<sup>25</sup> . Nia Puspita Rini, *'Improving the Student Descriptive Text Writing Skill By Using Movie Media Among the Eleventh Graders of Senior High School 1 Bangunrejo Central Lampung'*, 2023.



**Table 3.2 Scoring of Aspects<sup>26</sup>**

<b>Aspects</b>	<b>scores</b>	<b>Criteria</b>
Grammatical	25-22	Excellent: complex constructive, Criteria few error of agreement.
	21-18	Good : simple constructive, several error agreement.
	17-11	Fair: simple constructive, frequent dominated errors, obscured.
	10-5	Poor: no mastery of sentences,not communicate
Vocabulary	20-18	Excellent: effective word and usage, master word forming
	17-4	Good: occasional errors of word, of meaning not absured.
	13-10	Fair: frequent errors of word, meaning obscured.
	9-7	Poor: essentially translation, little knowledge of English vocabulary.
Organization	20-18	Excellent: ideas clearly, well organized, cohesive.
	17-14	Good: loosely organized but main ideas stand out, limited support.

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<sup>26</sup> Crimmon, Writing With Purpose, (New Jersey: Houghton Mifflin Company, 1983), 267.

	13-10	Fair: non-fluent, ideas confused.
	9-7	Poor: does not communicate, no organization.
Content	30-27	Excellent : knowledgeable, substantive.
	26-22	Good : some knowledge of subject, adequate range.
	21-17	Fair : limited knowledge of subject, little substance.
	16-13	Poor : does not knowledge of subject, non-substantive.
Mechanics	5	Excellent: demonstrated mastery of capitalization, paragraphing, punctuation.
	4	Good: occasional meaning of capitalization,punctuation, paragraphing, but meaning not obscured.
	3	Fair: frequent errors of capitalization,punctuation, paragraphing.
	2	Poor: dominated errors of capitalization, punctuation, paragraphing.

b. Achievement level

To know students' achievement in writing test, the researcher makes achievement level of students' understanding. Achievement level of students explained in the table below.

**Table 3.3 Achievement Level Activity**

Scoring of Test	Achievement level
100-80	Excellent
79-65	Good
64-45	Fair
44-20	Poor
19-0	Very poor

c. Measuring the mean

All of students' score calculated to measure the mean in every cycle. It did to compare students' improvement on writing recount text. To measure the mean, the researcher use formula:<sup>27</sup>

$$X = \frac{\sum f n}{n}$$

Note

X : the mean

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<sup>27</sup> Riduwan, Sunarto, Pengantar Statistika untuk Penelitian Pendidikan Ekonomi, Komunikasi, dan Bisnis, (Bandung: Alfabeta, 2009), p.38

$\sum f$  : the sum of offset score

n : a number of students

## **H. Indicators of Success**

In this research, the indicator of success is based on the research process and the results. The success indicator could be grouped in two ways:

1. The success indicator of the process. The following can be described:
  - a. This is an exciting and fun learning process.
  - b. Students can contribute knowledge, ideas and experiences and share them with others.
  - c. In the learning process, students become more enthusiastic and active.
2. The success indicator for the effect. The following is assessed:
  - a. 75 % of students got a score at least 75 in the post-test.
  - b. The students' writing scores increase significantly.

## **CHAPTER IV**

### **RESULT OF THE RESEARCH AND DISCUSSION**

#### **A. Research Finding Description**

This research was classroom action research, and it was conducted at the Eight grade of MA MAARIF the academic years of 2024/2025. This research was conducted in two cycles. Each cycle consisted of four steps that were planning, acting, observing, and reflecting which accomplished in two meeting. The students result of writing descriptive text was gained through test which consisted of pre test and post test that was given to the students in the beginning research and in the end of each cycle, while the students' activity were gained from the observation of the students' learning activities.

#### **1) Vision, Mission and Goal MA MAARIF 1 PUNGGUR**

##### **a. Vision**

Making MA Ma'arif 1 Punggur as an educational place that is able to guide students to become noble character, quality, science and technology insight, have an appreciation of Islamic culture and do charity with faith.

##### **b. Mission**

1. Providing optimal teaching and learning services.
2. create an Islamic atmosphere in the life and association of Madrasah.
3. Developing science and technology.
4. Developing Islamic art and culture.

5. Cultivate and develop a positive competitive culture for the progress of student achievement.

6. Cultivating and developing Islamic values in accordance with Ahlussunnah Wal Jamaah.

c. Goal

1. The increase of students in mastering religious and general knowledge.
2. The formation of students' attitudes with the awareness of charity anytime and anywhere.
3. The embodiment of students with polite attitudes and behaviors and reflecting noble morals.
4. Carry out imtaq activities routinely anytime and anywhere.
5. The creation of students who appreciate good cultural values and are protected from cultures that are not in accordance with religious norms and the nation's ideology.
6. Increase knowledge, skills that are in terms with their talent interests and have a global and local insight.

2) The Location Sketch of MA MAARIF 1 PUNGGUR



### 1. Result of Student Pre-Test

Pre-test was presented to the student which was aimed to find out students skill before the treatment was implemented. It was conducted on january, 18th 2025 for 2x40 minutes. In this meeting the researcher was being an teacher and the collaborator was being an observer.

In this section, the condition of the class was effective because the collaborator handled the class before the researcher was doing research in the class. It showed that most of students gave their full nice attention to the researcher. The researcher gave pre-test to the students. The test was answering the question from the story or someone experience.

All of the students were given a pre-test that should be done individually. The pre-test was done to measure how far the students ability in mastering the meaning of the text and their answer which given before. The result of pre-test can be seen on table below:

**Table 4.1**

**The Student Pre-Test Score**

No	Student Name	Score	Category
1	ARS	80	Complete
2	AS	60	Incomplete
3	AS (2)	80	Complete
4	ANS	90	Complete

5	ANS (2)	60	Incomplete
6	AS	90	Complete
7	AM	70	Incomplete
8	DA	70	Incomplete
9	DAA	70	Incomplete
10	HS	70	Incomplete
11	HMS	80	Complete
12	HN	80	Complete
13	ISP	50	Incomplete
14	LPW	80	Complete
15	LSR	80	Complete
16	MHS	60	Incomplete
17	MRP	90	Complete
18	MRA	60	Incomplete
19	MF	80	Complete
20	MA	40	Incomplete
21	MBF	20	Incomplete
22	NDD	60	Incomplete
23	NSA	80	Complete
24	NS	80	Complete
25	PA	60	Incomplete
26	RAKW	80	Complete



27	S	80	Complete
28	SRU	40	Incomplete
29	SNN	90	Complete
30	UNN	40	Incomplete
	Total	2.070	
	Average	69	

From the result of pre-test, it can be seen that the highest is 90 and lowest score was 20. So the average score of pre-test was 69. From the table 4.2, that were 16 students who got the below target score and 14 students got above score from the MSC. Then, based on the result of pre-test, it could be seen that the target based on Minimum Standard Criteria (MSC) had not been achieved yet.

