

**AN UNDERGRADUATE THESIS**

**IMPROVING STUDENTS DESCRIPTIVE TEXT WRITING ABILITY  
BY USING PICTURE AND PICTURE MEDIA AT THE SEVENTH  
GRADE OF SMP NEGERI 1 SEPUTIH AGUNG CENTRAL LAMPUNG**

**By:**

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

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

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Presented as a Partial Fulfilment of the Requirements  
For the Degree of Sarjana Pendidikan (S.Pd)  
In English Education Department

By:

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Students Number: 1801072010

Sponsor: Dr. Widhiya Ninsiana, M. Hum

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**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO**

**1445 H / 2024 M**



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**APPROVAL PAGE**

Title : IMPROVING STUDENTS DESCRIPTIVE TEXT WRITING  
ABILITY BY USING PICTURE AND PICTURE MEDIA AT  
THE SEVENTH GRADE OF SMP NEGERI 1 SEPUTIH  
AGUNG

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*Assalamualaikum, Wr. Wb.*

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Title : IMPROVING STUDENTS DESCRIPTIVE TEXT WRITING ABILITY  
BY USING PICTURE AND PICTURE MEDIA AT THE SEVENTH  
GRADE OF SMP NEGERI 1 SEPUTIH AGUNG

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

*WassalamualaikumWr.Wb.*

The Head of English Education Department



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*Assalamualaikum Wr. Wb.*

Setelah kami adakan pemeriksaan dan pertimbangan serta perbaikan seperlunya maka Skripsi yang disusun oleh:


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Sudah dapat kami setuju dan dapat diajukan untuk dimunaqosyahkan, demikian harapan kami atas perhatiannya kami ucapkan terimakasih.

*WassalamualaikumWr.Wb.*

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RATIFICATION PAGE

No: *B-0135/11.28.1/D/PP.00.9/01/2024*

An Undergraduate thesis entitled: IMPROVING STUDENTS DESCRIPTIVE TEXT WRITING ABILITY BY USING PICTURE AND PICTURE MEDIA AT THE SEVENTH GRADE OF SMP NEGERI 1 SEPUTIH AGUNG CENTRAL LAMPUNG, written by: Dian Safitri, Student Number 1801072010 English Education Department had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Thursday, December 28<sup>th</sup>, 2023, at 13.00-15.00 p.m.

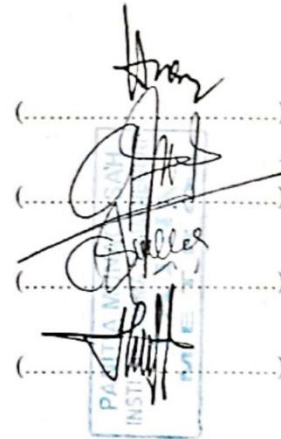
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**IMPROVING STUDENTS DESCRIPTIVE TEXT WRITING ABILITY  
BY USING PICTURE AND PICTURE MEDIA AT THE SEVENTH  
GRADE OF SMP NEGERI 1 SEPUTIH AGUNG CENTRAL LAMPUNG**

**ABSTRACT**

**By:  
DIAN SAFITRI**

The purpose of this study is to improve the students writing ability and learning activity by the use of picture and picture media of the seventh grade of SMP Negeri 1 Seputih Agung Central Lampung in Academic Year 2023/2024.

This research is Classroom Action Research (CAR) conducted in two cycles. Each cycle consists of planning, action, observation and reflection. The object of this research is writing ability. The researcher used data collection used tests, observation, documentation, field notes.

Finally, it can be concluded that the pre-test results were only 18% of students who could reach the Passing grade with an average of 68. It can be said that the pre-test results were not satisfactory. And the results of post test I were 33% of students who could achieve passing grade with an average of 69. Then, the results of post test II is 76% of students who could achieve passing grade with an average of 75. It can be concluded that the use of picture and picture media in writing can improve students' writing skills in seventh grade of SMP Negeri 1 Seputih Agung Central Lampung.

**Keywords:** Writing Skills, Picture and Picture Media.

**MENINGKATKAN KEMAMPUAN MENULIS MENGGUNAKAN  
PICTURE AND PICTURE MEDIA PADA SISWA KELAS TUJUH  
SMP NEGERI 1 SEPUTIH AGUNG LAMPUNG TENGAH**

**ABSTRAK**

**Oleh:  
DIAN SAFITRI**

Tujuan dari penelitian ini adalah untuk menunjukkan bahwa penggunaan media picture and picture dapat meningkatkan kemampuan menulis dan aktifitas pembelajaran mereka pada siswa kelas tujuh SMP Negeri 1 Seputih Agung Lampung Tengah Tahun Pelajaran 2023/2024.

Bentuk penelitian ini adalah Penelitian Tindakan Kelas (PTK) yang dilakukan dalam dua siklus. Setiap siklus terdiri dari perencanaan, tindakan, pengamatan dan refleksi. Objek dari penelitian ini adalah kemampuan menulis. Pengumpulan data menggunakan test, observasi, dokumentasi, catatan lapangan.

Kesimpulan penelitian adalah bahwa hasil pre test hanya 18% siswa yang dapat mencapai Passing grade dengan rata-rata nilai 68. Hal ini dapat dikatakan bahwa hasil pre test dibawah kkm. Hasil post test I adalah 33% siswa yang dapat mencapai passing grade dengan rata-rata nilai 69. Kemudian, hasil post test II adalah 76% siswa yang dapat mencapai passing grade dengan rata-rata nilai 75. Hal ini dapat disimpulkan bahwa penggunaan media picture and picture dalam menulis dapat meningkatkan kemampuan menulis siswa kelas tujuh SMP Negeri 1 Seputih Agung Lampung Tengah.

**Kata Kunci:** *Kemampuan Menulis, Picture and Picture Media.*



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Metro, January 2024

The Research,



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## MOTTO

وَلَا تَهِنُوا وَلَا تَحْزَنُوا وَأَنْتُمْ الْأَعْلَوْنَ إِنْ كُنْتُمْ مُؤْمِنِينَ ﴿١٣٩﴾

Artinya: “Dan janganlah kamu merasa lemah dan janganlah pula bersedih hati, sebab kamulah yang paling tinggi derajatnya jika kamu orang-orang yang beriman”.

(QS. Ali Imran: Ayat 139)

## **DEDICATION PAGE**

The success of this study is dedicated to:

1. My beloved parents Mr Sudiyono and Mrs Desmawati, who always support me by their edless love.
2. To all who helped, Ferren Mayesti, Lili Okvita Sari, Anisa Meilani Lubis, Desmalia Syahdena, Laras Diana, Amalia Nur Safrida. And all the friends of slavery, who cannot be named alone, who have always inspired the author to complete this undergraduate thesis.
3. My of Batch 2018 Department of English Education.
4. My almamater State Institute of Islamic Studies (IAIN) Metro.

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1. Prof. Dr. Hj. SitiNurjanah, M.Ag,PIA as the Head of IAIN Metro Lampung.
2. Dr. Zuhairi, M.Pd, as the Dean of the Tarbiyah and Teacher Training Faculty of IAIN Metro Lampung.
3. Dr. Much Deiniatur, M.Pd,B.I as the Chief of English Education Department of IAIN Metro Lampung.
4. Dr. WidhiyaNinsiana, M. Hum as the advisor valuable knowledge and support in finishing this an undergraduate thesis.

The researcher apologizes for all the mistakes that she has made in writing and finishing this an undergraduate thesis. All criticisms and suggestions are expected to improve the quality of this research. Hopefully, this undergraduate thesis canbe useful for researcher, for our colege and every reader in generic.

Metro, January 2024

Researcher,



**Dian Safitri**

NPM. 1801072010

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## CHAPTER I

### INTRODUCTION

#### A. Background of Study

Writing is an activity to create a note or information on a media. Writing is also defined as an activity to find ideas and also to communicate these ideas so that they can be enjoyed by others. Communication of ideas, of course, is not verbal, but with a series of words to form a writing. According to *DjagoTarigan*, writing means expressing in writing ideas, ideas, opinions, or thoughts and feelings. <sup>1</sup>Writing can be considered as a process as well as a result. Writing is usually done on paper-shaped media using tools such as pens and pencil.

Written language is one of the means of communication in society, one needs to learn how to make good writing so that it is easily understood by readers. By writing students can express or express their ideas or opinions, thoughts, and feelings. In addition, it can develop students' thinking power and creativity in writing. Writing is language skill used to describe graphic symbols that describe a language that is understood so that other people can read the graphic symbols if they understand the language and graphic picture and picture.

Writing descriptive text is a part of writing skill that also gets attention. Learning description text for students is very important, because it needs to be conveyed in the learning process at school in order to develop basic writing

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<sup>1</sup> DjagoTarigan, "Writing Means Expressing In Writing Ideas, Ideas, Opinions, Or Thoughts And Feelings," Jakarta: Erlangga. (1998) : 47.

skills. For this reason, writing skills need serious attention, because developing writing skills and abilities requires high perseverance and creativity from students. Without perseverance and creativity from students, it is very difficult to produce good written work, because writing is a creative process that needs to be done intensively.

In writing a descriptive text there are several things that need to be considered, the *first* is the title. The title can be interpreted as the identity of the soul of the entire writing and is also a description of its direction, purpose, and scope. The title should be concise, and interesting and not a sentence. *Second*, identification. Identification means a sign of self-identity. In writing descriptive text, an introduction to the object to be described is needed. Students must be familiar with the object to be described so that students are not confused in developing sentences, and they are more interested in taking writing lessons. *Third*, description. Description is an explanation or explanation in words clearly and in detail. So, in making a writing, students must provide an explanation or description of an object clearly so that the reader seems to see, hear, and feel what is described. *Fourth*, cover. In the closing of a text there is usually an impression or conclusion to the object being described. *Fifth*, the use of language. The correct is a language that is in accordance with the rules of using standard language, both written standard language and spoken standard language.

Picture and picture learning media as one implementation of the learning process. This learning media relies on pictures as in the learning

process. These picture and picture become the main factor in the learning process. So that before the learning process the teacher has prepared the image to be displayed. This needs to be done because picture and picture media is a form of cooperative learning model. With the application of this media, it is hoped that the quality of the process and learning outcomes of writing descriptive text can be improved.

On January 10<sup>th</sup>, 2022, the pra survey has done by observation and interview of the seventh grade of SMP Negeri 1 Seputih Agung Central Lampung. By observation, it can be seen that there are many students who have low score namely, from 33 students, just 10 students (30%) got high score is up to 75 score, and 23 students (70%) is low score. But the passing grade is English subject is 75 score.

**Table 1.1**  
**The students English score of the seventh grade of**  
**SMP Negeri 1 Seputih Agung Central Lampung**

No	Score	Categories	Frequency	Percentage
1	>75	Complete	10	30%
2	< 75	Incomplete	23	70%
Total			33students	100%

Source : The English teacher's document of SMP Negeri 1 Seputih Agung Central Lampung

From the table above, it was known that most of the student are not able to pass grade of 75 as the minimum mastery criterion at the seventh grade of SMP Negeri 1 Seputih Agung Central Lampung are into low category.

Therefore, to overcome the problem above, the researcher decided to apply a picture and picture media to improve students' skill in writing descriptive text. Picture and picture media are media that can make it solve the

students' problems in their writing. The research was conducted by the use of the of picture and picture media to improve students' writing descriptive text skill. In line with the reason above, the researcher conducted the research entitled "Improving of Using Picture and Picture toward Students Descriptive Text Writing Ability of the seventh grade of SMP Negeri 1 Seputih Agung Central Lampung".

### **B. Problem Identification**

Based on the background of the problem above, as follows:

1. The student motivation is low to write in English.
2. The student have low score in the English subject.
3. The student have difficulties to express their ideas in writing English.

### **C. Problem Limitation**

This research limits the problems is there are many students have difficulties to express their idea in English written.

### **D. Problem Formulation**

The problem formulation of this research is can picture and picture media improve the student descriptive writing text ability and their learning activities of the seventh grade of SMP Negeri 1 Seputih Agung Central Lampung?

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

### **1. Objective**

The study aim is to improve the students writing descriptive text with the picture and picture media of the seventh grade of SMP Negeri 1 Seputih Agung Central Lampung.

### **2. Benefits**

Benefits of research namely in this case the benefits of the research that the research include:

#### **a. For the Student**

This research as contribution significantly to improving student writing ability. In addition, by using the picture and picture media, students become more active in learning writing.

#### **b. For theTeacher**

This research as an inspiration for teacher in choosing and applying the right method in teaching writing. With the use picture and picture media the teacher is easier in the learning process. In addition, the picture and picture media can help teacher to reduce saturation in the learning process of writing.

#### **c. For the other researcher**

This research can be an inspiration for other researcher in the same research but different context.

## F. Prior Research

This research was done by considering some of prior research. The first is research done by *Sahbiani* with title " Abilities Write Text Description Through Picture and picture Media <sup>2</sup>Student Class VII SMP Negeri 1 Pallangga Regency Gowa". Based on results research, researcher could conclude that study aim for knowing ability student in write text description. Study this conducted with use method quantitative and simple random sampling technique.

The first previous research has similarities and difference with this research, the similarity between previous research and this research is about media pictureandpicture. The difference between the second studies has a different research sample. The first preliminary study involved thetenth grade SMP Negeri 1 Pallangga Regency Gowa, while this study used the seventh-grade sample of SMP Negeri 1 SeputihAgung. Another difference lies in the research method, the first research used method study quantitative and random sampling technique, while study this use method classroom action research.

The second is *Magdalena* with title "Use of picture media in increase interest study student class <sup>3</sup>four at SD Negeri 09 Kamal Pagi. Based on results research, researcher could conclude that study this aim for knowing interest study students. Study this conducted with use media qualitative.

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<sup>2</sup> Sahbiani "Abilities Write Text Description Through Picture and Picture Media". *International Journal of Education, Information*, (2020) no 3.

<sup>3</sup> Magdalena "Use of Picture Media in Increase Interest Study Student Class". *International Journal of Language Teaching*, (2018) no 3



The second previous research has similarities and difference with study, the similarity between previous research and this research is about picture and picture. The difference between the two studies has a different sample, the second previous study involved a sample of 68 student at SD Negeri 09 Kamal Pagi, while this study used a sample of the seventh grade of junior high school SMP Negeri 1 Seputih Agung. Another difference lies in the research method used, the second previous study used qualitative method, while this study used media classroom research.

The third is *Jamal* with title “Abilities write text description based on observation direct student<sup>4</sup> class seven SMP Negeri 3 Sungguminasa Regency Gowa. Based on results research, researcher could conclude that study this aim for describe ability student in write text description. Study conducted with media quantitative.

The third previous research has similarities and difference with this research, the similarity between previous research and this research is text description. The difference between the second studies is that the third previous study a sample of 100 student, while the research in this study used a sample of the seventh grade of junior high school student.

Based on description above, it can be concluded that media picture and picture in writing is important to do. To minimize wrong in writing this research needs to be done. In this case, the researcher followed up on previous

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<sup>4</sup> Jamal “Abilities Write Text Description Based on Observation Direct Student”. *International Journal of Academic Research*. (2017): no 7.

research because of the similarity of research objectives. Therefore, the researcher conducted classroom action research.

