

**IMPROVING STUDENTS' SKILL IN WRITING DESCRIPTIVE TEXT
USING DIRECTION CLUE AT THE 2nd GRADE STUDENTS OF MAN
PALOPO**

A Thesis

*Submitted as a part of the requirements for S,pd Degree in English Language
Study Program*



**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
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2022**

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Assalamu 'alaikum wr,wb.

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Wassalamu'alaikum Wr, Wb.

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THESIS APPROVAL

This thesis entitled "Improving Students' Skill In Writing Descriptive Text Using Direction Clue at the 2nd Grade Students of MAN Palopo" which is written by **Dwi Gustika**, Reg. Number. 17.0202.0057, S1 English Language Study Program of Tarbiyah and Teacher Training Faculty of Institute for Islamic Studies (IAIN) Palopo, has been examined and defended in Munawaroh session which is carried out **Thursday, 27th of January 2022 M.** coincided with **25th Jumadil Akhir 1443 H**, it is authorized and acceptable as partial fulfillment for S.Pd degree in English language teaching.

Friday, 11th March 2022

8th Syaaban 1443 H

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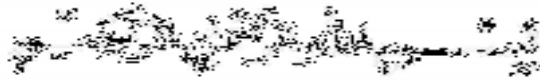
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All praise and gratitude to God Almighty Allah SWT for His mercy and grace so that researchers can complete this thesis as one of the requirements to obtain a bachelor's degree in education at the Palopo State Islamic Institute with the title "Improving Students' Skill in Writing Descriptive Text Using Direction Clue at the 2nd Grade of MAN Palopo". Sholawat and greetings may be poured out on our lord Prophet Muhammad SAW, his family, and his companions.

The researcher realizes that this thesis can be completed with the help, advice, and guidance from many parties. Therefore, on this occasion. The researcher would like to express the highest appreciation to:

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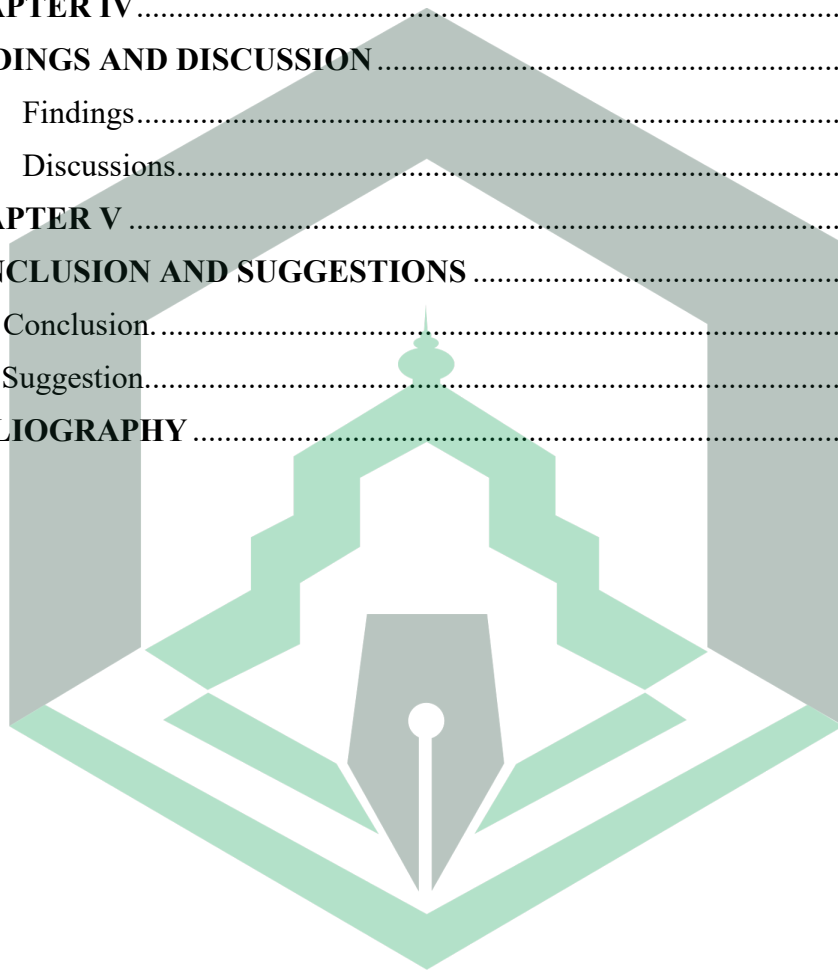
The author would also like to thank those who cannot be mentioned one by one who has helped and supported the researcher in completing this research.