**Table 4.2**

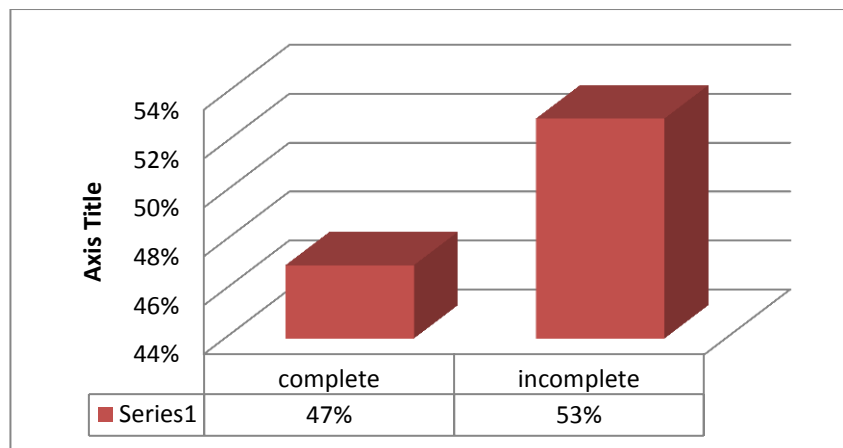
**Percentage of Student Pre-Test Score**

Interval	Frequency	Percentage	Explanation
>75	14	47%	Complete
<75	16	53%	Incomplete
Total	30	100%	

Then the graph of percentage students' descriptive text in pre-test score could be seen as follow ;

**Grapahs 4.1**

**Percentage of Student Pre-Test Score**



## **2. Result of Students' Cycle I**

### **a. Planning**

In this planning stage, the researcher prepared several things related to learning process such as: prepared the lesson plan, material, picture, made the instrument that would be examined as the pre-test and post-test in the cycle I, made the observation sheet of the students' activity, identified the problem and found the cause of problem at the first and the end of learning process, so planned to giving the evaluation to measure the students ability in received the material that have been taught. The researcher planned to give the material about writing descriptive text.

## b. Action

### 1) The First Meeting

This first meeting conducted on January, 18th 2025 for 2x40 minutes, used as the pre-test before the students. The meeting was opened by praying, greeting and checking attendance list, asking the students condition and introducing the researcher to the students. The meeting was used as the implementation of the action in cycle I. Before begun to the material, the researcher asked the students understanding about descriptive text. But they not answered it yet. The researcher explained well the descriptive text, so she gave more explanation about writing descriptive text. Than the researcher gave some example of descriptive text and then wrote how make a descriptive text by using simple sentence on the white board. After finishing students wrote the example and hearing the material, the researcher and the students review and discuss about the pre-test of last meeting. Then, the researcher explained to the students who not make a simple descriptive text. Some of students were noisy and less active in teaching and learning process. In the last meeting the researcher asked to the students about the material above and conclude it. So the researcher closed the meeting.

### 2) The Second Meeting

This second meeting conducted on January, 20th 2025 for 2x40 minutes, used as the post-test I after giving the treatment. It started by praying,

greeting and checking attendance list, asking the students condition and introducing the researcher to the students. The researcher continued the material of the last meeting, than the researcher gave them the post-test to the student. The kind of the test were wrote descriptive text based on the serialised image, than the researcher gave them 60 minutes to wrote it well.

**Table 4.3**

**The Student Post-Test I Score**

<b>No</b>	<b>Student Name</b>	<b>Score</b>	<b>Category</b>
1	ARS	80	Complete
2	AS	70	Incomplete
3	AS (2)	80	Complete
4	ANS	90	Complete
5	ANS (2)	60	Incomplete
6	AS	80	Complete
7	AM	60	Incomplete
8	DA	60	Incomplete
9	DAA	80	Complete
10	HS	80	Complete
11	HMS	60	Incomplete
12	HN	70	Incomplete
13	ISP	80	Complete

14	LPW	60	Incomplete
15	LSR	75	Complete
16	MHS	60	Incomplete
17	MRP	60	Complete
18	MRA	80	Incomplete
19	MF	60	Complete
20	MA	80	Incomplete
21	MBF	80	Complete
22	NDD	85	Complete
23	NSA	85	Complete
24	NS	60	Incomplete
25	PA	60	Complete
26	RAKW	75	Complete
27	S	60	Incomplete
28	SRU	80	Complete
29	SNN	80	Complete
30	UNN	70	Incomplete
	Total	2.240	
	Average	74,6	

**Table 4.4****Percentage of student Post-Test I Score**

	<b>Frequency</b>	<b>percentage</b>	<b>Explanation</b>
>75	17	57%	Complete
<75	13	43%	Incomplete
<b>Total</b>	30	100%	

The following formula is derived from the average pre-test and post-test 1 scores:

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

Notes:

X = Mean                      X = Raw Score

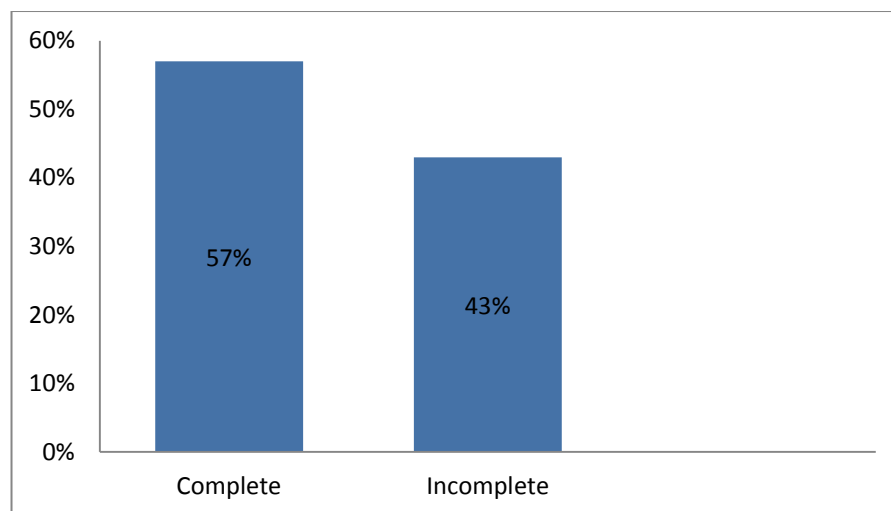
$\sum$  = Sum of                      N = Number of Cases

X = The total number of students' scores

Then the graph of percentage students' descriptive text in post-test score could be seen as follow :

**Graph 4.2**

**Percentage of Students Post-Test I Score**



Test was 74,6 From the table 4.3, that were 13 students who got the below target score and 17 students got above score from the MSC. Then, based on the result of post-test, it could be seen that the target based on Minimum Standard Criteria (MSC) had not been achieved yet.