## CHAPTER II

### THEORITICAL REVIEW

#### A. Writing Concept

##### 1. Definition of Writing

*Barbara Mirel*, Writing is an activity to express ideas, thoughts, experiences and knowledge in the form of notes by using symbols or symbols that <sup>5</sup>are made systematically so that they can be easily understood by others. Writing is an activity that involves integrated finger, hand, arm and eye movements. In general, writing is expressing ideas, ideas and opinions in a piece of writing. Although writing is considered an activity that drains concentration, it turns out that many also want to become researchers. Researchers need to have a lot of ideas, knowledge and life experiences. This is the basic capital that must be owned in writing activities. In addition, a researcher must master many words to convey ideas, knowledge and experiences. Writing as a series of activities of a person in expressing ideas and expressing through written language to the reader, to understand what is meant by the research.

*Delia Miilla Vernia*, Writing is an attempt to describe ideas, thoughts, and feelings in the form of symbols.<sup>6</sup> The symbol in question is the symbol of the writing language system. It is said to be a symbol because in the past, writing was not just arranged in word order. But in

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<sup>5</sup> Barbara Mirel. "Extending the Definition of Writing I The Workplace". *Technologies of writing*, no. 47 (1996): 91-112

<sup>6</sup> Delia MIillaVernia. "Definition of Writing". *International Journal of Education, Information Technology, And Others*, no.3.2020.

ancient times it could also be made in the form of making reliefs, making inscriptions and so on.

*The Liang Gie* also stated that writing is a writing activity that includes several important elements in writing.<sup>7</sup> So not just pouring ideas, but also having to follow other elements such as reviewing in terms of speech, vehicle and arrangement. The meaning of the idea is the opinion, experience and knowledge of the research. Either obtained in the past from his own experience or in the present. What is meant by speech is an effort to express ideas by paying attention to the language of delivery, for example wanting to use descriptive language, narration, persuasion, exposition or argumentation. While what is meant by the element of order is paying attention to diction or language selection. Of course, when you write, you don't just write, but there is also the art of assembling writing or the like so that the spelling is used correctly. While the vehicle is more in the form of a tool, for example in terms of grammar or in terms of vocabulary.

Given the importance of writing skills, especially for students, learning to write in schools should be considered and fostered intensively. Writing skills can be developed through practice. With intensive practice, students practice and continue to practice so that without them realizing they already have the ability to write. The writing process is more focused on developing ideas that are poured out to get optimal ideas.

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<sup>7</sup>*Liang Gie* also "Definition of Writing". *College English*. (1987): no 49.

## 2. Purpose of Writing

Writing is a means of indirect communication. Researchers and readers can communicate through writing. In principle, writing is the delivery of the research's message to the reader, so that the reader understands the intent expressed or the intent conveyed through the writing. *Jyi Yeon Yi*, the purpose of writing <sup>8</sup>is so that the reader knows, understands and understands the values in writing so that the reader thinks, thinks or does something related to the content of the writing.

*Richard J Torraco*, Writing is not just stringing words together. Researchers need to understand about the purpose of writing before finally creating a beautiful literary work. In addition, writing is also a medium of communication between researchers and readers. So that the research determines in advance the purpose of writing to provide entertainment to the reader.<sup>9</sup>

According to *Natia*, the objectives of learning to write are as follows:<sup>10</sup>

- a. Able in finding and finding ideas, ideas or topics that are quite limited and interesting to be developed into stories.
- b. Able in developing ideas, ideas or topics and compiling them into an essay that can be accounted for.

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<sup>8</sup> Jyi Yeon Yi, "The Purpose of Writing". *English Journal for Teaching and Learning*. (2020): no 81.

<sup>9</sup> Richard J Torraco. "Writing Integrative Review of The Literature: Methods and Purposes". *International Journal of Adult Vocational Education and Technology (IJAVET)*, no 7 (2016)

<sup>10</sup> *Natia*. "Objectives of Learning". *College English*, no 49 (1987): 315-331

- c. Able in expressing ideas, ideas or topics developed and arranged as an effective language.
- d. To practice the skills of students to describe the experience received.

Here are the main purposes of writing that need to be understood:

a. Provide Information

Information is a collection of data or facts that have been processed in such a way, so as to produce something that can be understood and provides benefits to the reader. Writing aims to provide information in the form of facts, events, opinions, views and data to the reader. So that readers can get new insights and knowledge from the writing.

b. Persuade

Persuade is an attempt to convince someone that what he says is true. This action can be done in various ways, one of which is through writing. Writing aims to persuade readers to determine attitudes, support and agree with the ideas, ideas or opinions expressed by the research. Therefore, the researcher must be able to convince the reader by using a persuasive style of language.

c. Educate

Educating is one of the goals of communication through writing. Information or data conveyed through writing provides new insights and knowledge for the readers. Even writing also helps hone and

increase one's level of intelligence. In the end, writing can change and determine a person's behavior.

d. Entertaining

Entertaining is the function and purpose of communication through writing. Because there are several written works that are intended to entertain readers such as short stories, novels or other funny stories.

From the description above, it is clear that the development of writing skills needs serious attention from the elementary level of education. As an aspect of language skills, it can be mastered by anyone who has adequate intellectual abilities. However, unlike listening and speaking skills, which are acquired by listening and speaking skills, they are not acquired naturally and must be studied and practiced seriously.

In general, writing is useful to help generate new ideas, train an objective attitude towards others, help yourself to solve problems and encourage more active seeking of information.

Writing skills have several other benefits, including:

- a. Recognize your own abilities and potential!
- b. Develop various ideas.
- c. Expanding theoretical and practical ideas
- d. Clarify vague problems.
- e. Assess own ideas objectively.
- f. Solve the problem.

- g. Encourage active learning and
- h. Get used to thinking and speaking in an orderly manner.

### 3. Measurement Writing

Writing skill involves the mastery of all elements in target language such as grammar, content, vocabulary, spelling and mechanics. It involves complex process. There are criteria of measurement in writing skill, they are:

**Table 2.1**  
**The Scoring of Writing**

<b>Writing Skill</b>	<b>Criteria</b>	<b>Details</b>
Content	Excellent to Very Good (90-100)	Knowledgeable, substantive development to assigned topic.
	Good to Average (80-85)	Sure, knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lacks detail.
	Fair to Poor (70-75)	Limited knowledge of subject, little substance, inadequate development of topic.
	Very Poor (60-65)	Does not show knowledge of subject, non substantive, or not pertinent, or not enough to evaluate.
Organization	Excellent to Very Good (90-100)	Fluent expression, ideas clearly stated/supported, complete, succinct, well organized, logical sequencing, cohesive.
	Good to Average (80-85)	Somewhat choppy, loosely organized but limited support, logical but incomplete sequencing.
	Fair to Poor (70-75)	Non fluent, an idea confused or disconnected, lacks logical sequencing and development.
	Very Poor (60-65)	Does not communicate, not organization, or not enough to evaluate.
	Excellent to Very Good	Sophisticated range, effective word/idiom choice and usage,



Vocabulary	<p>(90-100)</p> <p>Good to Average (80-85)</p> <p>Fair to Poor (70-75)</p> <p>Very Poor (60-65)</p>	<p>word form mastery, appropriate register.</p> <p>Adequate range, occasional errors of word/idiom form, choice, usage but meaning not obscured.</p> <p>Limited range, frequent errors of work/idiom form, choice, usage, meaning confused or obscured.</p> <p>Virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate.</p>
Language	<p>Excellent to Very Good (90-100)</p> <p>Good to Average (80-85)</p> <p>Fair to Poor (70-75)</p> <p>Very Poor (60-65)</p>	<p>Effective, complex constructions, few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions.</p> <p>Effective but simple constructions, minor problems in complex construction, several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions, but meaning seldom obscured.</p> <p>Major problems in simple/complex constructions, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run ons, deletions, meaning confused or obscured.</p> <p>Having no mastery in syntax rule, there are many mistakes and uncommunicative.</p>
Mechanic	<p>Excellent to Very Good (90-100)</p> <p>Good to Average (80-85)</p> <p>Fair to Poor (70-75)</p>	<p>Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.</p> <p>Occasional errors, of spelling, punctuation, capitalization, paragraphing, but meaning not obscured.</p> <p>Errors of spelling, punctuation, capitalization, paragraphing,</p>

	Very Poor (60-65)	poor handwriting, meaning confused or obscured. No mastery of convention, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate.
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## B. Concept of Descriptive Text

### 1. Understanding Descriptive Text

*Douglass H Brown*, Descriptive text <sup>11</sup>is a text that contains a description of an object, whether a living being, object, place or event in detail, so that the reader seems to see, hear, feel, or experience the things described by the research. Descriptive text can also be interpreted as an essay that describes something in a sentence that is easy for the reader to understand. *Deniaud*, Descriptive text is <sup>12</sup>used to describe something or give something to the reader.

*Premmilah Namasivayam, Charanjit Kaur Swaran*,<sup>13</sup>in terms of purpose, descriptive text is intended to describe an object in as much detail and as close as possible to the actual from the research's point of view. Why should it be like that? Because with such a depiction effort, the reader is able to imagine the object being described as if he had experienced it himself. The main purpose of the descriptive paragraph is

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<sup>11</sup>*Douglass H Brown*, "Descriptive Text Is A Text That Contains A Description Of An Object, Whether A Living Being, Object, Place Or Event In Detail". *Technology Of Writing*. (1997): no 47.

<sup>12</sup>Deniaud," Descriptive text". *Technology of Descriptive Text. No. 31 (1995)*

<sup>13</sup> Premmilah Namasivayam, Charanjit Kaur Swaran, "Descriptive Text Is Intended to Describe An Object In As Much Detail And As Close As Possible To the Actual From The Research's Point Of View". *International Journal of Academic Research And Descriptive Text. No. 5 (2017)*.

to create the influence of the reader's five senses to produce a certain impression based on his reasoning and imagination. Therefore, the description text involves the five senses.

Furthermore, in terms of objects, the characteristics of the objects described in the description text should be special. That is, the depiction only focuses on each part that is actually in the object of choice. For example, the object of choice is a peacock, so the things that are discussed specifically about peacocks and their specialties make them different from other birds. Therefore, the descriptive text describes the physical characteristics of the object. Finally, the characteristics of the description text in terms of content. As previously explained, descriptive text describes each part of the object as detailed and closely as possible based on the research's observations. This means that the description text is based on personal (subjective) opinions, so that the use of strong emotional words is found.

The descriptive paragraph has the following characteristics:

- a. Describe or describe something.
- b. The depiction is carried out as clearly as possible by involving the senses.
- c. Make readers or listeners feel alone or experience themselves.
- d. Development pattern
- e. The pattern of spatial development is the pattern of paragraph development based on space and time.

- f. The pattern of developing a point of view or objective is a pattern of paragraph development based on the place and position of a researcher in seeing something.

According to *Paujiyanti*, the characteristics of a descriptive paragraph are depictions made using the five senses, providing an overview of an object, place or atmosphere, providing an explanation of the object being described,<sup>14</sup> having the aim as if the reader can hear, see and feel what is being described. described by the research.

In language, the description paragraph has the following characteristics:

- a. Using adjectives to describe objects (example: *cool air, not so strong waves*),
- b. Using nouns (example: *Nusakambangan Island, White Sand Beach, Tropical Forest*),
- c. Using verbs (example: *cool air bursts, beach breeze blows, waves roll*)
- d. Using phrases that contain nouns,
- e. Contains verbs to provide information,
- f. Contains adverbs to provide additional information about the object.

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<sup>14</sup> Paujiyanti, "The Characteristics Of A Descriptive Paragraph Are Description Made Using The Five Senses, Providing An Overview Of An Object, Place Or Atmosphere, Providing An Explanation Of The Object Being Described". *Journal Of Descriptive Text. No 67 (2003)*.

## 2. Characteristic Description

The word description comes from the Latin *describere* which means to describe or give something. In terms of terms, description is a form of essay that describes something according to the actual situation, so that the reader can see, hear and feel what is written in accordance with the picture of the writing. This type of essay intends to convey impressions about something, with its characteristics and movements or something else to the reader.

There are several types of descriptions, including the following:

### a. Description of people

If writing a descriptive essay on a person, determine the interesting things about the person to be described, then present information about that person in a way that allows the reader to seem to recognize him/herself. Some aspects that must be considered in writing descriptions of people are:

- 1) Description of physical state
- 2) Description of the surroundings
- 3) Description of character or behavior
- 4) Description of the ideas of the characters

### b. Place Description

Place plays a very important role in every event. No event is separated from the environment and place. All stories always has a

place background. The clarity of an event is more interesting if it is associated with the place where the event occurs.

c. Steps to Write a Description

Writing is a process that has a specific purpose in its preparation by going through certain phases to achieve the desired goal. *Likewise*, descriptive text <sup>15</sup> which has a specific purpose in writing and has characteristics according to its type. In writing descriptive text, there are stages to make it easier for the researcher to compose a text, namely: determining the topic, observing the object, collecting data, establishing a paragraph development pattern, compiling a paragraph outline and developing the framework into a complete paragraph using sentences that logical and coherent to make it easier for readers to understand the contents of the paragraph. The title is given at the end as a sign that the description text has been completed.

*Alexander M Clark*,<sup>16</sup> Description text has a structure that includes title, identification, classification, description and conclusion. *The title* of the essay contains at least three aspects, namely relevant, provocative (interesting) and brief. The title represents the theme of the story, which is the essence of the whole

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<sup>15</sup> Likewise, "Descriptive Text Which Has A Specific Purpose In Writing And Has Characteristics According To Its Type". *Journal Of Definition Descriptive Text. No 14, (1993)*.

<sup>16</sup> Alexander M Clark, "Description Text Has A Structure That Includes Title, Identification, Classification, Description And Conclusion". *International Journal Of Descriptive Text, no. 17 (2018)*.

sentence. *Identification*, identification is determining the identity of the object being described. *Classification*, namely the constituent elements with systems and standards that have been previously established. *Description*, which contains descriptions of an object discussed in the text. *Conclusion*, the conclusion is an affirmation of something that is considered important. This conclusion may or may not be included.

To help make the description easier, here are things to note:

- 1) Decide what to describe, whether to describe a person or a place.
- 2) Formulating the purpose of the description, whether the description is done as a tool for narrative essays, expositions, arguments, or persuasion.
- 3) Determine the part to be described, if it is described by people, whether what is described is physical characteristics, characters or objects around the character. If the description of the place, the whole place is described or only certain parts.
- 4) Detailing things that support the strength of the part to be described, what things are displayed to help create a strong impression and picture of something being described.

### 3. Teori Writing Descriptive Text

*Micaelli*,<sup>17</sup> in writing descriptive text, the researcher is required to describe the object in great detail. This is because descriptive text has the aim of creating the influence of the five senses so that it can produce a certain impression on the reader based on the use of each reader. Descriptive is also a central feature or narrative text providing the means for developing characterization, sense of place and key themes. Students describe when they are:

1. Talking or writing about a picture: This is beach. There are lots of umbrellas on it and boats on the sea.
2. Writing about a character or place in a story: ‘Theo in James Valentine’s book *Jump Man* is an interesting character. He has spiky hair that changes color all the time and wears a coat that speaks’.
3. Reporting on an animal: “A platpus is a monotreme. It has a bill and sharp claws. It lives in and near stream and isn’t seen by people very often”.