The author admits that this thesis is still not perfect so the author will accept suggestions and input from readers for improvement. Finally, the researcher hopes that Allah SWT will always bless and bless us. Amen

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ABSTRACT

Dwi Gustika, 2021, “Improving Students’ Skill in Writing Descriptive Text Using Direction Clue at 2nd Grade of MAN Palopo ” A thesis of English Study Program of Tarbiyah Departement State Institute for Islamic Studies (IAIN) Palopo. Directed by 1) Wahibah and 2) Amalia Yahya.

This study aims to improve students' writing skill by using direction clue media for learning English at MAN Palopo. This thesis uses pre-experimental research. The research questions are: Does the use of direction clue significantly improve the students' skill in writing descriptive text or not at the students of MAN Palopo?. Objective of the research “To find out whether the direction clue can improve students' skill in writing descriptive text or not at the 2nd Grade of MAN Palopo “The population in this study were students of class XI MIPA 1 MAN Palopo. Samples were taken by purposive sampling. The number of samples is 15 students. Writing test is the source of this research. The researcher gave pre-test and post-test to students. Analysis of the data using SPSS 20 to analyze the data, the researchers determined the classification of the assessment which includes, content, organization, vocabulary, grammar, and mechanics. In this finding, the use of direction clue media for students of class XI MIPA 1 MAN Palopo is very visible in improving their writing skill. The results of this report show the mean scores of students' pretest and posttest. In the pretest, the mean score of the students was 43.13 and in the posttest, the mean score of the students was 63.80. so the researcher concludes that using direction clue media can improve students' writing skill.

Keywords: Direction Clue, writing skill, Descriptive Text, pre-experimental design.

CHAPTER I

INTRODUCTION

A. Background

Language is a means of communication with other people, without language humans cannot express their ideas or the complaints they feel. With human language, it will be easier to say something they want. As for the language that has become an international language, namely English, where English is the international language that is currently used by most countries in the world. English is very important because, in the era of globalization, people need to communicate with other countries and English has become a compulsory subject in schools.

Writing is a process of revising and successful writers know that revision is not only correcting errors or an activity confined to the very end of the writing process, but also an activity in which the writers make changes throughout the composing process adding, deleting, substituting, and rearranging materials in their texts to make the meaning clear to their readers.¹

Writing is the process of describing a language so that the message the writer conveys can be understood by the reader. In learning English, there are four aspects of language skills, namely listening, speaking, reading, and last is writing, although writing is placed last writing is not an insignificant skill.

¹Apsari, Y. (2017). The use of picture series in teaching writing recount text. *Eltin Journal, Journal of English Language Teaching In Indonesia*, 5(2), 51-56.

Writing is very important to learn because we can express our ideas, and process some information through writing.

There are many ways you can improve your writing skill, namely by memorizing correct grammar and punctuation rules and getting peer evaluations. However, in this case, the researcher uses directions or instructions to facilitate students' writing skill. Information boards and directions clue are linear communication media. Linear communication means that it only occurs in one direction, without feedback on the message conveyed by the communicator to the communicant. In a linear process, the communicator makes every effort to make the communication work effectively.²

Descriptive text is a type of text that aims to describe or explain an object, be it a person, animal, place, or thing. Descriptive text is also writing that describes something that will be revealed by the author, so that the reader or listener seems to see the object being discussed for themselves, even though the reader or listener has never witnessed it themselves. Descriptive text usually describes a form, feature, or trait. Descriptive text is also usually characterized by the use of the simple present tense and focuses on one specific object. The object is then discussed in detail in the descriptive text.