#### c. Observation

In observation of the research, the researcher used two observation in cycle I to find information of teacher's and the students' activity in writing recount text. The collaborator observed the teacher's activity in the class. Then the researcher observed the students' activity such as how to students pay attention of the teacher's explanation, the students ask/answer the question

from the teacher, the students' cooperative with their friend and the students able do the task. The result of the students' learning activities could be seen as follow:

**Table 4.5**

**The Result of Student Activity in Cycle I**

NO	Name	Students Activities					Total	Score	Category
		1	2	3	4	5			
1	ARS	√	√	√		√	11	55	Good
2	AS	√	√	√	√		10	50	Good
3	AS (2)	√		√	√	√	13	65	Good
4	ANS	√	√		√	√	12	60	Good
5	ANS 2	√	√	√	√	√	15	75	Very good
6	AS 3	√	√	√		√	11	55	Good
7	AM	√		√	√	√	13	65	Good
8	DA	√	√	√	√	√	15	75	Very good
9	DAA		√	√	√	√	15	75	Very good
10	HS	√		√	√	√	13	65	Good



11	HMS	√	√		√	√	11	55	Good
12	HN	√	√	√		√	11	55	Good
13	ISN	√	√	√	√	√	15	75	Very good
14	LPW	√	√	√	√		11	55	Good
15	LSR	√	√		√		9	45	Good
16	MHS	√	√	√			9	45	Good
17	MRP	√	√		√	√	11	55	Good
18	MRA	√	√	√	√	√	15	75	Very good
19	MF	√	√		√	√	13	65	Good
20	MA	√		√	√	√	12	60	Good
21	MBF	√	√	√		√	11	55	Good
22	NDD	√	√	√		√	11	55	Good
23	NSA	√	√	√	√	√	15	75	Very good
24	NS		√	√		√	10	50	Good
25	PA	√		√		√	9	45	Good
26	RAK	√	√	√		√	11	55	Good
	W								

27	S	√	√	√		√	11	55	Good
28	SRU	√		√	√	√	13	65	Good
29	SSN	√		√	√	√	13	65	Good
30	UNN	√	√	√	√	√	15	75	Very good
	Percentage %	97%	77%	83%	73%	87%			

Note:

Indicators of the students' activities were:

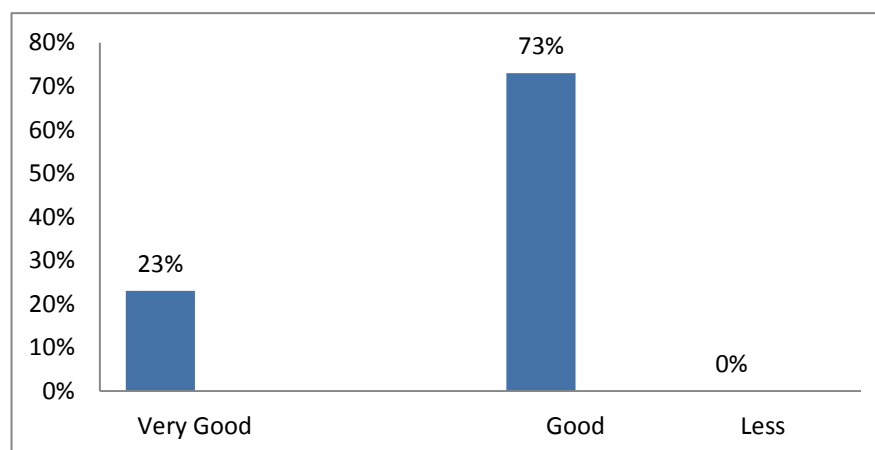
1. Response to the teacher
2. Answer the question
3. Giving an attention
4. Make a note
5. Do the task

Scoring

Total of the students point x 5

**Table 4.6****Percentage of Student Activity in Cycle I**

	Frequency	Percentage	Explanation
5	7	23%	Very good
3-4	23	77%	Good
1-2	0	0	Less
Total	30	100%	

**Graph 4.3****Percentage of Student Activity in Cycle I****d. Reflection**

Generally, there was increasing the writing descriptive text. There was also different students' behavior toward the teaching and learning

process. Nevertheless, the improvement of the score from the average in pre-test were 69 and the average of the post- test I score were 74,6.

There were also some problems in learning process that must be corrected in the next cycle. Other factor that was not made it effective because the researcher not teach how to write well, the researcher couldn't make the class in good condition. In this meeting, there were many students felt bored in the class because the material not interesting enough. Then the researcher and collaborator agreed to continue to the next stage Cycle II.

### **3. Result of Students' Cycle II**

Based on the result of cycle I was not success enough, in the stage need to be held the cycle II again to repair the weakness in the cycle I. The steps of cycle II as follow:

#### **a. Planning**

Based on the activity in cycle I, the process at the cycle II was focused on the problem in cycle I. there were still many weaknesses on cycle I such as the students not interest to join the class and they were hard to understand the materials. The researcher and the collaborator prepared several things related to learning process such as: prepared the lesson plan, material, picture, made the instrument that would be examined as the pre-test and post-test in the cycle I, made the observation sheet of the students' activity, identified the problem and found the cause of problem at the first

and the end of learning process, so planned to giving the evaluation to measure the students ability in received the material that have been taught. The researcher planned to give the material about writing descriptive text.

#### b. Action

##### 1) The First Meeting

This first meeting conducted on January, 25th 2025 for 2x40 minutes, used as the pre-test before the students. The meeting was opened by praying, greeting and checking attendance list, asking the students condition and introducing the researcher to the students. The meeting was used as the implementation of the action in cycle II. Before begun to the material, the researcher asked the students still remind about the last material. Only few students that could answered the question by using Indonesia. Then the researcher remembered them about the last material was make a story from serialised image In this meeting, the researcher brought different serialised image that related to the topic that day.

The researcher gave an example of descriptive text and then wrote how make a descriptive text by using simple past sentence on the white board.

After finishing students wrote the example, the researcher asked to the students about the material above and conclude it. So the researcher closed the meeting.

## 2) The Second Meeting

This second meeting conducted on February, 1nd 2025 for 2x40 minutes, used as the post-test II after giving the treatment. It started by praying, greeting and checking attendance list, asking the students condition and introducing the researcher to the students. Then the researcher gave them the post-test to the students. The kind of the test were wrote descriptive text based on the serialised, than the researcher gave them 60 minutes to wrote it well.

**Table 4.7**

### **The Student Post-Test II Score**

<b>No</b>	<b>Student Name</b>	<b>Score</b>	<b>Category</b>
1	ARS	85	Complete
2	AS	75	Complete
3	AS (2)	80	Complete
4	ANS	75	Complete
5	ANS (2)	70	Incomplete
6	AS (3)	75	Complete
7	AM	70	Incomplete
8	DA	80	Complete
9	DAA	85	complete
10	HS	80	Complete

11	HMS	80	Complete
12	HN	85	Complete
13	ISP	85	Complete
14	LPW	90	Complete
15	LSR	80	Complete
16	MHS	80	Complete
17	MRP	80	Complete
18	MRA	80	Complete
19	MF	75	Incomplete
20	MA	95	Complete
21	MBF	70	Incomplete
22	NDD	85	Complete
23	NSA	80	Complete
24	NS	75	Complete
25	PA	75	Complete
26	RAKW	80	Complete
27	S	85	Complete
28	SRU	80	Complete
29	SNN	70	Incomplete
30	UNN	85	Complete
	Total	2.390	
	Average	80	

**Table 4.8****Percentage of Student Post-Test II Score**

	<b>Frequency</b>	<b>Percentage</b>	<b>Explanation</b>
>75	26	78%	Complete
<75	4	22%	Incomplete
<b>Total</b>	30	100%	

The following formula is derived from the average post-test scores:

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

Notes:

$\bar{X}$  = Mean                       $X$  = Raw Score  
 $\sum$  = Sum of                       $N$  = Number of Cases  
 $X$  = The total number of students' scores