Based on the explanation above, the researcher concluded that description text is a text which says about how something, person, place, and so on. It means that a description text in a story provides the reader with an accurate mental picture of the subject of the text.

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<sup>17</sup> Micaelli, “In Writing Descriptive Text, The Researcher Is Required To Describe The Object In Great Detail”. *Digital Library, no 11 (2002)*.



## C. Picture and Picture Media Concept

### 1. Definition of Picture and Picture Media

Gwynn Mettetal,<sup>18</sup> pictures and pictures are media that are often used or used everywhere. The picture and picture media is a learning model that uses picture and picture as a medium of learning. These pictures become the main factor in the learning process. This learning model can be used in various subjects and of course with the packaging and creativity of each teacher. The picture and picture learning model is a learning model where the teacher uses picture tools to explain a learning material. By using this picture and picture media, it is hoped that students is able to follow the lesson with good focus and in pleasant conditions. So that any message conveyed by the teacher can be understood and remembered well by students.

In general, the function of the drawing media is as a tool in learning activities that provide visual experiences to children in order to encourage student learning motivation. Elizabeth<sup>19</sup>, in using this media, it is expected to be able to make students more active and reactive in learning so as to create a learning atmosphere that is fun and easy to understand. Broadly speaking, the main functions of using picture media are educative, social, economic and political. Educational which means educating and giving a positive influence on education, social which

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<sup>18</sup> Gwynn Mettetal, "Picture And Picture Are Media That Are Often Used Or Used Everywhere". *Archives Of The Tech University Libraries*, no.2 (2002).

<sup>19</sup> Elizabeth, "In Using This Media, It Is Expected To Be Able To Make Students More Active And Reactive In Learning So As To Create A Learning Atmosphere That Is Fun And Easy To Understand". *International Journal Of Media*. No 5 (1999).

means providing information and experiences in various fields of life and giving the same concept to everyone, economical which means providing production through maximum work performance development and political which means influencing development politics.

Picture and picture media also has benefits, namely according to *Subana* explaining that the benefits of picture and picture media are to create interest in students, facilitate students' understanding in learning, clarify important parts and abbreviate a description of information that is clarified with words that form a sentence.

The definition of picture and picture media according to some experts is as follows:

- a) According to *the Association for Education and Communication Technology (AECT)*

As mentioned by Asnawir, defines media, namely all forms used for a process of distributing information. If the media carries messages or information for instructional purposes or contains teaching purposes, then the media is called learning media.

- b) According to *Gagne quoted by Arief S. Sadiman*<sup>20</sup>

That the media are various types of components in the student's environment that can stimulate learning.

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<sup>20</sup> Arief S. Sadiman, "That the Media Are Various Types Of Components In The Student's Environment That Can Stimulate Learning". *Gagne quoted, no 14 (2000)*.

## 2. Picture and Picture Media Selection

In his learning theory, *Jean Piaget* <sup>21</sup>concluded that the mindset of children is not the same as that of adults. Thus, the use of pictures and picture must be adjusted to the child's mindset so that the use of picture media gets effective results. Picture and picture media or photos are able to provide details in the form of pictures as they are, so that students are able to remember them better. In addition, this media can also solve problems that exist in the media, namely in terms of limited memory in telling stories or explaining things. The selection of learning media must be adjusted to the level of child development and the objectives of learning.

In selecting good picture media for teaching activities, there are several criteria that need to be considered, namely:

a. Picture and picture Authenticity

The picture and pictureshows the actual situation, such as seeing the real situation or object.

b. Simplicity

The picture is simple in color, creates a certain impression, has pure aesthetic value and contains practical value.

c. Item Shape

The observer should be able to get a constant response about the objects in the picture.

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<sup>21</sup> Jean Piaget, "Concluded That the Mindset Of Children Is Not The Same As That Of Adults". *The Journal Of Business Communication*, no 29 (1997).

Each media used in learning has its own advantages and disadvantages. The advantages of picture and picture media are that pictures are quite cheap and available quite a lot, pictures provide experience for groups, picture and picture details allow for something that is impossible to learn, pictures can help avoid and correct conceptual errors, pictures can provide a stimulus for further learning such as reading and researching, pictures can help focus attention and develop critical thinking and pictures are easy to make and display. While the disadvantages of picture media are that the size and distance often change, the blurry reduces the accuracy of interpretation and students do not always know how to read pictures properly and correctly.

In the use of picture media, use pictures for specific learning purposes, namely by choosing certain pictures that support the main explanation of the lesson, a small but selective number of pictures is better than showing too many pictures without being selective. Too many illustrations of pictures, make students feel difficult.

### **3. Characteristics of Media Picture and Picture**

Given the lack of inspiration and confusion in expressing imagination is one of the complaints students often complain about when facing learning skills such as writing skills. This learning model is very suitable for learning skills that require higher creativity and imagination from students, such as learning writing skills.

As a specific learning model that uses several distinctive steps, of course, picture and picture have many special characteristics. Here are some characteristics of picture and picture.

a. Active

Through the picture and picture and picture learning model, students become more active, because educators use interesting picture and picture media, thereby increasing students' curiosity and curiosity.

b. Innovative

The picture and picture learning model for both teachers and students are more innovative. This is because this learning model requires higher creativity for both parties, on the one hand the teacher must prepare and present pictures, then on the other hand students must also think about preparing words and becoming a sentence according to the picture that has been prepared. by the teacher.

c. Creative

Automatically the picture and picture learning model make teachers and students more creative. Of course, the teacher must prepare anpicture and the students are provoked by their creativity and imagination which fosters the motivation of the creative side of the students.

d. Pleasant

The positive impact of picture and picture learning is that learning becomes much more enjoyable for students.

e. Picture and Picture Learning Steps

The steps in learning picture and picture are as follows:

1) The teacher conveys the competencies to be achieved.

In this step the teacher is expected to convey what are the basic competencies of the subject in question. Thus, students can measure the extent to which they must be mastered. Besides that, the teacher must also convey indicators of achievement, so that to what extent the Passing Grade that has been set can be achieved by students.

2) Presenting material as an introduction

Presentation of material as an introduction to something very important, from here the teacher provides the momentum for the beginning of learning. Success in the learning process can start here. Because the teacher can provide motivation that attracts the attention of students who have not been ready.

3) The teacher shows / shows pictures related to the material.

In the process of presenting the material, the teacher teaches students to be actively involved in the learning process by observing the pictures that have been shown. With pictures

we save more energy and students are more easily understand the material being taught.

- 4) The teacher asks students to assemble a sentence according to the picture and picture shown.

In this process, the teacher asks students to start assembling words to form a good sentence that is easily understood by the reader. Students are asked to be active in writing a paragraph according to the picture they see. Until a good paragraph is formed, which is in accordance with the picture the teacher has shown.

f. Conclusion

At the end of the lesson, the teacher and students draw conclusions as reinforcement of learning materials.

Each learning model used has its own advantages and disadvantages. The advantages of the picture and picture learning model are as follows:

- 1) Easier for students to understand what the teacher means when delivering learning materials.
- 2) Students quickly understand the material presented because of the pictures they see.
- 3) Students can read one by one according to the instructions in the picture and picture.

- 4) Students concentrate more and feel happy because the assignments given by the teacher are related to pictures, which they often see every day.

The following are the shortcomings of the picture and picture learning model as follows:

- 1) Takes a lot of time.
- 2) Must prepare tools and materials related to the material to be taught with the model.
- 3) The teacher is worried that there is uncondusive learning in the classroom.

#### **4. Types of Pictures and Picture Media**

##### **a. Cartoon**

Cartoon is a unique picture and picture media to express an idea or idea.

##### **b. Comic**

Comics are anpicture medium that has characters playing stories in sequences.

##### **c. Poster**

Poster is anpicture media in the form of a simplified illustration, it is made in large size so that it can be seen clearly, its function is to attract attention and its content is in the form of motivating, persuading, inviting, and so on.



d. Photography Pictures

Photographic pictures are media created by taking pictures with a digital device such as a cellphone camera, digital camera or so on.

e. Chart

Graphics are picture media that are useful for presenting data in the form of numbers. Graphs provide the core information of a data.

f. Diagram

Diagram is a picture and picture that is used to show or explain a data presented.

g. Chart

Charts are a combination of photographic and graphic media, designed to illustrate a main idea or fact in an orderly and logical way.

**5. The Procedure of Picture and Picture:**

- a. The teacher conveys the basic competencies to be achieved and the indicators in the chapter to be taught.
- b. The teacher presents the material as an introduction to learning.
- c. The teacher shows picture and picture of activities related to the material. With picture and picture students are more easily understand the material being taught.

- d. The teacher asks students to write a descriptive text by paying attention to the pictures that have been prepared in front of the class. Students are invited to be active and develop their imagination according to the picture and picture.
- e. The teacher gives time for students to work.
- f. The teacher asks students to collect assignments in front of the class.
- g. At the end of the lesson, the teacher and students conclude the material that the students have worked on.

#### **6. Benefit of Picture and Picture**

Picture and picture media are very important to use in learning because they can clarify understanding to students. By using picture and picture media automatically students pay more attention to the lesson and be more real in learning.

- a. Concrete nature. Meaning its existence is real and can be seen. The point is that students can see directly physically.
- b. The learning process becomes clear and more interesting. So that students become more enthusiastic in participating in learning.
- c. The learning process becomes more interactive in the learning process.
- d. Efficiency in time and energy.

**D. Action Hypothesis**

Based on the above theoretical framework above, the researcher formulated an action hypothesis of this research is picture and picture media can improve the students writing descriptive text ability and their learning activities of the seventh grade at SMP Negeri 1 Seputih Agung Central Lampung.

## **CHAPTER III**

### **RESEARCH METHOD**

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

The object of this research includes two variables, namely the independent variable and the dependent variable. Independent is a variable that is selected, manipulated, and measured by the research. The independent variable of this research is the use of clustering as a technique that can be defined as a cluster, design or plan that is used to explain or describe something in general. The two variables can be explained as follows:

##### **1. Independent Variable (X)**

The independent variable is the variable selected, manipulated, and measured by the research. The independent variable in this study is the use of picture and picture media as a method that can be defined as a tool to assist students' ability to writing descriptive texts and their learning activities. This variable is measured by observation. The indicators of this variable are:

- a) The students are able to paying attention to the teachers explanation.
- b) The students are able to asking for answering the teachers question.
- c) The students are active in the class.
- d) The students are able to doingtask given by the teachers.

## 2. Dependent Variable (Y)

*Sara Shatford*,<sup>22</sup> dependent variable in this study is the variable observed to determine the effect of the independent variable. The dependent variable in this study was the students' ability to write descriptive text. To measure the students' ability to write descriptive text, the researcher administered a writing test in the form of a writing test. The students show their ideas to write a descriptive text according to the pictures provided. The indicators of writing ability in this variable are:

- a. The students are able to write descriptive text in English that has knowledgegeable content.
- b. The students are able to write descriptive text in English that the sophisticated range of vocabulary.
- c. The students are able to write descriptive text in English that has the effective complex construction in language use.
- d. The students are able to write descriptive text in English that demonstrates mastery mechanics.

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<sup>22</sup> Sara Shatford, "Dependent Variable In This Study Is The Variable Observed To Determine The Effect Of The Independent Variable. The Dependent Variable In This Study Was The Students Ability To Write Descriptive Text". *Catalog And Classification*, no 23 (2016).

## **B. Setting and Subject of Study**

### **1. Setting of the study**

The research was carried out in the seventh grade of SMP Negeri 1 Seputih Agung which is located on Simpang Agung street, Seputih Agung District, Central Lampung Regency.

### **2. Subject of the Study**

The subject of this study is seventh grade students of SMP Negeri 1 Seputih Agung Central Lampung. The researcher chose one of the classes that the students had a low average grade in writing. Based on the English teachers experience during teaching and learning activities in writing of English subject, the teacher indicated that the students are difficult in making sentences in paragraph.

## **C. Object of the Study**

The object of this research is the students writing descriptive text by using picture and picture media of the seventh grade of SMP Negeri 1 Seputih Agung Central Lampung.

## **D. Procedure of the Classroom Action Research**

According to *Schmidt*,<sup>23</sup> classroom action research is action in education research that encourages teachers to reflect on their own practice in order to improve the quality of education for both teachers and students.

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<sup>23</sup> Schmidt, Classroom Action Research Is Action In Education Research That Encourages Teachers To Reflect On Their Own Practice In Order To Improve The Quality Of Education For Both Teachers And Students. *International Journal Of Classroom Action Research*, no 244 (2017).

*McNiff*, continued that classroom action research is a form of self-reflection Continued that classroom action research is active action research that engages teachers as participants in their own educational improvement.

According to *Mettetal*,<sup>24</sup> classroom action research (CAR) is a systematic investigation with the aim of informing practice in a given situation. CAR is a way for instructors to find out what works best in their own classroom situations, thereby enabling informed decisions about teaching. CAR occupies the midpoint on a continuum from teacher reflection at one end to traditional educational education research at the other.

From the above definitions, it can be concluded that classroom action research is a classroom action involving teachers and students to reflect on the learning process in order to improve the quality of learning.

There are several models in classroom action research, but the researcher used picture media as a research design. Action research consists of three important moments: observation, stringing words and the act of writing. This classroom action research was carried out in two cycles, namely as follows:

### **1. Cycle I**

In this study, the researcher taught descriptive text in the teaching and learning process with the picture and picture media. In this cycle, the

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<sup>24</sup> Mettetal, "Classroom Action Research (CAR) Is A Systematic Investigation with The Aim of Informing Practice In A Given Situation". *International Journal of Classroom Action Research*, no 33 (2003).

researcher carried out four steps such as: planning, acting, observing and reflecting.

a. Planning

In these steps, planning is planned in terms of what is taught to students. Planning is the first step in every activity. Planning is one way to achieve passing grade success criteria. Planning must be an orientation in the learning process. Planning is a reference in taking action. Here are the steps that the research can make in planning:

- 1) The research prepares learning resources for students.
- 2) The research determines the technique to be applied in learning.

In this case, the researcher uses the picture method to improve the ability to write descriptive text.

- 3) The research prepares an observation format and an evaluation format to evaluate student activities after the teaching and learning process.
- 4) Researchs and collaborators devised the success criteria.

b. Acting

In the second stage, the researchs and colleagues collaborate the actions and a have been prepared at the planning stage. In this phase the researcher decided to take action as a teacher who applies the picture method that has been determined in the teaching and learning process. While the collaborator observed the activities of



the teaching and learning process in the classroom. The activities are as follows:

1) Pre-Teaching Activities

- a) Teacher and students pray together.
- b) The teacher asks the condition of the students.
- c) The teacher checks the student attendance list.
- d) The teacher explains the learning objectives about the material.

2) While Teaching Process

- a) The teacher gives an explanation about the material.
- b) The teacher explains about the method to the students that the method is a way to help them in the learning process.
- c) The teacher checks whether the students bring a dictionary or not. This lesson is in English, so students can use a dictionary.
- d) The teacher gives pictures to students. Some students sometimes have difficulty to make new words and they can open the dictionary.
- e) The teacher asks information questions to students based on the topics that have been provided.
- f) The teacher gives a time limit for students to do it.
- g) The teacher observes student activities and provides suggestions if students have difficulty.