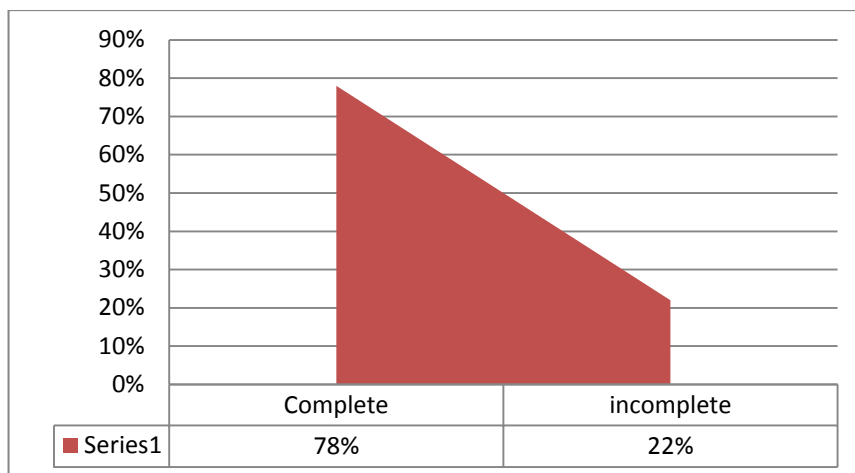
The formula from the percentages score

$$P = \frac{\sum X}{N} \times 100$$

Notes:

$P$  = Percentages  
 $N$  = Number of Cases  
 $\sum X$  = The total number of students' score



**Graph 4.4****Percentage of Student Post-Test in Cycle II****c. Observation**

In observation of the research, the researcher used two observations in cycle I to find information of teacher's and the students' activity in writing descriptive text. The collaborator observed the teacher's activity in the class. Then the researcher observed the students' activity such as how to students pay attention of the teacher's explanation, the students ask/answer the question from the teacher, the student's cooperative with their friend and the students able do the task. The result of the students' learning activities could be seen as follow :

**Table 4.9****The Result of Student Activity in Cycle II**

NO	Name	Students Activities					Total	Score	Category
		1	2	3	4	5			
1	ARS	√	√	√	√	√	15	75	Very Good
2	AS	√	√	√		√	11	55	Good
3	AS (2)	√		√	√	√	13	65	Good
4	ANS	√	√		√	√	12	60	Good
5	ANS 2	√	√	√	√	√	15	75	Very good
6	AS 3	√	√	√	√	√	15	75	Very Good
7	AM	√		√	√	√	13	65	Good
8	DA	√	√	√	√	√	15	75	Very good
9	DAA	√	√	√	√	√	15	75	Very good
10	HS	√		√	√	√	13	65	Good
11	HMS	√	√		√	√	11	55	Good
12	HN	√	√	√		√	11	55	Good

13	ISN	√	√	√	√	√	15	75	Very good
14	LPW	√	√	√	√	√	15	75	Very Good
15	LSR	√	√		√	√	13	65	Good
16	MHS	√	√	√			9	45	Good
17	MRP	√	√		√	√	11	55	Good
18	MRA	√	√	√	√	√	15	75	Very good
19	MF	√	√		√	√	13	65	Good
20	MA	√	√	√	√	√	15	75	Very Good
21	MBF	√	√	√		√	11	55	Good
22	NDD	√	√	√		√	11	55	Good
23	NSA	√	√	√	√	√	15	75	Very good
24	NS	√	√	√	√	√	15	75	Very Good
25	PA	√	√		√	√	11	55	Good
26	RAK W	√	√	√	√	√	15	75	Very Good
27	S	√	√	√		√	11	55	Good
28	SRU	√		√	√	√	13	65	Good

29	SSN	√		√	√	√	13	65	Good
30	UNN	√	√	√	√	√	15	75	Very good
	Percentage %	100%	87%	80%	80%	97%			

#### d. Reflection

Generally, there was increasing the writing descriptive text. There was also different students' behavior toward the teaching and learning process. Nevertheless, the improvement of the score from the average in post-test I were 74,6 and the average of the post-test II score were 80,4.

There were also some problems in learning process that must be corrected in the next cycle. It can be inferred that most of the students pay attention to the teacher and they could accept the material more clearly.

### B. Discussion

During research process, the researcher observed that the students were interested in teaching and learning writing. They were enthusiastic the learning process. The researcher assumed that teaching by serialised image can enrich students vocabulary and the simple writing descriptive text skill. By using serialised image the students learned writing simple descriptive text easier because the students could practice how to write,

how to answer, how to make a recount text, and how to understand English language more easily and effectively. So, it had proved that serialised imahe be one of the interesting ways to learning writing. Especially for the students at the eleventh grade of MA MAARIF 1 PUNGGUR.

### 1. The Result of Students Learning

#### a. Action and Learning Result at Cycle I

In cycle I, English learning process was done successfully, although the students' average score is still low. Nevertheless, there is an improvement score of the students' post-test I than pre- test. This is the table of the illustration in cycle I, as follow :

**Table 4.10**

**The Comparison Pre-Test and Post-Test I Score**

NO	Name	Pre-Test	Post-Test I	Increasing	category
1	ARS	80	80	0	Increased
2	AS	60	70	10	Increased
3	AS (2)	80	80	0	Increased
4	ANS	90	90	0	Increased
5	ANS (2)	60	60	-0	Decreased
6	AS (3)	90	80	-10	Decreased

7	AM	70	60	-10	Decreased
8	DA	70	60	-10	Decreased
9	DAA	70	80	10	Increased
10	HS	70	80	10	Increased
11	HMS	80	60	-20	Decreased
12	HN	80	70	-10	Increased
13	ISN	80	80	0	Decreased
14	LPW	50	60	-10	Decreased
15	LSR	80	75	5	Increased
16	MHS	60	60	-0	Decreased
17	MRP	90	60	-30	Decreased
18	MRA	60	80	20	Increased
19	MF	80	60	-20	Decreased
20	MA	40	80	40	Increased
21	MBF	20	80	60	Increased
22	NDD	60	85	25	Increased
23	NSA	80	85	5	Increased
24	NS	80	60	-20	Decreased
25	PA	60	60	-0	Decreased
26	RAKW	80	75	5	Increased
27	S	80	60	-20	Decreased
28	SRU	40	80	40	Increased

29	SSN	90	80	-10	Decreased
30	UNN	40	70	30	Decreased
	Total	2.070	2.240	430	
	Average	69	74,6	14,3	

**Table 4.11**

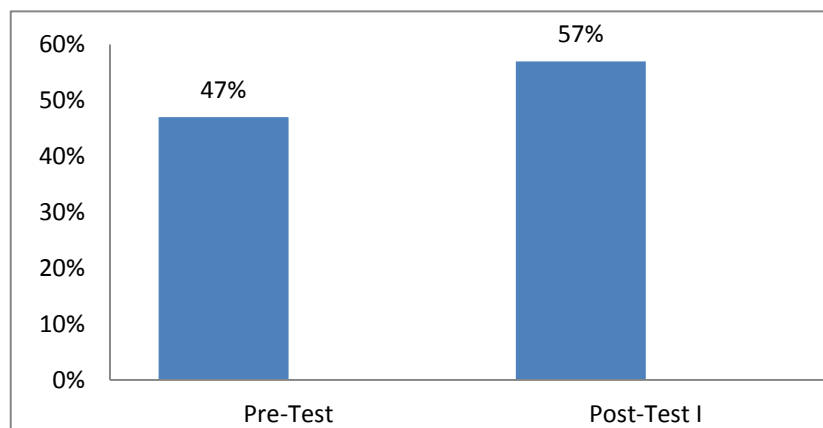
**The comparison between Pre-Test and Post-Test I Score**

Interval	Pre-Test	Percentage	Post-Test I	Percentage	Explanation
>75	14	47%	17	57%	Complete
<75	16	53%	13	43%	Incomplete
Total	30		30		

Then the graph of the comparison between pre-test and post- test I score could be seen as follow:

**Graph 4.5**

**The Comparison between Pre-Test and Post-Test I Score**



In this research, pre-test and post-test had done individually. It was aimed to know the skill of students before and after giving a treatment. From the result of pre-test and post-test, we knew that there was an increasing from the result of students' score. It could be seen from the average 69 become 74,6

To see the students' skill in writing descriptive text the researcher and the collaborator applied post-test after finishing the treatment. It was intended to know whether or not there was an increasing of students' score. From the post-test cycle I score, it could be seen that there was improving, because the researcher had given the treatment based on the lesson plan. We also wanted to see the difference between the result of the students' pre-test and the result of students' post-test and to find out



whether the treatment improved the students' writing descriptive text skill.