### 3) Post Teaching

- a) The teacher asks the students to read their writing in front of the class.
- b) The teacher provides material conclusions.
- c) The teacher closed the meeting.

### 4) Observing

Observing is an action activity. In this study, observations were made in the learning process related to the list. The researcher asked for the English teacher to be observed. Collaborators observe student activities, in this study the research acts as a teacher who applies the picture and picture media. This is to find out how far the students' ability to write descriptive text is using the picture and picture media. In this step, the researcher observes the teaching and learning process by using the observation sheet.

### 5) Reflecting

Reflection is the fourth step. Reflection is an activity of analyzing and making conclusions based on the results of tests and observations. The research knows the strengths and weaknesses of the action by reflecting. Reflection is used to analyze the results of observations and tests which become the basis for the improvement of the next cycle.

## 2. Cycle II

In this study, the researcher taught descriptive text in the teaching and learning process by using the picture and picture media. In this cycle, the research carried out four steps such as: planning, acting, observing, and reflecting.

### a. Re-planning

In this step, planning is planned in terms of what is taught to students. Planning is one way to achieve passing grade success criteria. Planning must be an orientation in the learning process. Planning is a reference in taking action. Here are the steps that the research can make in planning:

- 1) The research prepares learning resources for students.
- 2) The research determines the technique to be applied in learning.

In this case, the researcher uses the picture and picture media to improve the ability to write descriptive text.

- 3) The research prepares an observation format and an evaluation format to evaluate student activities after the teaching and learning process.
- 4) Researchs and collaborators devised the success criteria.

### b. Acting

In the second stage, the researchs and colleagues collaborate to carry out the actions that have been prepared at the planning stage. In this phase the researcher decided to take action as a teacher who

applies the picture and picture media that has been determined in the teaching and learning process. While the collaborator observed the activities of the teaching and learning process in the classroom. The activities are as follows:

1) Pre-Teaching Activities

- a) Teacher and students pray together.
- b) The teacher asks the condition of the students.
- c) The teacher checks the student attendance list.
- d) The teacher explains the learning objectives about the material.

2) While Teaching Process

- a) The teacher gives an explanation of the material.
- b) The teacher explains about the media to the students that the media is a way to help them in the learning process.
- c) The teacher checks whether the students bring a dictionary or not. This lesson is in English, so students can use a dictionary.
- d) The teacher gives pictures to students. Some students sometimes have difficulty to make new words and they can open the dictionary.
- e) The teacher asks information questions to students based on the topics that have been provided.
- f) The teacher gives a time limit for students to do it.

g) The teacher observes student activities and provides suggestions if students have difficulty.

3) Post Teaching

a) The teacher asks the students to read their writing in front of the class.

b) The teacher provides material conclusions.

c) The teacher closed the meeting.

c. Observing

Collaborators observe and collect data during the learning process. In this step, the researcher observes the teaching and learning process by using the observation format and the outline of the observations in this step, such as the students' ability in the picture and picturemedia. Observers pay attention to important things in the teaching and learning process.

d. Reflecting

Researchs and collaborators corrected and analyzed the results of the actions. By reflecting, the researcher knows the strengths and weaknesses of the action. This increase can be seen if the post-test average value is higher than the pre-test. This drawing method is to increase student activity.

## **E. Data Collecting Technique**

In collecting data, the researcher used the following technique:

### **1. Test**

The researcher used test to get the result test of the students writing skill. The result of this test is students writing score based on improving descriptive text writing. The aim of this test is to measure the student's writing skill. The test consist of some types, as follows:

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

The pre-test is conducted before students' descriptive text writing in preparations of the study. Kind of the Pre-Test in this research is essay test that ask the students to write a composition of descriptive text in English.

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

The post-test is implemented after students' descriptive text writing in teaching writing skill. Kind of the post-test in this research is essay test that ask the students to write a composition of descriptive text in English.

### **2. Observation**

According to *Cohen, Manion, Morrison*,<sup>25</sup> observation has many forms from structured to unstructured at all. This includes the various types and roles of observers and how to carry out these roles effectively, from non-participant structured observations to naturalistic observations.

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<sup>25</sup> Cohen, Manion, Morrison, "Observation Has Many Forms from Structured to Unstructured At All". *Journal Of English, Literature and Teaching*, no 8 (1997).

With the observation method the research can obtain more accurate data. The purpose of observation is to explain the situation being investigated.

### **3. Documentation**

Documentation is an easily accessible source of data in action research because much of it already exists in the institutional system. There are a variety of documents that can relate to a research focus, including student notes and profiles, lesson plans, class materials, and previous texts or exams. Documentation as a method of obtaining information from written sources or documents. This means that the overall document is important to collect the data needed by the research.

The research also uses documentation to obtain data about school stories, the number of teachers, facilities and students of SMP Negeri 1 Seputih Agung Central Lampung.

### **4. Field Note**

Field notes are observations used in CAR to provide notes about what happened during observations which include depictions of places, people, objects, activities, events, goals, and times. In this study, the researcher used field notes to record student activities during the learning process. In this research, the researcher conducted field notes to get complete data from the seventh-grade students of SMP Negeri 1 Seputih Agung Central Lampung about student activities, events in each step of

learning, learning objectives, learning time, and students' feelings in the learning process.

#### **F. Data Analysis Technique**

Data analysis was carried out by taking the average value of the post test. To determine student achievement after the action, the researcher conducted and give tests at the beginning and end of the cycle. The formula takes the average.

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

$\bar{X}$  = Mean or average score

N = Number of the Student

X = Total of Score

To find out the results or improvements, the researcher compared the scores obtained between the pre-test and post-test by comparing them with the passing grade in the school of 75. If in the first cycle the students do not pass the minimum standard criteria, the researcher conducted the second cycle. The minimum cycle in classroom action research is two cycles, so it is not continued if in the second cycle 75% of students pass the Passing Grade.

The formula to find out students who pass the Passing Grade in each cycle is as follows:

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

P = The class percentage

F = Total percentage score

N = Number of Student



**G. Indicator of Success**

Success indicators are determined based on the process and results of action research. This research is said to be successful if 70% of students get the 75 or more than the minimum mastery criteria and 70% of students are active how in learning process.

## CHAPTER IV

### RESEARCH RESULT AND DISCUSSION

#### A. Research Result

##### 1. Description of Research Location

###### a. The History of SMP Negeri 1 Seputih Agung Central Lampung

SMP Negeri 1 Seputih Agung is located in Jln Phanca Bhakti Simpang Agung Kec. Seputih Agung Central Lampung. It was established on 1997 since 1997 years ago. SMP Negeri 1 Seputih Agung had taken a part in the guiding and creating a new generation on inheritance of this country in order to increase the quality of the people of Indonesian so that they can compete in the new era. To reach the goal, it needs high dedication from all of the members, such as: headmaster, the teacher, officer staff, and the stakeholders.

One upon a time, SMP Negeri 1 Seputih Agung was a filiar of SLTP Negeri 8 Terbanggi Besar which led by Mr. Suherman, TH.SH. Because there were so many students came to the school and the school had no enough places for them, so SMP filial to a SMP Negeri 1 Seputih Agung. According to minister of Education and Culture of Indonesian on his letter number: 107/0/1997.16<sup>th</sup> of May 1997 and according to the letter of the head of local department of Lampung Province number: 296/KPTS/05/2002,13<sup>th</sup>March 2002.

**b. Vision and Mission of SMP Negeri 1 Seputih Agung Central Lampung**

1) Vision of School

Getting achievement, skill, healthy environment towards the profile of Pancasila students in the global era.

2) Mission of school

- a) Forming a school that has a Pancasila profile (faith, devotion to God Almighty).
- b) Forming school citizens who have faith, devotion, noble character, and noble character.
- c) Developing a culture of reading, curiosity, tolerance, cooperation, mutual respect, discipline, honesty, hard work, creativity and innovation.
- d) Increasing the value of intelligence, love of knowledge and curiosity of students in academic and non-academic fields.
- e) Creating a challenging, fun, communicative, fearless and democratic learning atmosphere.
- f) Instilling social and environmental awareness, love of peace, love of country, national spirit and democratic living.
- g) Carrying out educational services effectively, efficiently, innovatively and creatively so that each student can develop optimally in accordance with their potential.

- h) Implementing and improving guidance and training services in the fields of sports, cultural arts, and skills so that each student can develop optimally in accordance with their talents and interests.
- i) Carrying out guidance and training services in the field of religion
- j) Carrying out counseling guidance.
- k) Carrying out education and scouting services.
- l) Improving human resources (educators and education personnel) through education and training programs.
- m) Procurement and development of facilities and infrastructure as well as learning media to support the achievement of optimal learning objectives.
- n) Carrying out school services and administration by utilizing the development of information and communication technology.
- o) Developing an attitude and culture of responsiveness and love for environmental cleanliness.
- p) Developing an attitude of order and discipline so as to create a safe, comfortable and conducive school atmosphere.
- q) Implementing a school administration system based on digital literacy.

- r) Increasing the commitment of educators and education personnel to the implementation of their main duties and functions in accordance with their respective fields of work.
- s) Fostering a spirit of excellence and healthy reasoning to students, educators, and education personnel so that they have a strong will to want to.

**c. The Condition of Teacher and official Employers of SMP Negeri 1 Seputih Agung Central Lampung**

Condition of teachers and official employers in SMP Negeri 1 Seputih Agung, the numbers of teachers and official employers in SMP Negeri 1 Seputih Agung could be identified as follows:

**Table 4.1**  
**The Condition of Teachers of SMP Negeri 1 Seputih Agung Central Lampung**

No	The Subject Teachers	PNS	Honor	Total
1	Religion (Islamic)	3	1	4
2	Civic Education	3	-	3
3	Indonesian Language	4	-	4
4	Mathematics	3	1	4
5	Biology	4	-	4
6	Social Science	3	-	3
7	English	2	1	3
8	Cultural Arts	1	-	1
9	Sport Education	3	-	3
10	Workshop	2	2	4
11	Computer	2	-	2
12	Lampung Language	2	-	2
13	Anti Corruption Education	2	-	2
14	BK/BP	1	-	1

Sources: Documentation of condition teacher of SMP Negeri 1 Seputih Agung in the academic year 2022/2023

**d. The Quantity of the Students of SMP Negeri 1 Seputih Agung Central Lampung**

There are 816 students in SMP Negeri 1 Seputih Agung. Each grader consists of 8 classes. Grade seven consists of eight classes with 264 students, grade eight consists of eight classes with 272 students, and grade nine consists of eight classes with 280 students. The number of students of SMP Negeri 1 Seputih Agung Central Lampung can be identified as follows:

**Table 4.2**  
**The Students Quantity of SMP Negeri 1 Seputih Agung Central Lampung**

No	Class	Male	Female	Total
1	VII A	7	26	33
2	VII B	14	19	33
3	VII C	17	16	33
4	VII D	19	14	33
5	VII E	18	15	33
6	VII F	15	18	33
7	VII G	17	16	33
8	VII H	18	15	33
9	VIII A	10	24	34
10	VIII B	12	22	34
11	VIII C	15	19	34
12	VIII D	12	22	34
13	VIII E	16	18	34
14	VIII F	7	27	34
15	VIII G	14	20	34
16	VIII H	15	19	34
17	IX A	8	27	35
18	IX B	9	26	35
19	IX C	11	24	35
20	IX D	15	20	35
21	IX E	10	25	35
22	IX F	11	24	35
23	IX G	9	26	35
24	IX H	12	23	35

Sources: Documentation of students quantity of SMP Negeri 1 Seputih Agung Central Lampung in the Academic Year 2022/2023.

**e. The Building of SMP Negeri 1 Seputih Agung Central Lampung**

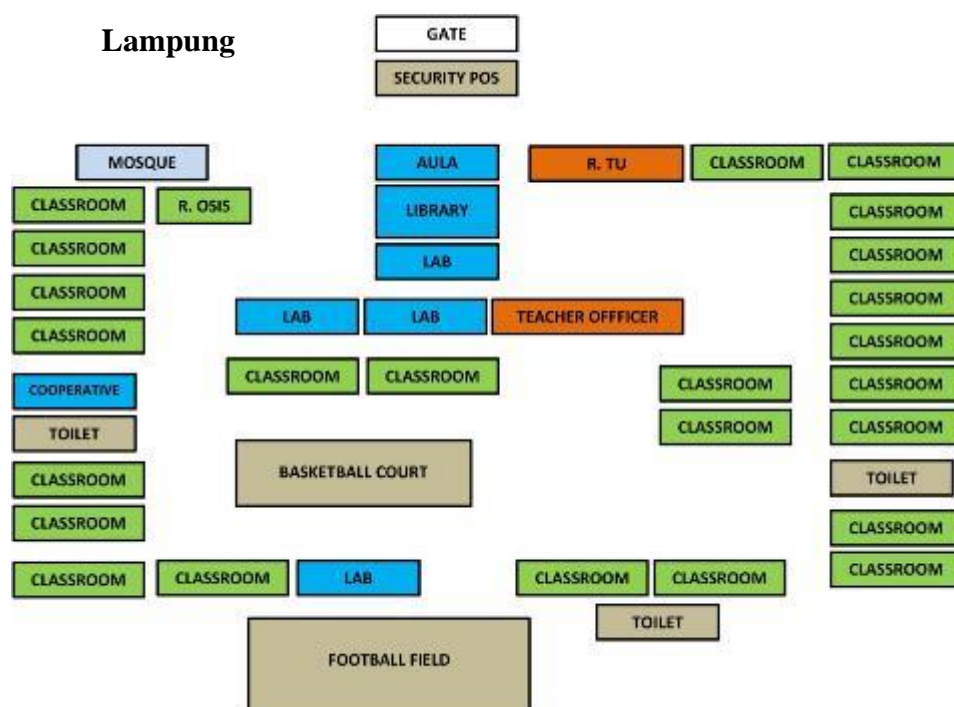
The building of SMP Negeri 1 Seputih Agung Central Lampung is illustrated in the table as follows:

**Table 4.3**  
**The building of SMP Negeri 1 Seputih Agung Central Lampung**

No	Kinds of Room	Total
1	Canteen	4
2	Classroom	24
3	Computer Laboratory	2
4	Counselors Room	1
5	Employers Office	1
6	Headmaster Room	1
7	Library	1
8	Mosque	1
9	Osis Room	1
10	School Healty Serves (UKS)	1
11	Security Room	1
12	Since Laboratory	1
13	Store Room	1
14	Teachers Office	1
15	Toilet Students	6
16	Toilet Teachers	4

Sources: Documentation of Building of SMP Negeri 1 Seputih Agung Central Lampung in the Academic Year 2022/2023.

**f. The Sketsa Location of SMP Negeri 1 Seputih Agung Central Lampung**



**g. The Organization of SMP Negeri 1 Seputih Agung Central Lampung**



## 2. Description of Research Data

This research used classroom action research. This research was conducted in two cycles consisting of cycle I and cycle II. Each cycle consists of two meetings and each meeting takes 2 X 45 minutes. Each cycle consisted of planning, action, observation and reflection. Regarding classroom management, the researcher made a lesson plan. The action of this research used picture and picture media to improve students' writing ability.

### a. Pretest activity

The researcher conducted a pre-test on Friday, April 08, 2023.

All students were already in class when it was time to teach. The



researcher greeted the students. The researcher told the students that the researcher had a purpose to conduct research in their class to find out their description text writing ability before conducting classroom action research. The researcher informed the students that they would take a pre-test to find out their descriptive text writing skills. The pre-test was given to students to complete individually. The type of test was a written test in the form of an essay that asked students to write a description text. Students were given a choice of descriptive text topics which included giraffes and elephants.

In addition, the results of the student pre-test are presented in the following table:

**Table 4.4**  
**Students pretest grade**

No	Students Name	Grade	Category
1	Alvinofaridadyatama	59	INCOMPLETE
2	Amelia novita sari	66	INCOMPLETE
3	Amilariantica	66	INCOMPLETE
4	Andre saifulloh	63	INCOMPLETE
5	Asnindafajaraully	55	INCOMPLETE
6	Bagusindrawan	65	INCOMPLETE
7	Dekajophyalfian	67	INCOMPLETE
8	Denianbayurivaldo	55	INCOMPLETE
9	Devangustikapradana	45	INCOMPLETE
10	Dhivalentinarahmawati	72	INCOMPLETE
11	Egaadityawijaya	59	INCOMPLETE
12	Egiadityawijaya	50	INCOMPLETE
13	Ekaoktavia putrid	73	INCOMPLETE
14	Geadesfanasifa	82	COMPLETE
15	Ghaffarardyanputra	60	INCOMPLETE
16	Kenzhyafista	69	INCOMPLETE
17	Mayangardisti	77	COMPLETE
18	Mei syaputrikinanti	87	COMPLETE
19	Muhammad habiblutfi	67	INCOMPLETE
20	Muzayyanahdwialifah	71	INCOMPLETE

21	Nabila winandadwiaryanti	72	INCOMPLETE
22	Nauvalfaizirawan	68	INCOMPLETE
23	Nazwaekarevalina	83	COMPLETE
24	Nindy Maura praditya	87	COMPLETE
25	Rafaisadarmawan	70	INCOMPLETE
26	Rafidekasaputra	68	INCOMPLETE
27	Revaldo	70	INCOMPLETE
28	Reynard zafif	54	INCOMPLETE
29	Rizkysaputra	70	INCOMPLETE
30	Salwasafala	69	INCOMPLETE
31	Shamaraauliaamandari	79	COMPLETE
32	Sitiaisyah	70	INCOMPLETE
33	Zahra aprilianurhayati	66	INCOMPLETE
	<b>Total</b>	2234	
	<b>Average</b>	68	

Source: The grade results of writing pretest of the seventh of SMP Negeri 1 Seputih Agung Central Lampung April 08<sup>th</sup> 2023.

**Table 4.5**  
**Frequency of Students Grade in Pre-Test**

No	Grade	Frequency	Percentage	Explanation
1	>75	6 students	18%	Complete
2	<75	27 students	82%	Incomplete
	Total	33 students	100%	

Source: The grade result of writing pretest of the seventh of SMP Negeri 1 Seputih Agung Central Lampung April 08<sup>th</sup> 2023.

## b. Cycle I

### 1) Planning

In the planning stage, the researcher prepared several things related to the teaching and learning process such as preparing lesson plans, making instruments that will be used as post tests in cycle I, preparing materials, making student activity observation sheets, identifying problems and finding the causes of problems at the beginning and end of learning. The researcher also plan to

provide evaluations to students to measure students' mastery of the material provided.

2) Acting

a) The first meeting

The first meeting was held on Saturday, April 08, 2023 and was attended by 33 students. The meeting began with prayer, greetings and checking the attendance list. At this stage, the class condition was effective as the collaborator handled the researcher to ensure the effectiveness of the students before the researcher conducted the class research. This showed that most of the students gave their full attention to the researcher when the research time arrived.

To begin with, the researcher introduced the media procedures used in the learning process, then began to deliver the material. The researcher asked the students to open the handbook on page 157 which is the text about "Natural Landscape" and asked the students to read it. Then, the researcher said "Alright class", now I would like to ask you "What type of text is it? ". Some students answered "narrative text", some students were silent, and two students answered "description text". The researcher said "Good" the type is descriptive text. Today we will discuss "Descriptive text" together.

The researcher explained that the text used in the lesson was organized in the form of description. A description text is a description that contains a description of the properties described. With description sentences, the reader seems to see, hear, and feel the things conveyed in a text. Then the students asked, "Miss, what are examples of descriptive texts?" The researcher answered, "examples of descriptive texts such as nature, objects, people and so on".

In addition, in teaching description writing, the researcher applied the picture and picture media procedure. First, the researcher introduced the students about picture and picture media. The researcher and students discussed the benefits of picture and picture media.

Next, the researcher distributed student worksheets to be done. The topic of the student worksheet is elephants. Each student wrote a description text based on the worksheet they got. Students individually develop their ideas into descriptive texts. After that, students collected their worksheets.

At this stage, students actively participate in the teaching and learning process. Because they are focused on their respective worksheets.

However, there are still problems that students face. For example, some students are not confident to write descriptive

texts using picture and picture media because they are confused about whether their writing is right or wrong. In addition, students lack the desire to write English texts, they lose time to work.

b) The second meeting

The second meeting was held on Tuesday, April 11, 2023, at 07.30 to 09.00. The researcher began the lesson with prayer, greetings, checking the attendance list and asking students about the condition of the class. The activity continued by providing further explanation of description text on how to apply picture and picture media.

In addition, in teaching description writing, the researcher applied the picture and picture media procedure. First, the researcher introduced the students about picture and picture media. The researcher and students discussed the benefits of picture and picture media. Next, the researcher distributed student worksheets to be done.

The topic of the students' worksheet was giraffe. Each student writes a description text based on the worksheet they get. Students individually develop their ideas into descriptive texts. After that, students submit their worksheets.

At this stage, students actively participate in the teaching and learning process. Because they are focused on

their respective worksheets. However, there are still problems that students face. Such as, some students are not confident to write description text using picture and picture media because they are confused whether their writing is right or wrong. In addition, students lack the desire to write English texts, they lose time to work. The second meeting was higher than the first meeting.

### c. Post Test I Activity

On Saturday April 15, 2023 at 09.30 to 11.00, the researcher conducted a post test I cycle I. The researcher gave a post test cycle I with a similar test to the pre test. The type of test is essay. The students were given two choices of description text topics which included bicycles and airplanes. The test results on post test I were better than the previous pre test.

**Table 4.6**  
**Students post test I grade**

No	Students Name	Grade	Category
1	Alvinofaridadyatama	75	COMPLETE
2	Amelia nivita sari	70	INCOMPLETE
3	Amilariantica	75	COMPLETE
4	Andre saifulloh	72	INCOMPLETE
5	Asnindafajarauly	76	COMPLETE
6	Bagusindrawan	74	INCOMPLETE
7	Dekajophyalfian	61	INCOMPLETE
8	Denianbayurivaldo	70	INCOMPLETE
9	Devangustikapradana	76	COMPLETE
10	Dhivalentinarahmawati	73	INCOMPLETE
11	Egaadityawijaya	77	COMPLETE
12	Egiadityawijaya	72	INCOMPLETE
13	Ekaoktavia putrid	76	COMPLETE
14	Geadesfanasifa	72	INCOMPLETE

15	Ghaffarardyanputra	70	INCOMPLETE
16	Kenzhyafista	67	INCOMPLETE
17	Mayangardisti	77	COMPLETE
18	Mei syaputrikinanti	65	INCOMPLETE
19	Muhammad habiblutfi	77	COMPLETE
20	Muzayyanahdwialifah	75	COMPLETE
21	Nabila winandadwiaryanti	65	INCOMPLETE
22	Nauvalfaizirawan	72	INCOMPLETE
23	Nazwaekarevalina	62	INCOMPLETE
24	Nindy Maura praditya	72	INCOMPLETE
25	Rafaisadarmawan	65	INCOMPLETE
26	Rafidekasaputra	62	INCOMPLETE
27	Revaldo	64	INCOMPLETE
28	Reynard zafif	71	INCOMPLETE
29	Rizkysaputra	78	COMPLETE
30	Salwasafala	70	INCOMPLETE
31	Shamaraauliaamandari	70	INCOMPLETE
32	Sitiaisyah	73	INCOMPLETE
33	Zahra aprilianurhayati	76	COMPLETE
	<b>Total</b>	2280	
	<b>Average</b>	69	

Source: The grade result of writing post test I of the seventh of SMP Negeri 1 Seputih Agung Central Lampung April 15<sup>th</sup>, 2023.

**Table 4.7**  
**Frequency of students grade in post test I**

No	Grade	Frequency	Percentage	Explanation
1	>75	11 students	33%	Complete
2	<75	22 students	67%	Incomplete
	Total	33 students	100%	

Source: The grade result of writing post test I of the seventh of SMP Negeri 1 Seputih Agung Central Lampung April 15<sup>th</sup>, 2023.

### 1) Observing

In the observation, the collaborator observed the students.

The researcher as a teacher provided material about writing description text using picture and picture media. When learning is being carried out, student activities during the learning process are

also observed by the observer. Students who are active will get check points on the observation sheet of meeting 1 and meeting 2.

Indicators of student activities are:

- a) The students are able to use the time to be more active in the learning process.
- b) The students are more creative in developing ideas and ideas according to the pictures they see to form a descriptive paragraph.

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

**Table 4.8**  
**The students Learning Activities Observation in Cycle I**

No	Students Name	Paying attention to the teachers' explanation	Asking or answering the teacher question	Being active in class	Doing task given by the teacher
1	Alvinofaridadyatama	√	√	-	√
2	Amelia nivita sari	√	√	√	√
3	Amilariantica	√	-	-	√
4	Andre saifulloh	-	√	-	√
5	Asnindafajarauly	√	√	-	√
6	Bagusindrawan	√	-	√	√
7	Dekajophyalfian	√	-	-	√
8	Denianbayurivaldo	-	-	-	√
9	Devangustikapradana	√	-	-	√
10	Dhivalentinarahmawati	√	√	-	√
11	Egaadityawijaya	√	-	-	√
12	Egiadityawijaya	√	-	-	√
13	Ekaoktavia putrid	√	√	-	√
14	Gadesfanasifa	√	√	√	√
15	Ghaffarardyanputra	-	-	-	√
16	Kenzhyafista	√	√	-	√
17	Mayangardisti	√	-	√	√
18	Mei syaputrikinanti	√	-	-	√
19	Muhammad habiblutfi	-	-	-	√



20	Muzayyanahdwiialifah	√	-	-	√
21	Nabila winandadwiaryanti	√	√	-	√
22	Nauvalfaizirawan	-	-	-	√
23	Nazwaekarevalina	√	-	√	√
24	Nindy Maura praditya	√	-	√	√
25	Rafaisadarmawan	-	√	-	√
26	Rafidekasaputra	√	-	-	√
27	Revaldo	-	-	-	√
28	Reynard zafif	√	√	-	√
29	Rizkysaputra	√	-	-	√
30	Salwasafala	√	√	√	√
31	Shamaraauliaamandari	√	-	√	√
32	Sitiaisyah	√	√	-	√
33	Zahra aprilianurhayati	√	-	-	√
	<b>Total</b>	27	14	8	33

Source: The result grade of students' activities observation in cycle I of the seventh of SMP Negeri 1 Seputih Agung Central Lampung April 11<sup>th</sup> 2023.

**Table 4.9**  
**The Frequency of Students Activities in Cycle I**

No	Students Activities	Frequency	Percentage
1	Paying attention to the teachers axplanation	27 students	82%
2	Asking or answering the teacher question	14 students	42%
3	Being active in class	8 students	24%
4	Doing task given by the teacher	33 students	100%
	<b>Total Students</b>	<b>33</b>	

Source: The results grade of students activities in cycle I of seventh of SMP Negeri 1 Seputih Agung Central Lampung April 11<sup>th</sup>, 2023.

## 2) Reflecting

From the results of observations on the learning process in cycle I, it can be concluded that the learning process has not yet reached the Minimum Standard Criteria. At the end of this cycle, the researcher analyzed and calculated all processes such as student pre test scores and student post test I results. The comparison between students' pre test and post test I is as follows:

**Table 4.10**  
**The Comparison of Students Pre-Test and Post Test I in cycle I**

<b>Interval</b>	<b>Pre Test</b>	<b>Post test I</b>	<b>Explanation</b>
$\geq 75$	18%	33%	Complete
$\leq 75$	82%	67%	Incomplete
<b>Total</b>	<b>100%</b>	<b>100%</b>	

From the table above, in the pre-test it can be seen that a total of 33 students, it can be concluded that 18% or 6 students among the interval of  $>75$  students reached the Minimum Standard Criteria. Then students did not reach the Minimum Standard Criteria 82% or 27 students among the interval of  $<75$ . In post test I, concluded that 33% or 11 students among the interval of  $>75$  students reached the Minimum Standard Criteria. There was an improvement between the pretest and post test I but it did not meet the success indicator. It can be concluded that the results are not successful, because the success indicator has not been achieved, namely 75% of the total students must pass the Minimum Standard Criteria.

The difference in the results of the pre-test and post-test I in cycle I was due to the provision of learning materials not going well, so that some students could not clearly understand the material. Some students were not satisfied because most students were not active in learning, and they found it difficult to answer questions so that some students failed the cycle I test. Therefore, the researcher had to continue with cycle II which consisted of planning, action, observation and reflection.

### 3) Cycle II

The action in cycle I was less successful, the cycle had to be continued to cycle II. Cycle II was used to improve the weaknesses in cycle I. The steps of cycle II are as follows:

#### a) Planning

Based on the activities in cycle I, the process in cycle II was to focus on the problems of cycle I. There were some weaknesses in cycle I. Then the researcher and collaborator planned to provide material for students in writing skills with descriptive text using picture and picture media.

The researcher and collaborator prepared lesson plans, student activity observation sheets, identified problems, and found the causes of problems at the beginning and end of learning activities. The researcher also planned to provide an assessment of the measurement of student mastery of the material provided.

#### b) Acting

##### (1) The first meeting

The first meeting was held on Saturday, April 15, 2023, at 09.30 to 11.00 followed by 33 students. The researcher began to greet the lesson, pray, check the attendance list and ask about the condition of the students. The researcher

continued the material of the last meeting, explaining the structure of picture and picture media in description text.

In addition, in teaching description writing, the researcher applied the picture and picture media procedure. First, the researcher introduced the students about picture and picture media. The researcher and students discussed the benefits of picture and picture media. Next, the researcher distributed student worksheets to be done. The topic of the student worksheet was bicycle. Each student wrote a description text based on the worksheet they got. Students individually develop the ideas they get to become descriptive texts. After that, students collected their worksheets.

At this stage, students were very active in following the lesson. Perhaps it was because they could adjust the classroom conditions. The students seemed more enthusiastic in following the learning process. Traced from their activeness in class, the condition of the classroom environment is very good, so it is very helpful in the teaching and learning process.

## (2) The second meeting

The second meeting was held on Tuesday, April 18, 2023, at 07.30 to 09.00. The researcher started the learning

with prayer, greetings, checking the attendance list, and asking about the students' condition. The activity continued by giving further explanation about description text and how to apply picture and picture media.