**b. Action and Learning Result at Cycle II**

In cycle II, process of teaching and learning stay on climax situation, there are very grateful progresses of students.

**Table 4.12**

**The Comparison between Post-Test I and Post-Test II Score**

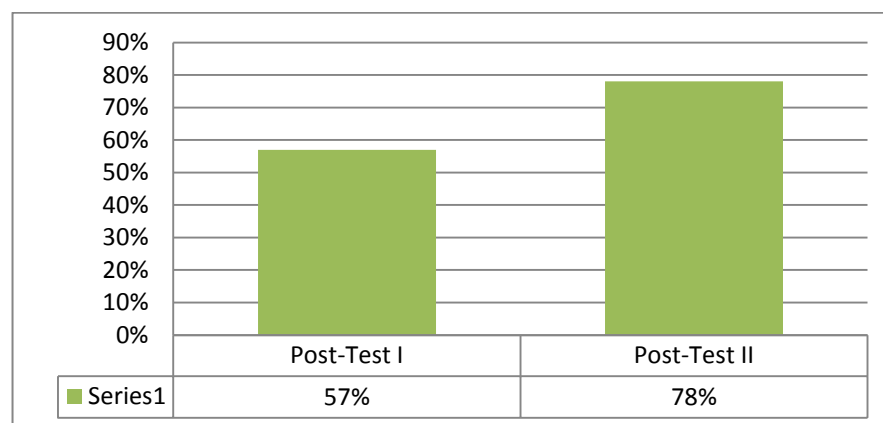
NO	Name	Post-Test I	Post-Test II	Increasing	category
1	ARS	80	85	5	Increased
2	AS	70	70	0	Decresed
3	AS (2)	80	80	0	Increased
4	ANS	90	70	-20	Decreased
5	ANS (2)	60	75	5	Increased
6	AS (3)	80	85	5	Increased
7	AM	60	70	-10	Decreased
8	DA	60	80	20	Increased
9	DAA	80	85	5	Increased
10	HS	80	80	0	Increased
11	HMS	60	80	-20	Decreased
12	HN	70	85	15	Increased

13	ISN	80	80	0	Decreased
14	LPW	60	90	30	Increased
15	LSR	75	80	5	Increased
16	MHS	60	80	20	Increased
17	MRP	60	80	20	Increased
18	MRA	80	80	0	Increased
19	MF	60	75	15	Increased
20	MA	80	95	15	Increased
21	MBF	80	70	-10	Decreased
22	NDD	85	85	0	Increased
23	NSA	85	80	-5	Decreased
24	NS	60	70	-10	Decreased
25	PA	60	75	5	Increased
26	RAKW	75	80	5	Increased
27	S	60	85	25	Increased
28	SRU	80	80	0	Increased
29	SSN	80	70	-10	Decreased
30	UNN	70	85	25	Increased
	Total	2.240	2.390	305	
	Average	74,6	80	10,16	

**Table 4.13****The Comparison between Post-Test I and Post-Test II Score**

Interval	Post-Test I	Percentage	Post-Test II	Percentage	Explanation
>75	17	57%	22	78%	Complete
<75	13	43%	8	22%	Incomplete
	30		30		

Then the graph of the comparison between post-test I and post- test II score could be seen as follow:

**Graph 4.6****The Comparison between Post-Test I and Post-Test II Score**

From the result, we knew that the students' score have improved. It could be seen from the average 74,6 become 80. It meant that the students

could achieve the target, the target was 80% students gained score at least 70.

c. The Result of the Research

Here were the data of recapitulation of students' improvement in teaching and learning from pre-test, post-test I and post-test II is presented.

**Table 4.14**

**The Result of Pre-Test, Post-Test I, and Post-Test II**

NO	Name	Pre-Test	Post-Test I	Post-Test II	category
1	ARS	80	80	85	Increased
2	AS	60	70	70	Decresed
3	AS (2)	80	80	80	Increased
4	ANS	90	90	75	Increased
5	ANS (2)	60	60	75	Increased
6	AS (3)	90	80	85	Increased
7	AM	70	60	85	Increased
8	DA	70	60	80	Increased
9	DAA	70	80	5	Increased
10	HS	70	80	80	Increased
11	HMS	80	60	80	Decreased
12	HN	80	70	85	Increased

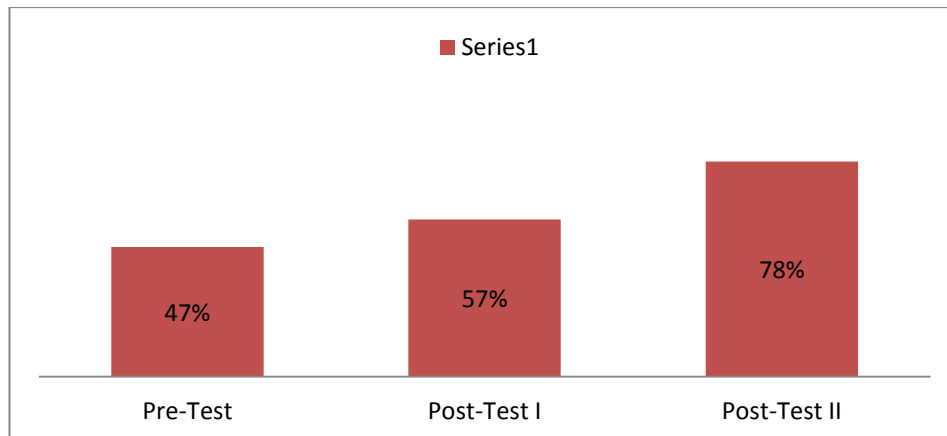
13	ISN	50	80	85	Decreased
14	LPW	80	60	90	Increased
15	LSR	80	75	80	Increased
16	MHS	60	60	80	Increased
17	MRP	90	60	80	Increased
18	MRA	60	80	80	Increased
19	MF	80	60	75	Increased
20	MA	40	80	95	Increased
21	MBF	20	80	70	Decreased
22	NDD	60	85	85	Increased
23	NSA	80	85	85	Increased
24	NS	80	60	70	Decreased
25	PA	60	60	75	Increased
26	RAKW	80	75	80	Increased
27	S	80	65	85	Increased
28	SRU	40	80	80	Increased
29	SSN	90	80	70	Decreased
30	UNN	40	70	85	Increased
	Total	2.070	2.240	2.390	
	Average	69	74,6	80	

**Table 4.15****The Result of Pre-Test, Post-Test I, and Post-Test II**

Interval	Pre-Test	Post-Test I	Post-Test II	Explanation
>75	47%	57%	78%	Completed
<75	53%	43%	22%	Incompleted
Total	30	30	30	

From the result, we knew that the students' score have improved. It could be seen from the average 74,6 become 80. It meant that the students could achieve the target, the target was 78% students gained score at least 75. The students were enthusiastic during the learning process. All of the students attended the class during the presentation of the material by using serialised image. They were able to write a descriptive text through serialised image more easily. but, because of the result of the students score could not achieve the target; we decided to give a test to the students using the same way in cycle I with different lesson plan.