In addition, in teaching description writing, the researcher applied the picture and picture media procedure. First, the researcher introduced the students about picture and picture media. The researcher and students discussed the benefits of picture and picture media. Next, the researcher distributed student worksheets to be done. The topic of the students' worksheet was banana tree. Each student wrote a description text based on the worksheet they got. Students individually develop the ideas they get to become descriptive texts. After that, students collected their worksheets.

At this stage, students actively follow the teaching and learning process, because they work on it with focus and calm. In this meeting, students are very enthusiastic in the process of writing description text. Furthermore, the desire and motivation to write descriptive text in the second meeting was higher than in the first meeting.

#### d. Post test II activity

On Saturday, April 22, 2023, at 09.30 to 11.00, the researcher conducted a post test II cycle II. The researcher gave post tests to students. The type of test is an essay that asks students to write a description text. Students are given the topic of coconut trees. In this meeting, almost all students can answer well. This can be seen from the results of post test II. Only 11 out of 33 students scored below the Minimum Standard Criteria at SMP Negeri 1 Seputih Agung Central Lampung.

**Table 4.11**  
**The students post test II grade.**

No	Students Name	Grade	Category
1	Alvinofaridadyatama	80	COMPLETE
2	Amelia nivita sari	76	COMPLETE
3	Amilariantica	78	COMPLETE
4	Andre saifulloh	80	COMPLETE
5	Asnindafajarauly	66	INCOMPLETE
6	Bagusindrawan	81	COMPLETE
7	Dekajophyalfian	82	COMPLETE
8	Denianbayurivaldo	75	COMPLETE
9	Devangustikapradana	70	INCOMPLETE
10	Dhivalentinarahmawati	80	COMPLETE
11	Egaadityawijaya	69	INCOMPLETE
12	Egiadityawijaya	75	COMPLETE
13	Ekaoktavia putrid	67	INCOMPLETE
14	Geadesfanasifa	76	COMPLETE
15	Ghaffarardyanputra	71	INCOMPLETE
16	Kenzhyafista	76	COMPLETE
17	Mayangardisti	75	COMPLETE
18	Mei syaputrikinanti	82	COMPLETE
19	Muhammad habiblutfi	66	INCOMPLETE
20	Muzayyanahdwialifah	75	COMPLETE
21	Nabila winandadwiaryanti	76	COMPLETE
22	Nauvalfaizirawan	75	COMPLETE
23	Nazwaekarevalina	78	COMPLETE
24	Nindy Maura praditya	72	INCOMPLETE

25	Rafaisadarmawan	76	COMPLETE
26	Rafidekasaputra	78	COMPLETE
27	Revaldo	75	COMPLETE
28	Reynard zafif	62	INCOMPLETE
29	Rizkysaputra	75	COMPLETE
30	Salwasafala	76	COMPLETE
31	Shamaraauliaamandari	75	COMPLETE
32	Sitiaisyah	77	COMPLETE
33	Zahra aprilianurhayati	80	COMPLETE
	<b>Total</b>	2475	
	<b>Average</b>	75	

Source: The grade results of writing post test II of the seventh grade of SMP Negeri 1 Seputih Agung Central Lampung April 22<sup>nd</sup>, 2023.

**Table 4.12**  
**The frequency of students grades in Post Test II**

No	Grade	Frequency	Percentage	Explanation
1	$\geq 75$	25 students	76%	Complete
2	$\leq 75$	8 students	24%	Incomplete
	Total	33 students	100%	

Source: The grade results of writing post test II of the seventh grade of SMP Negeri 1 Seputih Agung Central Lampung April 22<sup>nd</sup>, 2023.

### 1) Observing

In this step, the researcher presented the material with picture and picture media. In the learning process there are also five indicators used to determine student activity as in the previous learning process. Based on the results of the observation sheet in cycle II, the researcher showed that the learning process in cycle II was successful. The results of observations of student learning activities are as follows:

**Table 4.13**  
**The students Learning Activities Observation in Cycle II**

No	Students Name	Paying attention to the teachers' explanation	Asking or answering the teachers' question	Being active in class	Doing task given by the teacher
1	Alvinofaridadyatama	√	√	-	√

2	Amelia nivita sari	√	√	√	√
3	Amilariantica	√	√	√	√
4	Andre saifulloh	-	√	√	√
5	Asnindafajarauly	√	√	-	√
6	Bagusindrawan	√	-	√	√
7	Dekajophyalfian	√	√	-	√
8	Denianbayurivaldo	-	√	√	√
9	Devangustikapradana	√	-	√	√
10	Dhinivalentinarahmawati	√	√	-	√
11	Egaadityawijaya	√	-	√	√
12	Egiadityawijaya	√	√	-	√
13	Ekaoktavia putrid	√	√	√	√
14	Geadesfanasifa	√	√	√	√
15	Ghaffarardyanputra	-	√	√	√
16	Kenzhyafista	√	√	√	√
17	Mayangardisti	√	-	√	√
18	Mei syaputrikinanti	√	√	-	√
19	Muhammad habiblutfi	-	√	√	√
20	Muzayyanahdwalifah	√	-	√	√
21	Nabila winandadwiaryanti	√	√	√	√
22	Nauvalfaizirawan	-	√	√	√
23	Nazwaekarevalina	√	√	√	√
24	Nindy Maura praditya	√	√	√	√
25	Rafaisadarmawan	-	√	-	√
26	Rafidekasaputra	√	-	√	√
27	Revaldo	-	√	√	√
28	Reynard zafif	√	√	√	√
29	Rizkysaputra	√	√	-	√
30	Salwasafala	√	√	√	√
31	Shamaraauliaamandari	√	√	√	√
32	Sitiaisyah	√	√	√	√
33	Zahra aprilianurhayati	√	√	√	√
	<b>Total</b>	27	27	25	33

Source: The result grade of students activities observation in cycle II of the seventh of SMP Negeri 1 Seputih Agung Central Lampung April 22<sup>th</sup> 2023.

**Table 4.14**  
**The Frequency of Students Activity in Cycle II**

No	Students Activities	Frequency	Percentage
1	Paying attention to the teachers explanation	27 students	82%
2	Asking or answering the teachers' question	27 students	82%
3	Being active in class	25 students	76%
4	Doing task given by the teacher	33 students	100%
	<b>Total Students</b>	<b>33</b>	



Source: The results grade of students activities in cycle II of seventh of SMP Negeri 1 Seputih Agung Central Lampung April 22<sup>th</sup> 2023.

## 2) Reflecting

From the results of the learning process in cycle II, the researcher analyzed that in general by using picture and picture media, writing skills will improve. At the end of this cycle, the researcher and collaborator analyzed and calculated all processes such as students' post test II scores and observations of students' learning activities. The comparison between post test I and post test II is compared in the following table:

**Table 4.15**  
**The Comparison of Students Pre-Test and Post Test I in cycle II**

<b>Interval</b>	<b>Post Test I</b>	<b>Post test II</b>	<b>Explanation</b>
$\geq 75$	33%	76%	Complete
$\leq 75$	67%	24%	Incomplete
<b>Total</b>	<b>100%</b>	<b>100%</b>	

From the table above, it can be seen that the percentage of the success of cycle II is 76% or 25 students who passed the Minimum Standard Criteria, and 24% or 8 students did not pass the Minimum Standard Criteria. This means that the success indicator of this study has been achieved, namely  $>75\%$  of students scored 75. It indicated that the students writing was improved.

Based on the results above, it can be concluded that Classroom Action Research is successful and does not continue to the next cycle because the learning process and learning outcomes

all pass the success indicators. This means that picture and picture media improve students' ability to write.

## **B. Interpretation**

The researcher realized that teaching writing by using picture and picture media can improve students' writing ability. Picture and picture media is an activity that requires comprehension and a written production process. When picture and picture media is done correctly, students are encouraged to develop creativity, motivation and many ideas. Therefore, it has been proven that picture and picture media can be done one of the interesting media to teach writing.

### **1. Result of Students Learning**

#### **a. Results of students pretest grade**

In this phase, the researcher presented a pre-test to measure students' abilities before implementing learning. The researcher obtained data through tests in the form of essay tests. Conducted on Saturday, April 8, 2023. From the results of the pre-test, it shows that most students have difficulty in working on problems. Based on the pre-test table, it shows that most students have not reached the Minimum Standard Criteria. At this stage, only 6 students out of 33 students passed.

#### **b. Results of students post test I grade.**

In this study, to determine students' writing ability after the implementation of learning, the researcher conducted a post test I.

conducted on Tuesday, April 11, 2023. Based on the post test I table, it shows that some students have not reached the Minimum Standard Criteria. At this stage only 11 students out of 33 students passed. It can be concluded that most students failed to achieve the material.

c. Results of students post test II grade.

At this stage the researcher continued to cycle II because the post test I scores in cycle I had not met the Minimum Standard Criteria. The researcher presented post test II to measure students' abilities after being given learning. The researcher obtained data through tests in the form of essay tests. Conducted on Saturday, April 22, 2023. Based on the post test II table, it shows that most students have reached the Minimum Standard Criteria. At this stage 25 student out of 33 students passed the Minimum Standard Criteria and the research was successful.

**2. Comparison of grade in pretest, post test I in cycle I, and post test II in cycle II**

The English learning process was successful in cycle I but the students' average score was low. While the students' score in post test I was higher than the pretest. In addition, in cycle II, the students' average score was higher than cycle I. The following table illustrates the grades in cycle I and cycle II.

**Table 4.16**  
**The comparison of students writing grade percentage in pretest, post test I grade in cycle I and post test II grade in cycle II.**

Interval	F	Pretest	F	Post test I	F	Post test II	Explanation
$\geq 75$	6	18%	11	33%	25	76%	Complete
$\leq 75$	27	82%	22	67%	8	24%	Incomplete
<b>Total</b>	<b>33</b>	<b>100%</b>	<b>33</b>	<b>100%</b>	<b>33</b>	<b>100%</b>	

Based on the results of the pretest, post test I and post test II, it is known that there is a significant positive increase in students' writing scores. The percentage of students' writing scores in the pretest is 18%, and in post test I is 33%, while the percentage of students' writing scores in post test II is 76%. Therefore, the researcher concluded that this study was successful because the success indicators in this study had been achieved.

### 3. The results of students learning activities in cycle I and cycle II

The students learning activities data was gotten from the whole students learning activities on observation. The table improvement of it as follow:

**Table 4.17**  
**The percentage of students' activities in cycle I and cycle II**

No	Students Activities	F	Percentage Cycle I	F	Percentage Cycle II	Improving
1	Paying attention to the teachers axplanation	27	82%	27	82%	Improved
2	Asking or answering the teachers' question	14	42%	27	82%	Improved
3	Being active in class	8	24%	25	76%	Improved
4	Doing task given by the teacher	33	100%	33	100%	Improved
	The average percentage		62%		85%	Improved

Based on the data had gotten, it can be explained as follow:

**a. Paying attention to the teachers explanation**

Students' attention to the teacher's explanation from the beginning of the meeting to the next meeting was stable. In cycle I and cycle II is 82%.

**b. Asking or answering the teachers question**

Students who asked / answered question from the teacher increased from the first meeting to the next meeting. It shows that when the teacher asks questions to students, they dare to answer even though not all question can be answered properly. For this activity, it increased from cycle I is 42% and cycle II is 82%.

**c. Being active in class**

Students' activeness in class increased. It can be seen in cycle I is 24% and cycle II is 76%. Based on the data above, it can be concluded that students feel comfortable and active with the learning process because most students show a good improvement in learning activities when picture and picture media is applied in the learning process from cycle I to cycle II.

**d. Doing task given by the teachers**

Students who work on assignments are very good. It can be seen cycle I and cycle II is 100%.

### C. Discussion

The researcher chose picture and picture media to improve students' written skills. This media is used to organize students' ideas that make students more active in English writing skills. There is an improvement in student learning activities using picture and picture media. Therefore, hopefully pictures and picture media is useful in learning activities.

Based on the explanation of cycle I and cycle II, it can be shown that the use of picture and picture media can improve students' ability in writing. There is progress from students getting a score of  $>75$  from pre test is 18% or 6 students, post test I is 33% or 11 students and post test II is 76% or 25 students.

In addition, the minimum mastery criterion is 75 in this study, in post test I there were 11 students or 33% who passed the test and post test II was 25 students or 76% who passed the test. From this explanation, the researcher concluded that this research was successful and could be stopped at cycle II because the success indicator of 75% of students scoring  $> 75$  was achieved.

The results of student activities in cycle I and cycle II are improve. Pay attention to the teacher's explanation is stable 82%, the students ask / answer questions from 42% become 82%, the student activeness in the class from 24% become 76%, the students' ability to do tasks is stable 100%. The results of student activities in cycle I and cycle II increased student learning activities.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the results of the learning process in two cycles, there searcher would like to describe the conclusion that the students writing ability and learning activities could be improved through picture and picture media in the seventh grade of SMP Negeri 1 Seputih Agung Central Lampung. Some conclusions are outline as follows:

Picture and picture media is the media in English writing of seventh grade students of SMP Negeri 1 Seputih Agung Central Lampung. This can be seen in the development from pre test to cycle I and cycle II. The students percentage in the pre test is 18%, and post test I is 33%, while the percentage of students writing scores in post test II is 76%. It means that the results of cycle II have reached the success indicator, is 75% of students meet the Minimum Standard Criteria requirements.

Moreover, picture and picture media can improve learning activity of the seventh grade of SMP Negeri 1 Seputih Agung Central Lampung. It was investigated that the percentage of learning activity of cycle II is 76%.

#### B. Suggestion

Based on the above conclusions, some suggestions are given as follows:

1. For EnglishTeacher

It is recommended for teachers to use picture and picture media in learning English, especially writing because it can improve students writing

skills. Teacher should motivate students to be active in the learning process.

## 2. For The Students

Students are advised to be more active in the learning process in class to improve their writing skill so that they can succeed in learning English.

## 3. For Headmaster

It is suggested to the principal to support English teachers to apply picture and picture media in the learning process because picture and picture media is very helpful.