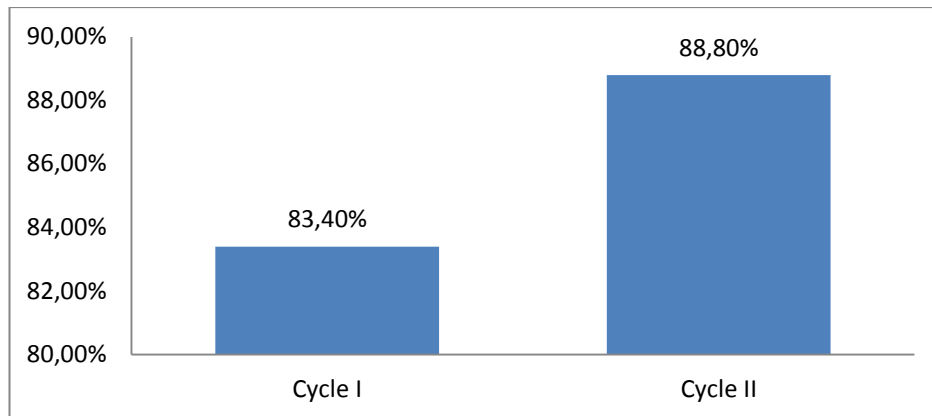
Because of the students' score had improve, it can be seen from their average score in pre-test 69, become 74,6 in cycle I and 80 in cycle II. It meant that the students could achieve the target; the target was 80% students gained score 75 or more. Furthermore, the improving score in each cycle can be seen in the graph below:

**Graph 4.7****The Result of Pre-Test, Post-Test I, and Post-Test II Score****2. The Result of Students Observation Sheet**

This observation sheet result was gotten when the learning process happened by the researcher. The result of the students' learning activities can be seen in the table below :

**Table 4.16****The Improvement of the Students' Activities in Cycle I and Cycle II**

No.	Students' Activities	Cycle		Increasing
		Cycle I	Cycle II	
1.	Response to the teacher	97%	100%	23%
2.	Answer the question	77%	87%	10%
3.	Giving attention	83%	80%	3%
4.	Make a note	73%	80%	7%
5.	Do the task	87%	97%	10%
<b>Total</b>		417%	444%	53%
<b>Average</b>		83,4%	88,8%	10,6%

**Graph 4.8****The Improvement of the Students' Activities in Cycle I and Cycle II**

Based on the table, it could be concluded that there was an improving of the students' learning activities during study through serialised image in improving the students' writing descriptive text skill. It could be looked at the average result of the students' observation sheet when cycle I was 83,4%. Meanwhile, the average result of the students' observation sheet when cycle II were 88,8%. It meant that wordless picture book had positive effect toward the teaching and learning process, especially in improving the students' learning activities in the classroom.



## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

In this chapter the researcher presents two different points. They are conclusion and suggestion. Each point is described as follows:

#### **A. Conclusion**

This research belongs to action research. The action of the research was implemented in English class at MA MAARIF 1 PUNGGUR. It started on January to February 2025. The involved participants of this research were the researcher, the students of eleventh class of MA MAARIF 1 PUNGGUR. This research had attained some data that were related to the use of serialised image to exploring the students' writing descriptive text skill. According to the data analysis conducted in this research, the application of serialised is believed to be helpful to improve the students' writing skill.

In cycle I, the students showed the improvement on their writing skills especially in terms of the content and organization aspects. The use of serialised image helped them to generate and share ideas among peers during the process of writing. Some of them also showed different attitude toward the teaching and learning process. Their motivation toward learning also improved.

In cycle II, the activities conducted had also created the students' involvement. Their collaboration supported them to get more knowledge on the aspects of writing. They could produce a better text as well. Besides, they also showed greater motivation to follow the teaching and learning process

### **B. Suggestion**

After conducting this action research, the researcher proposes the suggestion for English teacher and other researcher as presented below:

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

It is quite important for the English teacher especially the English teacher in MA MAARIF 1 PUNGGUR to improve students writing skills. The teacher needs to arrange certain activities that make the students work actively and will not get them bored with the teaching and learning process. It is better for them to employ serialised image when they teach writing to the students.

#### **2. For other researcher**

It is considered that the researcher only gives an emphasis on the students' writing on descriptive text. Therefore, the other researchers may conduct the research on other genre of texts which can improve their writing skills and also enrich their knowledge in different kind of factual and literary texts.

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## **APPENDICES**



KEMENTERIAN AGAMA REPUBLIK INDONESIA

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FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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Nama : Marchelia Anila  
NPM : 2101050017

Program Studi : TBI  
Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	29/10/2024	✓	Bab 1	
2.	9/10/2024	✓	Bab 1 Revisi	
3.	9/10/2024	✓	Acc Chapter I continue to ch. II	
4.	23/10/2024		Chapter II	
5.	Selasa 24/10-24		elaborate again after quotation.	

Mengetahui  
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Dosen Pembimbing

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Program Studi : TBI  
Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Selasa 1/10-24	✓	Revise ch. II-	
2.	Senin 7/10-2024	✓	Acc ch. II, continue ke ch. III-	
3.	Senin 7/10-2024	✓	Perbaiki grammar dan sistem penulisan.	
4.	Senin 14/10-24.	✓	Acc ch. III Acc for Seminar Proposal	

Mengetahui,  
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Program Studi : TBI  
Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Selasa 10/12-24	✓	Revisi IPD	
2.	Jumat 13/12-24	✓	Acc IPD	
3	Kamis 19/12-28	✓ ✓	Acc ch. IV & V. Acc Munasorah.	



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Nomor : 3725/In.28/J/TL.01/07/2024  
Lampiran :-  
Perihal : IZIN PRASURVEY

Kepada Yth.,  
Kepala Madrasah MA MAARIF 1  
PUNGGUR  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama : MARCHELIA ANILA  
NPM : 2101050017  
Semester : 7 (Tujuh)  
Jurusan : Tadris Bahasa Inggris  
Judul : THE USE OF SERIALIZED IMAGE MEDIA IN WRITING  
OF MA MAARIF 1 PUNGGUR

untuk melakukan prasurvey di MA MAARIF 1 PUNGGUR, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

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

*Wassalamu'alaikum Wr. Wb.*

Metro, 26 Juli 2024  
Ketua Jurusan,



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



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Nomor : 5874/In.28.1/J/TL.00/12/2024  
Lampiran : -  
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,  
Trisna Dinillah Harya (Pembimbing 1)  
(Pembimbing 2)  
di-

Tempat

*Assalamu'alaikum Wr. Wb.*

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

Nama : **MARCHELIA ANILA**  
NPM : 2101050017  
Semester : 7 (Tujuh)  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Tadris Bahasa Inggris  
Judul : **EXPLORING OF SERIALISED IMAGE MEDIA TO IMPROVE  
WRITING DESCRIPTIVE TEXT AT ELEVENTH GRADES  
STUDENTS OF MA MAARIF 1 PUNGGUR**

Dengan ketentuan sebagai berikut :

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

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

*Wassalamu'alaikum Wr. Wb.*

Metro, 30 Desember 2024  
Ketua Jurusan,



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Nomor : B-0468/In.28/D.1/TL.00/01/2025  
Lampiran : -  
Perihal : **IZIN RESEARCH**

Kepada Yth.,  
KEPALA MA MAARIF 1 PUNGGUR  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: B-0467/In.28/D.1/TL.01/01/2025, tanggal 30 Januari 2025 atas nama saudara:

Nama : **MARCHELIA ANILA**  
NPM : 2101050017  
Semester : 8 (Delapan)  
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KEPALA MA MAARIF 1 PUNGGUR bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MA MAARIF 1 PUNGGUR, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "EXPLORING OF SERIALISED IMAGE MEDIA TO IMPROVE WRITING DESCRIPTIVE TEXT AT ELEVENTH GRADES STUDENTS OF MA MAARIF 1 PUNGGUR".