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# **APPENDICES**

## Blue Print

### Test Blue Print

No	Learning Objectives	Indicator
1.	Apply the structure of descriptive text and linguistic elements from the variety of text presented.	<p>The students are able to compose descriptive text.</p> <p>Pre-Test: Students are able to compose a descriptive text in English consisting of three paragraphs in 60 minutes based on one of the following topic:</p> <ul style="list-style-type: none"><li>a. The tall giraffe</li><li>b. The big elephant</li></ul> <p>Post-Test 1: Students are able to compose a descriptive text in English consisting of three paragraphs in 60 minutes based on one of the following topic:</p> <ul style="list-style-type: none"><li>a. Bicycle</li><li>b. Airplane</li></ul> <p>Post- Test 2: Students are able to compose a descriptive text in English consisting of three paragraphs in 60 minutes based on one of the following topic:</p> <ul style="list-style-type: none"><li>a. The coconut tree</li><li>b. The banana tree</li></ul>

## ATP

### Kelas VII

Tujuan Pembelajaran	7.1 Menulis dengan membentuk teks deskripsi
Perkiraan Jam Pelajaran	2 Jam Pelajaran
Kata Frasa/Kunci	Menulis teks dengan membentuk teks deskripsi .
Topik / Konten Inti	Unsur kebahasaan teks deskripsi
Glosarium	Konteks : Bagian suatu uraian atau kalimat yang dapat mendukung atau menambah kejelasan makna. Gagasan Utama : Pikiran utama Informasi Terperinci : Penerangan bagian terkecil Teks Deskripsi :Teks yang disajikan dalam bentuk kalimat yang mudah dipahami oleh pembaca.
Penjelasan Singkat	1. Fokus pembelajaran adalah tentang aktivitas menulis teks deskripsi . 2. Jenis kegiatan pembelajaran yang dapat digunakan guru: a. Diskusi b. Mengembangkan vocabulary
Tujuan Pembelajaran	7.2 Menjelaskan teks deskripsi
Perkiraan Jam Pelajaran	4 Jam Pelajaran
Kata Frasa / Kunci	Menjelaskan teks deskripsi
Topik / Konten Inti	Unsur kebahasaan teks
Glosarium	Konteks : Bagian suatu uraian atau kalimat yang dapat mendukung atau menambah kejelasan makna. Gagasan Utama : Pikiran utama Informasi Terperinci : Penerangan bagian terkecil Teks Deskripsi : Teks yang disajikan dalam bentuk kalimat yang mudah dipahami oleh pembaca.
Penjelasan Singkat	1. Fokus pembelajaran adalah tentang aktivitas menulis teks deskripsi . 2. Jenis kegiatan pembelajaran yang dapat digunakan guru: a. Diskusi b. Mengembangkan vocabulary
Tujuan Pembelajaran	7.3 Mengemukakan ide dalam bentuk teks deskripsi
Perkiraan Jam Pelajaran	6 Jam Pelajaran
Kata Frasa / Kunci	Mengemukakan ide dalam bentuk teks deskripsi
Topik / Konten Inti	Unsur kebahasaan teks
Glosarium	Ide : Rancangan yang tersusun dalam pikiran

	Teks deskripsi : Teks yang disajikan dalam bentuk yang mudah dipahami oleh pembaca
Penjelasan Singkat	<ol style="list-style-type: none"> <li>1. Fokus pembelajaran adalah tentang aktivitas mengemukakan ide dari media gambar.</li> <li>2. Jenis kegiatan pembelajaran yang dapat diterapkan guru: <ol style="list-style-type: none"> <li>a. Diskusi</li> <li>b. Mengembangkan vocabulary</li> </ol> </li> </ol>

Tujuan Pembelajaran	7.4 Menggunakan struktur teks deskripsi
Perkiraan Jam Pelajaran	6 Jam pelajaran
Kata Frasa / Kunci	Menggunakan struktur teks deskripsi
Topik / Konten Inti	Unsur kebahasaan teks
Glosarium	<p>Struktur teks : Hubungan antar unsur-unsur yang membentuk sebuah teks dalam satu kesatuan.</p> <p>Unsur kebahasaan : unsur- unsur yang membangun sebuah bahasa atau kalimat.</p> <p>Teks Deskripsi : Teks yang disajikan dalam bentuk kalimat yang mudah dipahami oleh pembaca.</p>
Penjelasan Singkat	<ol style="list-style-type: none"> <li>1. Fokus pembelajaran adalah tentang aktivitas menggunakan struktur teks deskripsi dan unsur kebahasaan.</li> <li>2. Jenis kegiatan pembelajaran yang dapat diterapkan guru: <ol style="list-style-type: none"> <li>a. Diskusi</li> <li>b. Mengembangkan vocabulary</li> </ol> </li> </ol>

Tujuan Pembelajaran	7.5 Menganalisa struktur teks deskripsi, unsur kebahasaan dari teks deskripsi
Perkiraan Jam Pelajaran	8 jam pelajaran
Kata Frasa / Kunci	Menganalisa struktur teks deskripsi, unsur kebahasaan dari teks deskripsi
Topik / Konten Inti	Unsur kebahasaan teks
Glosarium	<p>Struktur teks : Hubungan antar unsur-unsur yang membentuk sebuah teks dalam satu kesatuan.</p> <p>Unsur kebahasaan : unsur- unsur yang membangun sebuah bahasa atau kalimat.</p> <p>Teks Deskripsi : Teks yang disajikan dalam bentuk kalimat yang mudah dipahami oleh pembaca.</p>
Penjelasan Singkat	<ol style="list-style-type: none"> <li>1. Fokus pembelajaran adalah tentang aktivitas menganalisa struktur teks deskripsi dan unsur kebahasaan</li> </ol>

	2. Jenis kegiatan pembelajaran yang dapat diterapkan guru: a. Diskusi b. Mengembangkan vocabulary
Tujuan Pembelajaran	7.6 Mengaplikasikan struktur teks deskripsi dan unsur kebahasaan dari teks deskripsi
Perkiraan Jam Pelajaran	8 jam pelajaran
Kata Frasa / Kunci	Mengaplikasikan struktur teks deskripsi dan unsur kebahasaan
Topik / Konten Inti	Unsur kebahasaan teks
Glosarium	Struktur teks : Hubungan antar unsur-unsur yang membentuk sebuah teks dalam satu kesatuan. Unsur kebahasaan : unsur- unsur yang membangun sebuah bahasa atau kalimat. Teks Deskripsi :Teks yang disajikan dalam bentuk kalimat yang mudah dipahami oleh pembaca.
Penjelasan Singkat	1. Fokus pembelajaran adalah tentang aktivitas mengaplikasikan struktur teks deskripsi dan unsur kebahasaan. 2. Jenis kegiatan pembelajaran yang dapat diterapkan guru: a. Diskusi b. Mengembangkan vocabulary

Tujuan Pembelajaran	7.7 merancang teks deskripsi
Perkiraan Jam Pelajaran	10 jam pelajaran
Kata Frasa / Kunci	Merancang teks deskripsi
Topik / Konten Inti	Unsur kebahasaan teks
Glosarium	Teks Deskripsi :Teks yang disajikan dalam bentuk kalimat yang mudah dipahami oleh pembaca.
Penjelasan Singkat	1. Fokus pembelajaran adalah tentang aktivitas merancang teks deskripsi. 2. Jenis kegiatan pembelajaran yang dapat diterapkan guru: a. Diskusi b. Mengembangkan vocabulary

Tujuan Pembelajaran	7.8 Memproduksi teks deskripsi
Perkiraan Jam Pelajaran	10 jam pelajaran
Kata Frasa / Kunci	Memproduksi teks deskripsi

Topik / Konten Inti	Unsur kebahasaan teks
Glosarium	Teks Deskripsi : Teks yang disajikan dalam bentuk kalimat yang mudah dipahami oleh pembaca.
Penjelasan Singkat	<ol style="list-style-type: none"> <li>1. Fokus pembelajaran adalah tentang aktivitas memproduksi teks deskripsi.</li> <li>2. Jenis kegiatan pembelajaran yang dapat diterapkan guru: <ol style="list-style-type: none"> <li>a. Diskusi</li> <li>b. Mengembangkan vocabulary</li> </ol> </li> </ol>



### RPP Bahasa Inggris Kelas VII (Kurikulum Merdeka)

No	Komponen	Deskripsi / Keterangan
1.	Informasi umum perangkat ajar	
	Nama Penyusun	Dian Safitri
	Nama Institusi	SMP Negeri 1 Seputih Agung
	Tahun penyusun RPP	2023
	Jenjang Sekolah	Sekolah Menengah Pertama
	Kelas	VII
	Alokasi Waktu	2 Jam 2×45 menit (1 pertemuan)

2.	<b>Capaian Pembelajaran Fase</b>	
	Fase Capaian Pembelajaran	Pada akhir fase, siswa menggunakan teks tulisan dalam bahasa Inggris, salah satunya teks deskripsi. Siswa menggunakan bahasa Inggris untuk menulis sebuah teks deskripsi. Pemahaman mereka terhadap teks deskripsi semakin berkembang. Mereka memproduksi teks deskripsi dalam bahasa Inggris yang terstruktur dengan vocabulary yang lebih beragam.
	Tujuan Pembelajaran	Para siswa dapat memproduksi teks deskripsi untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal.
	Pengetahuan / Keterampilan	Mengetahui number dan cara menyebutkan waktu

3.	<b>Kriteria Pengukuran Ketercapaian Tujuan Pembelajaran dan Asesmen</b>	
	Penilaian Kompetensi atau Kemampuan serta Pengetahuan	<ol style="list-style-type: none"> <li>1. Siswa dapat menuliskan beberapa vocabulary terkait teks deskripsi dengan melihat gambar yang sudah disediakan.</li> <li>2. Siswa dapat membuat sebuah teks deskripsi yang baik sehingga mudah dipahami oleh pembaca.</li> <li>3. Siswa memahami teks deskripsi</li> </ol>
	Cara melakukan asesmen	Tertulis
	Produk	Teks deskripsi berdasarkan gambar
4.	<b>Profil Pelajar Pancasila</b>	
	Profil Pelajar Pancasila yang	1. Beriman, bertaqwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia

	berkaitan	<ol style="list-style-type: none"> <li>2. Mandiri</li> <li>3. Bergotong royong</li> <li>4. Bernalar kritis</li> <li>5. Kreatif</li> </ol>
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5.	<b>Siswa</b>	
	Kategori siswa	Siswa regular
	Jumlah siswa	33 siswa

6.	<b>Media dan Metode Pembelajaran</b>	
		<ol style="list-style-type: none"> <li>1. Tatap muka</li> <li>2. Picture and picture</li> <li>3. Membimbing siswa</li> <li>4. Mengembangkan dan menyajikan hasil tulisan teks deskripsi</li> <li>5. Mengevaluasi proses pembelajaran</li> </ol>

7.	<b>Asesmen</b>	
	Cara penilaian	Rubric asesmen individu (terlampir)
	Jenis asesmen	Formatif dalam bentuk tertulis (descriptive text)


8.	<b>Materi Ajar, Alat dan Bahan</b>	
	Materi ajar	<ol style="list-style-type: none"> <li>1. Teks deskripsi</li> <li>2. Media gambar</li> </ol>
	Alat dan bahan	<ol style="list-style-type: none"> <li>1. Gambar (berhubungan dengan kegiatan / peristiwa)</li> <li>2. Lembar kerja siswa</li> <li>3. Alat tulis</li> </ol>
	Media pembelajaran	Menggunakan media gambar

9.	<b>Urutan Kegiatan Pembelajaran</b>	
	Pertemuan 1	<p><b><u>Kegiatan pendahuluan (15 menit)</u></b></p> <p>e) Guru dan siswa berdoa bersama.  f) Guru menanyakan keadaan siswa.  g) Guru mengecek daftar hadir siswa.  h) Guru menjelaskan tujuan pembelajaran tentang materi.</p> <p><b><u>Kegiatan inti (60 menit)</u></b></p> <p>(3) Guru memberikan penjelasan tentang materi.  (4) Guru menjelaskan tentang media kepada siswa bahwa media merupakan salah satu cara untuk</p>

		<p>membantu mereka dalam proses pembelajaran.</p> <p>(5) Guru memeriksa apakah siswa membawa kamus atau tidak. Pelajaran ini dalam bahasa Inggris, sehingga siswa dapat menggunakan kamus.</p> <p>(6) Guru memberikan gambar kepada siswa. Beberapa siswa terkadang mengalami kesulitan untuk membuat kalimat-kalimat baru dan mereka dapat membuka kamus.</p> <p>(7) Guru mengajukan pertanyaan informasi kepada siswa berdasarkan topik yang telah disediakan.</p> <p>(8) Guru memberikan batas waktu kepada siswa untuk mengerjakannya.</p> <p>(9) Guru mengamati kegiatan siswa dan memberikan saran jika siswa mengalami kesulitan.</p> <p><b><u>Kegiatan Penutup (15 menit)</u></b></p> <p>d) Guru meminta siswa untuk membacakan tulisan mereka di depan kelas.</p> <p>e) Guru memberikan kesimpulan materi.</p> <p>f) Guru menutup pembelajaran.</p>
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**STUDENTS WORKSHEET  
CYCLE I  
TEACHING I**

Nama Siswa: Annisa Nurita Sari  
Kelas: VIII  
Sekolah: SMP Negeri 1 Sepuluh Ajar




B

Elephant

Elephant is a great mammals. Live alone in wild. Elephant which look very strong and sharp. Elephant which trunk very long. Elephant eat very much. Elephant can swim. Elephant is very big.

Nama Siswa: Annisa Nurita Sari  
Kelas: VIII (7C)  
Sekolah: SMP Negeri 1 Sepuluh Ajar



C

It is a great mammal. Live alone in wild. Elephant which look very strong and sharp. Elephant which trunk very long. Elephant eat very much. Elephant can swim. Elephant is very big.



**STUDENTS WORKSHEET  
CYCLE I  
TEACHING II**

Nama Siswa : Siti Azzah  
Kelas : VII<sup>A</sup>  
Sekolah : SMP Negeri 1 Sapatik Agung



plane have three wheel  
which ride plane is yellow  
plane colour white tailwind orange  
and brown writing Lion

Nama Siswa : Rizky Soehadi  
Kelas : 7C  
Sekolah : SMP Negeri 1 Sapatik Agung



plane has ~~three~~ three wheels  
plane has to fly in the air  
plane has color white and orange  
plane has two wings  
plane has two wings in front  
and three wings in back  
plane has name Lion

Nama Siswa : Bea Aestana Sita  
Kelas : VII C (17)  
Sekolah : SMP Negeri 1 Sepuluh Ager



This is mountain bike vehicle which 2 or 3  
which is not hand leaver, have 60 and is  
four of paddlers, set movement in to sun  
black and orange.


Nama Siswa : Okta Vira Irena Gokhman  
Kelas : 7C  
Sekolah : SMP Negeri 1 Sepuluh Ager



This is bicycle.  
Bicycle has two wheel for walk and have  
pedal for running. bicycle bicycle this  
have color black and orange.


## STUDENTS WORKSHEET CYCLE II TEACHING II

Nama Siswa : ARIZWA UFA BRALUNA  
 Kelas : 12116  
 Sekolah : SMP Negeri 1 Sepuluh Apsel



this is banana tree.  
 banana... parts can be used by all  
 parts of it. for example the leaves can be  
 used for food packaging, the flowers, roots and  
 fruit can be consumed, the roots can be made  
 into craft.

Nama Siswa : ARIZWA UFA BRALUNA  
 Kelas : 12116  
 Sekolah : SMP Negeri 1 Sepuluh Apsel



banana plants can be used by all  
 parts of it. for example the leaves can be  
 used for food packaging and flowers, roots and  
 fruit can be consumed.



Nama Siswa : ...  
Kelas : VII  
Sekolah : SMP Negeri 1 Sepati Agung



Coconut tree is a member of *Chametz*. It has like a thick fibrous root system and unbranched stem. Leaves are flat and the fruit of the coconut tree is quite long. It can reach one meter high.

.....  
.....  
.....

Nama Siswa : ...  
Kelas : VII  
Sekolah : SMP Negeri 1 Sepati Agung



The coconut is a member of the *Chametz* which has tall stem and flat leaves. It has a thick fibrous root system and unbranched stem. The fruit of the coconut tree is quite long. It can reach one meter high.

.....  
.....  
.....



PEMERINTAH KABUPATEN LAMPUNG TENGAH

DINAS PENDIDIKAN DAN KEBUDAYAAN

UPTD SATUAN PENDIDIKAN SMP NEGERI 1 SEPUTIH AGUNG

NSS:20120216138

AKREDITASI "A"

NPSN:10810561



Alamat: Simpang Agung, Kec. Seputih Agung, Lampung Tengah, Kode Pos 34162, Telp. 0813 69423967

Kelas: VII.C

Bulan: April 2023

NO	NAMA SISWA	L/P	NIS	ARSENSI												KET		
				4/23	8/23	11/23	15/1 20	1 2023								S	I	A
1	ALDO DIKA PRATAMA	L	7338	-	-	-	-	-										
2	ALVINO FARID ADYATAMA	L	7367	-	A													
3	AMELIA NOVITA SARI	P	7371	*														
4	AMILA RIANTICA	P	7372															
5	ANDRE SAIFULLOH	L	7379	-	S													
6	ASININDA FAJAR AULY	P	7396	-	-													
7	BAGUS INDRAMAN	L	7400	-														
8	DEKA JOPHY ALFIAN	L	7414	-	-													
9	DENIAN BAYU RIVALDO	L	7418	-														
10	DEVAN GUSTIKA PRADANA	L	7421	-														
11	DHINI VALENTINA RAHMAWATI	P	7425	-														
12	EGA ADITYA WIJAYA	L	7436	-														
13	EGI ADITYA WUAYA	L	7437	-														
14	EKA OCTAVIA PUTRI	P	7439	-														
15	GEA DESFANA SIFA	P	7461	-														
16	GHAFFAR ARDYAN PUTRA	L	7462	-														
17	KENZHY AFISTA	L	7490	-														
18	MAYANG ARDISTI	P	7507	-														
19	MEI SYAPUTRI KINANTI	P	7508	-														
20	MUHAMMAD HABIB LUTFI	L	7517	-														
21	MUZAYYANAH DWI ALIFAH	P	7519	-														
22	NABILA WINANDA DWI ARYANTI	P	7521	-														
23	NAUVAL FAIZ IRAWAN	L	7532	S	S													





PEMERINTAH KABUPATEN LAMPUNG TENGAH  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
UPTD SATUAN PENDIDIKAN SMPN 1 SEPUTIH AGUNG



NSS : 201120216138 AKREDITASI "A" NPSN : 10810561  
Alamat : Simpang Agung, Kec. Seputih Agung, Lampung Tengah, 34162 Telp. 0813 69423967  
e-mail. [smpn1seputihagung@gmail.com](mailto:smpn1seputihagung@gmail.com)

Nomor : 421.3/010/C.3/D.a.VI.01/2021 Tanggal, 10 Januari 2022  
Lampiran : -  
Perihal : Izin Prasurvey

Kepada  
Yth. : Dekan Fakultas Tarbiyah dan Ilmu Keguruan  
Institut Agama Islam Negeri Metro  
Di  
Metro

Berdasarkan surat saudara tanggal 17 November 2021 Nomor : B-4568/In.28/J/TL.01/11/2021 perihal Izin Prasurvey, pada dasarnya kami tidak keberatan dan mengizinkan Mahasiswa an. :

Nama : **DIAN SAFITRI**  
NPM : 1801072010  
Semester : 7 (Tujuh)  
Jurusan : Tadris Bahasa Inggris

Untuk mengadakan Prasurvey dalam rangka Penyelesaian Tugas Akhir/Skripsi dengan judul " *IMPROVING OF USING PICTURE AND PICTUR TOWARD STUDENS DESCRIPTIVE TEXT WRAITING ABILITY OF THE SEVENTH GRADE OF YUNIOR HIGH SCHOOL SMP NEGERI 1 SEPUTIH AGUNG*" sepanjang kegiatan tersebut tidak mengganggu kegiatan belajar mengajar di SMP Negeri 1 Seputih Agung.

Demikian surat persetujuan ijin Research ini diberikan kepada ybs. untuk dipergunakan sebagaimana mestinya.

Kepala UPTD Satuan Pendidikan  
SMPN 1 Seputih Agung,  
  
H. Hadi Suhartanto, M.Pd.  
NIP. 196710091998021001



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

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

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

Nomor : B-1205/In.28/D.1/TL.00/03/2023  
Lampiran : -  
Perihal : **IZIN RESEARCH**

Kepada Yth.,  
KEPALA SMP NEGERI 1 SEPUTIH  
AGUNG  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: B-1206/In.28/D.1/TL.01/03/2023, tanggal 15 Maret 2023 atas nama saudara:

Nama : **DIAN SAFITRI**  
NPM : 1801072010  
Semester : 10 (Sepuluh)  
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP NEGERI 1 SEPUTIH AGUNG, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING STUDENTS DESCRIPTIVE TEXT WRITING ABILITY BY USING PICTURE AND PICTURE MEDIA AT SEVENTH GRADE OF SMP NEGERI 1 SEPUTIH AGUNG".

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

*Wassalamu'alaikum Wr. Wb.*

Metro, 15 Maret 2023  
Wakil Dekan Akademik dan  
Kelembagaan,



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



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

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

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

Nomor : B-1156/In.28.1/J/TL.00/03/2023  
Lampiran :-  
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,  
Widhiya Ninsiana (Pembimbing 1)  
(Pembimbing 2)  
di-

Tempat  
*Assalamu'alaikum Wr. Wb.*

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

Nama : **DIAN SAFITRI**  
NPM : 1801072010  
Semester : 10 (Sepuluh)  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Tadris Bahasa Inggris  
Judul : IMPROVING STUDENTS DESCRIPTIVE TEXT WRITING ABILITY BY USING PICTURE AND PICTURE MEDIA AT SEVENTH GRADE OF SMP NEGERI 1 SEPUTIH AGUNG

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, 13 Maret 2023  
Ketua Jurusan,



**Andianto M.Pd**



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

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

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

Nama : Dian Safitri  
NPM : 1801072010

Jurusan : TBI  
Semester : VIII

No	Hari/ Tanggal	Dosen Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Selasa/ 29 Maret 2022	Dr. Widhiya Ninsiana, M.Hum	Revisi Bab I 1. Memperbaiki Objective and benefit of study. 2. Melengkapi S + V + O Revisi Bab III 1. Mengubah ke PTK	
2.	Selasa/ 13 Juni 2022	Dr. Widhiya Ninsiana, M. Hum	Revisi Bab I 1. Enghkapi lampirannya 2. Prior research 3. Problem identification Revisi bab III 1. Tambahkan referensi	
3.	Jum'at / 17 Juni 2022	Dr. Widhiya Ninsiana, M. Hum	1. Revisi Problem Identification 2. Problem Limitation 3. Problem Formulation 4. Benefit 5. Prior Research	

Mengetahui  
Ketua Jurusan TBI

**Andianto, M.Pd**  
NIP. 19871102 2015031 004

Dosen Pembimbing,

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



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

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

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

Nama : Dian Safitri  
NPM : 1801072010

Jurusan : TBI  
Semester : VIII

No	Hari/ Tanggal	Dosen Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
4.	01 Juli 2022	Dr. Widhiya Ningsiana, M. Hum	1. Memperbaiki background of study 2. Menambahkan prosedur dan benefit dibab 2 3. Memperbaiki problem identification, problem limitation dan benefit of study.	

Mengetahui  
Ketua Jurusan TBI

**Andianto, M.Pd**  
NIP. 19871102 2015031 004

Dosen Pembimbing,

**Dr. Widhiya Ningsiana, M.Hum**  
NIP. 19720923 200003 2 002





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

Nama : Dian Safitri  
NPM : 1801072010

Prodi : TBI  
Semester : SEMBILAN

No	Hari/Tanggal	Dosen Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
5.	Jum'at, 04 November 2022	Dr. Widhiya Ninsiana, M. Hum	1. BAB 1 - Background of study - Problem Identification - Problem formulation  2. BAB 2 - Nambahin action hypothesis	
6.	Rabu, 09 November 2022	Dr. Widhiya Ninsiana, M. Hum	1. Bab 1 - Background of study - Problem identification - Problem formulation - Objective and benefit of study - Prior research  2. Bab 2 - Nambahin measurement writing - Action hypothesis  3. Bab 3 - dependent variable (y)	

Mengetahui,  
Ketua Prodi TBI

**Andiarto, M.Pd**  
NIP. 19871102 201503 1 004

Dosen Pembimbing,

**Dr. Widhiya Ninsiana, M.Hum**  
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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO

Nama : Dian Safitri  
NPM : 1801072010

Prodi : TBI  
Semester : IX

No	Hari/Tanggal	Dosen Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
7.	18 November 2022	Dr. Widhiya Ninsiana, M.Hum	BAB 1 - Background of study - Problem formulation - Prior research BAB 2 - Measurement writing - Action hypothesis	<i>Jmte</i>
8.	25 November 2022	Dr. Widhiya Ninsiana, M.Hum	BAB 1 - Background of study - Problem limitation	<i>Jmte</i>
9.	29 November 2022	<i>W</i>	Ace to summa	<i>Jmte</i>

Mengetahui,  
Ketua Prodi TBI

Andianto, M.Pd  
NIP. 198711022015031004

Dosen Pembimbing,

Dr. Widhiya Ninsiana, M.Hum  
NIP. 197209232000032002



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

Nama : Dian Safitri  
NPM : 1801072010

Prodi : TBI  
Semester :

No	Hari/Tanggal	Dosen Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Setasa / 14 Februari 2023	Dr. Widhiya Ninsiana, M. Hum	APD 1. Instrument 2. Observation sheet	
2.	Rabu / 15 Februari 2023	Dr. Widhiya Ninsiana, M. Hum	APD Acc APD	

Mengetahui,  
Ketua Prodi TBI

Andianto, M.Pd  
NIP. 19871102 201503 1 004

Dosen Pembimbing,

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



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Nomor : B-1205/In.28/D.1/TL.00/03/2023  
Lampiran : -  
Perihal : IZIN RESEARCH

Kepada Yth.,  
KEPALA SMP NEGERI 1 SEPUTIH  
AGUNG  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: B-1206/In.28/D.1/TL.01/03/2023,  
tanggal 15 Maret 2023 atas nama saudara:

Nama : **DIAN SAFITRI**  
NPM : 1801072010  
Semester : 10 (Sepuluh)  
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP NEGERI 1 SEPUTIH AGUNG, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING STUDENTS DESCRIPTIVE TEXT WRITING ABILITY BY USING PICTURE AND PICTURE MEDIA AT SEVENTH GRADE OF SMP NEGERI 1 SEPUTIH AGUNG".

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

*Wassalamu'alaikum Wr. Wb.*

Metro, 15 Maret 2023  
Wakil Dekan Akademik dan  
Kelembagaan,



**Dra. Isti Fatonah MA**  
NIP.19670531.199303.2.003



PEMERINTAH KABUPATEN LAMPUNG TENGAH  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
UPTD SATUAN PENDIDIKAN SMPN 1 SEPUTIH AGUNG



NSS : 201120216338 AKREDITASI "A" NPSN : 10810561  
Alamat : Simpang Agung, Kec. Seputih Agung, Lampung Tengah, 34162 Telp. 07255261385  
e-mail: smn1seputihagung@gmail.com

Nomor : 421.3/060/C.3/D.a.VI.01/2023 Tanggal, 27 Maret 2023  
Lampiran : -  
Perihal : Surat Balasan Permohonan Pelaksanaan Observasi Sekolah

Kepada  
Yth. : Dekan Fakultas Tarbiyah dan Keguruan  
Institut Agama Islam Negeri Metro  
Di  
Metro

Berdasarkan surat saudara tanggal 06 Maret 2023 Nomor : B-1206/In.28/D.1/TL.01.03/2023 perihal Izin Melaksanakan Observasi Sekolah, pada dasarnya kami tidak keberatan dan mengijinkan Mahasiswa/i an.

Nama : Dian Safitri  
NPM : 1801072010  
Semester : 10  
Fakultas/Program Studi : Tadris Bahasa Inggris

Untuk melaksanakan Observasi Sekolah guna memenuhi Tugas Akhir/Sekripsi Mahasiswa dgn Judul "IMPROVING STUDENT DESCRIPTIVE TEXT WRITING ABILITY BY USING PICTURE AND PICTURE MEDIA AT SEVENTH GRADE OF SMP NEGERI 1 SEPUTIH AGUNG. Sepanjang kegiatan tersebut tidak mengganggu kegiatan belajar mengajar di SMP Negeri 1 Seputih Agung.

Demikian surat persetujuan ijin Pelaksanaan Observasi ini diberikan kepada ybs. untuk dipergunakan sebagaimana mestinya.

Kepala UPTD Satuan Pendidikan  
Seputih Agung,

  
H. Hadi Suhartanto, M.Pd.  
NIP : 196710091998021001



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

## **SURAT TUGAS**

Nomor: B-1206/In.28/D.1/TL.01/03/2023

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

Nama : **DIAN SAFITRI**  
NPM : **1801072010**  
Semester : **10 (Sepuluh)**  
Jurusan : **Tadris Bahasa Inggris**

Untuk : **1. Mengadakan observasi/survey di SMP NEGERI 1 SEPUTIH AGUNG, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING STUDENTS DESCRIPTIVE TEXT WRITING ABILITY BY USING PICTURE AND PICTURE MEDIA AT SEVENTH GRADE OF SMP NEGERI 1 SEPUTIH AGUNG".**

**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.

Mengetahui,  
Pejabat Setempat

  
**MARGIYANTI, S.Si**  
NIP. 19790919 200801 2035

Dikeluarkan di : Metro  
Pada Tanggal : 15 Maret 2023

Wakil Dekan Akademik dan  
Kelembagaan,



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



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UNIT PERPUSTAKAAN**

**NPP: 1807062F0000001**

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Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

---

**SURAT KETERANGAN BEBAS PUSTAKA  
Nomor : P-1122/In.26/S/U.1/OT.01/08/2023**

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

Nama : Dian Safitri  
NPM : 1801072010  
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2022/2023 dengan nomor anggota 1801072010

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, 13 September 2023  
Kepala Perpustakaan

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



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**SURAT KETERANGAN BEBAS PUSTAKA**

Yang bertanda tangan dibawah ini, Ketua Prodi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama : Dian Safitri  
NPM : 1801072010  
Prodi : Tadris Bahasa Inggris (TBI)

Telah menyelesaikan administrasi pinjaman buku pada Jurusan/Prodi Tadris Bahasa Inggris.

Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro, Desember 2023





## DOCUMENTATION











**PLAGIARISM**

**DIAN SAFITRI 1801072010  
(IMPROVING STUDENTS  
DESCRIPTIVE TEXT WRITING  
ABILITY BY USING PICTURE  
AND PICTURE MEDIA AT THE  
SEVENTH GRADE OF SMP  
NEGERI 1 SEPUTIH AGUNG )**

*by Munaqosyah TBI*

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## **CURRICULUM VITAE**



Dian Safitri was born in Bengkulu on January 28<sup>th</sup>, 2000, the child of Mr. Sudiyono and Mrs. Desmawati. The writer's Kindergarten education was achieved at TK Pertiwi Bengkulu completed in 2005/2006. Then continued Basic Education at SD Negeri 1 Bumi Kencana and finished in 2011/2012, then continued Education to the First Middle School level at SMP Negeri 1 Seputih Agung and completed in 2014/2015, while secondary education continued at SMA Negeri 1 Seputih Agung and completed in 2017/2018, then continued education at IAIN Metro Lampung in English Education Department starting in the first semester of 2018.