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

*Wassalamu'alaikum Wr. Wb.*

Metro, 30 Januari 2025  
Wakil Dekan Akademik dan  
Kelembagaan,



NIP



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**SURAT TUGAS**

Nomor: B-0467/In.28/D.1/TL.01/01/2025

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

Nama : **MARCHELIA ANILA**  
NPM : 2101050017  
Semester : 8 (Delapan)  
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di MA MAARIF 1 PUNGGUR, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "EXPLORING OF SERIALISED IMAGE MEDIA TO IMPROVE WRITING DESCRIPTIVE TEXT AT ELEVENTH GRADES STUDENTS OF MA MAARIF 1 PUNGGUR".
  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 : 30 Januari 2025



Mengetahui,  
Pejabat Setempat

Budi Raharjo, S.Si

Wakil Dekan Akademik dan  
Kelembagaan,



NIP



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# MADRASAH ALIYAH MA'ARIF 1 PUNGGUR KABUPATEN LAMPUNG TENGAH

AKREDITASI : B, NPSN : 10816279, NSM : 131218020001

Alamat : Jl. Raya Sidomulyo Kecamatan Punggur Kabupaten Lampung Tengah Kode Pos 34152

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Nomor : 076/MA.M-1/PGR/U/II/2025

Yang bertandatangan dibawah ini:


Nama : Budi Raharjo, S.Si  
Jabatan : Kepala Madrasah  
Tempat Tugas : MA Ma'arif I Punggur  
Alamat Madrasah : Jl. Raya Sidomulyo Kecamatan Punggur Kabupaten  
Lampung Tengah Kode Pos 34152

Dengan ini menerangkan bahwa :

Nama : MARCHELIA ANILA  
NIM : 2101050017  
Semester : 8 (Delapan)  
Jurusan : Tadris Bahasa Inggris

Bahwa mahasiswa tersebut telah melaksanakan Penelitian di Madrasah Aliyah Ma'arif 1 Punggur dalam rangka penyusunan Skripsi dengan judul **"EXPLORING OF SERIALISED IMAGE MEDIA TO IMPROVE WRITING DERSCRIPTIVE TEXT AT ELEVENTH GRADES STUDETS OF MA MA'ARIF 1 PUNGGUR"** pada tanggal 18 Januari sampai selesai.

Demikian surat keterangan ini dibuat dengan sebenar-benarnya dan dapat dipergunakan sebagaimana mestinya.

Punggur, 01 Februari 2025.  
Kepala MA Ma'arif I Punggur  
  
  
BUDI RAHARJO, S.Si





**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
UNIT PERPUSTAKAAN**

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Telp (0725) 41507, Faks (0725) 47298, Website: digilib.metrouniv.ac.id; pustaka.iaim@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA  
Nomor : P-142/In.28/S/U.1/OT.01/03/2025**

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

Nama : MARCHELIA ANILA  
NPM : 2101050017  
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2024/2025 dengan nomor anggota 2101050017

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

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.



Metro, 14 April 2025  
Kepala Perpustakaan

D. Asad, S. Ag., S. Hum., M.H., C.Me.  
NIP.19750505 200112 1 002



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
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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 : Marchelia Anila  
NPM : 2101050017  
Program Studi : Tadris Bahasa Inggris (TBI)

Tidak mempunyai peminjaman buku pada jurusan/prodi Tadris Bahasa Inggris.  
Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro, 15 April 2025  
Ketua Program Studi TBI  
  
**Dr. Much Deiniatur, M.Pd.B.I.**  
NIP: 198803082015031006



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# **RENCANA PELAKSANAAN PEMBELAJARAN**

## **DESCRIPTIVE TEXT**

Sekolah : MA MAARIF 1 PUNGGUR

Mata Pelajaran : Bahasa Inggris

Kelas : XI

Materi Pokok : Descriptive Text

Sub Materi : Tourism place and historical building

Skill : Writing

Alokasi Waktu : 2x45 menit

### **A. Kompetensi Inti**

KI 3	KI 4
Memahami, menerapkan, menganalisis, dan mengevaluasi tentang pengetahuan faktual, konseptual, prosedural dasar, dan metakognitif sesuai dengan bidang dan lingkup kajian Bahasa Inggris pada tingkat teknis, spesifik, detil, dan kompleks, berkenaan dengan ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dalam konteks pengembangan potensi diri sebagai bagian dari keluarga, sekolah, dunia kerja, warga masyarakat nasional, regional, dan internasional.	Melaksanakan tugas spesifik dengan menggunakan alat, informasi, dan prosedur kerja yang lazim dilakukan serta memecahkan masalah sesuai dengan bidang kajian Bahasa Inggris. Menampilkan kinerja di bawah bimbingan dengan mutu dan kuantitas yang terukur sesuai dengan standar kompetensi kerja. Menunjukkan keterampilan menalar, mengolah, dan menyaji secara efektif, kreatif, produktif, kritis, mandiri, kolaboratif, komunikatif, dan solutif dalam ranah abstrak terkait dengan



	<p>pengembangan dari yang dipelajarinya di sekolah, serta mampu melaksanakan tugas spesifik di bawah pengawasan langsung. Menunjukkan keterampilan mempersepsi, kesiapan, meniru, membiasakan, gerak mahir, menjadikan gerak alami dalam ranah konkret terkait dengan pengembangan dari yang dipelajarinya di sekolah, serta mampu melaksanakan tugas spesifik di bawah pengawasan langsung.</p>
--	--

#### B. Kompetensi Dasar dan Indikator

KD	INDIKATOR
3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana sesuai dengan konteks penggunaannya.	<p>3.4.1 Siswa mampu menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.</p> <p>3.4.2 Siswa mampu memperbandingkan teks deskriptif pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal sesuai dengan konteks penggunaannya.</p>
4.4.2 Menyusun teks deskriptif pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial,	4.4.2.1 Siswa mampu menciptakan teks deskriptif pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, secara tulis dengan

struktur teks, dan unsur kebahasaan secara benar dan sesuai konteks.	memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan secara benar dan sesuai konteks.
	4.4.2.2 Siswa mampu menampilkan teks deskriptif pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan cara membacakan teks deskriptif yang telah dibuat.

### C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran dengan menggunakan metode scientific learning, siswa diharapkan mampu:

1. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.
2. Memperbandingkan teks deskriptif pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal sesuai dengan konteks penggunaannya.
3. Menciptakan teks deskriptif pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, secara tulis dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan secara benar dan sesuai konteks.
4. Menampilkan teks deskriptif pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan cara membacakan teks deskriptif yang telah dibuat.



#### D. Materi Pembelajaran

##### ➤ Definition:

A descriptive text describes a particular person, place or thing.

##### ➤ Social Function:

Its purpose is to describe a person, thing or place specifically.

##### ➤ Generic structure:

###### a. Identification.

This part introduces where or who the subject is being described.

###### b. Description.

This part shows the details description of subject it may include the information about the appearance or qualities of the subject is being described.

#### E. Media Pembelajaran : Serialised Image

#### F. Kegiatan Pembelajaran

Kegiatan Pembelajaran	Langkah-langkah	Alokasi waktu
Kegiatan Pendahuluan	1. Guru membuka pelajaran dengan menyapa siswa. 2. Guru meminta salah seorang siswa untuk memimpin doa. 3. Guru mengabsen siswa dan memberikan apresiasi bagi siswa yang hadir. 4. Guru mengajak siswa untuk bernyanyi. 5. Guru menjelaskan topik yang akan dipelajari. 6. Guru menjelaskan tujuan pembelajaran. 7. Guru memberikan motivasi belajar kepada siswa.	10 menit
Kegiatan Inti	Mengamati (10 menit)	

	<p>Siswa mengamati tayangan video pembelajaran tentang teks deskriptif terkait tempat wisata dan bangunan bersejarah terkenal.</p> <p>Menanya (15 menit)</p> <ol style="list-style-type: none"> <li>1. Sebagai stimulus, guru meminta siswa untuk memperhatikan beberapa pertanyaan terkait video pembelajaran.</li> <li>2. Siswa menuliskan jawaban terkait video pembelajaran.</li> <li>3. Siswa membacakan jawaban terkait video pembelajaran.</li> <li>4. Guru menayangkan slide power point tentang teks deskriptif dan elemen-elemen penting yang terdapat di dalamnya.</li> <li>5. Siswa diberi kesempatan untuk saling bertanya-jawab.</li> </ol> <p>70 menit</p> <ol style="list-style-type: none"> <li>6. Guru memberikan umpan balik atas setiap pertanyaan/tanggapan siswa.</li> </ol> <p>Mengumpulkan informasi (20 menit)</p> <ol style="list-style-type: none"> <li>1. Guru menayangkan dua teks deskriptif terkait tempat wisata dan bangunan bersejarah terkenal.</li> <li>2. Siswa berdiskusi kelompok untuk menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan yang ada pada teks deskriptif dengan tepat.</li> <li>3. Siswa memperbandingkan dua teks deskriptif tersebut dengan tepat.</li> </ol>	70 menit
--	---	----------

	atas materi yang telah dipelajari. 2. Guru memberikan umpan balik atas setiap pertanyaan/tanggapan siswa. 3. Guru memberitahu siswa tentang materi pelajaran yang berikutnya. 4. Guru meminta salah seorang siswa untuk memimpin doa. 5. Guru memberikan salam penutup.	10 menit
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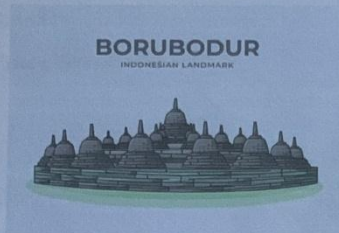
**G. Instrumen Penilaian**

- a. Sikap
- b. Pengetahuan : Test, Quiz
- c. Keterampilan : Teks deskriptif tulis (Essay)



NAME :

CLASS :



Borobudur Temple is one of the largest Buddhist temples in Indonesia. This temple was built around the 800s by Samaratungga from the Syailendra Dynasty who became a follower of Mahayana Buddhism.

Borobudur Temple is located in a city in Central Java Province, namely Magelang Regency. More precisely on the hill of Menoreh, Jl. Badrawati, Borobudur Temple area, Borobudur District, Magelang Regency. Borobudur Temple is the largest and most luxurious Buddhist temple in Indonesia. The shape of this temple looks like a pyramid or a rectangular building and has many reliefs and stupas.

**Do the descriptive text question below!**

1. Where is Borobudur Temple located?
2. Borobudur Temple was built around the year?
3. Borobudur Temple was built in the dynasty era?
4. Borobudur Temple is a temple for those who adhere to religion?
5. What does the shape of Borobudur temple look like?

Name :

Class :

**Describe this picture!**

1.



2.



**Answer!**

.....

.....

.....

.....

.....

.....

.....

.....

Name :

Class :

**Describe this picture!**

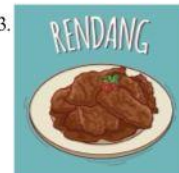
1.



2.



3.



**Answer!**

.....

.....

.....

.....

.....

.....

.....

.....

NAME: M. Rosta Purnomo

CLASS: XI B

Describe this picture!

1.



2.



Answer!

Prambanan temple is a temple complex located near the special region of Yogyakarta, Indonesia. It is considered as one of the biggest Hindu complexes in the world, as it has several temples with towering heights, beautiful stone statues, and it is approximately 500 years old.

60  
CO: 22  
GR: 18  
VO: 15  
LU: 20  
ML: 5

NAME : Ida sopiatun Nisa

CLASS : XI pa 2

Describe this picture!

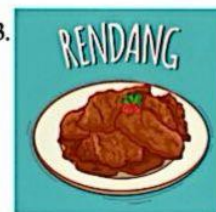
1.



2.



3.



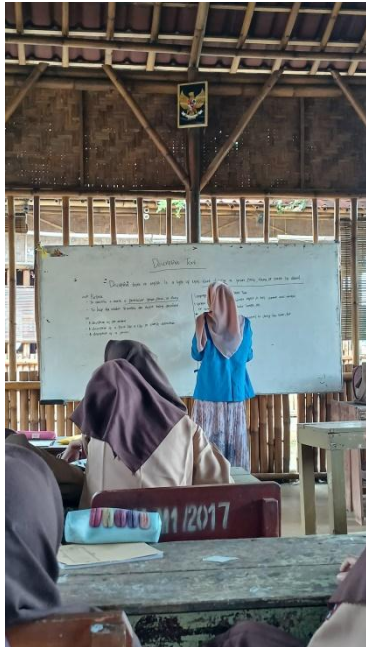
Answer!

rumah gadang is the traditional house of minangkabau, an ethnic group indigenous to the highlands of west sumatra. Its architecture, construction, decoration, and functions of the house reflect the culture and values of minangkabau people. the house is largely constructed of wood and has a dramatic curved roof structure. every aspect of the house has a symbolic significance related to minangkabau belief and has the spiritual and physical (concrete) on the peaks of the roof represent buffalo horns, symbolize reaching heaven the walls on the front and back elevations (Ornamen) symbolize the strength and utility of the community. the arrangement of room in the house is seen as a reflection of a woman's life pattern forming a journey from the central pit to the public area (parit) for bedroom (bilik) and lastly to the kitchen.

85  
CO: 22  
OF: 20  
PO: 18  
IN: 15  
ME: 10



## DOCUMENTASI









## CURRICULUM VITAE



Marchelia Anila, born on 04 August 2002 in Punggur, is the first daughter of two siblings, namely her and younger sister Artalita Cahayani.

She started studying at SD N 1 Sidomulyo (2009-2015), then at SMP N 1 Punggur (2015-2018), and then at SMA N 1 Punggur (2018-2021). In 2021, she continued to be a student at IAIN Metro by majoring in English Education Department.