The description text is one of the texts that must be mastered by students. This descriptive text has been introduced since the fourth grade of elementary school because in the fourth-grade students begin to be able to describe

²Hidayatullah, M. S., & Handayani, A. E. (2019). Penerjemahan Indonesia-Arab Papan Informasi dan Petunjuk Arah di Curug 7 Cilember. *Buletin Al-Turas*, 25(1), 37-55.

something in detail, but there are still many students who still need to be improved in writing descriptive text, even though they are already at the junior high school level. This is due to the lack of students practicing in writing, for example in the use of spelling, in choosing vocabulary, in the suitability of the title with the content of the essay, and other factors can be caused by the lack of students paying attention to the teacher when explaining subjects about the description text so that in writing descriptive text it still needs to be improved.

Before researcher did research at MAN Palopo, researcher had made observations at the school . The results of observations that have been made by researchers in MAN Palopo Mansion are the lack of interest of students in learning writing because according to students in class XI Mipa I, learning to write does not bring an interesting atmosphere so that students feel bored and bored when learning writing. From these results, the researcher took the initiative to take direction clues as learning media in class XI MIPA I.

Direction clue is a media that can attract students' interest in writing lessons and this media students are asked to write and read paragraphs according to the words they get through the directions that have been previously conveyed. Direction clue is a media of teaching English where students must write whatever is related to the word and picture they get. Besides being able to improve students' writing skill, the direction clue can also improve grammar, reading, and English material related to giving directions. Although many researchers use various media that can improve students 'writing skill, I will try to do research using media that can improve students' writing skill, namely the

direction clue. Most of the students at MAN Palopo can't start writing because they don't know about the theory of understanding writing. In writing lessons, especially for beginners, teachers are required to start by motivating students to write and generating positive ways to write. Based on the above statement, the researcher is interested in conducting research that aims to improve students' writing skill through the media direction clue for students at “MAN Palopo”.

B. Research questions

Based on the background, the researcher formulated research question as follow:

Does the use of direction clue significantly improve the students' skill in writing descriptive text at the students' 2nd Grade of MAN Palopo in the academic year of 2020/2021?

C. Objective of the Research

Based on the question above, the objective of this research is:

“To find out whether the direction clue can improve students' skill in writing descriptive text or not at the 2nd Grade of MAN Palopo “

D. Significances of the Research

The results of this research are:

1. To give information for the English teachers especially to the English teacher at MAN Palopo who want to improve their students' skill in writing descriptive text using direction clue.

2. To improve students' skill in writing descriptive text using the direction clue.
3. To help readers visualize a direction, purpose, in the process, what we have seen, and we heard.

E. Definition of the Terms

To get a general understanding of the aim of the title of this research, the researcher expected that:

1. According to Tarigan (1986: 21), writing is depicting or depicting graphic symbols depicting a language understood by a person so that people can read the graphic symbols.³
2. The description text according to Kosasih (2006: 26) is an essay that describes an object with the aim that the reader feels as if he is seeing the object depicted for himself.⁴
3. Directions clue is directions that usually show the place or location of the place in the form of the city name, street name, airport name, seaport name, shopping area name, terminal name and usually placed in a place that is easily visible to road users. In the existence of this direction, every road user is led to a place according to the destination and purpose of the trip. So that with these directions, our journey will be smooth to our destination.⁵

³ <https://eprints.uny.ac.id/13241/2/BAB%20II.pdf>. Friday (25, 12, 2020). 17.22 pm.

⁴Permanasari, D. (2017). Kemampuan Menulis Teks Deskripsi Siswa Kelas VII SMP Negeri 1 Sumber Jaya Lampung Barat. *Jurnal Pesona*, 3(2).

⁵<https://www.kompasiana.com/johanisalbertmalingkaspacaran/558f0128789373a7088b4568/penunjuk-arah>

F. Scope of the Research

The focus of the research is implementing directions in the classroom to improve students' writing skills so that students can produce paragraphs in the descriptive text at MAN Palopo.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Research Findings

Many researchers have conducted their research about involving students in teaching language skills. They are cited below:

a. Miftakhul Nasikha (2020), Thesis with the title "Media Development of Three-Dimensional Direction Plans for Class III Elementary School Students." According to the author, this thesis can greatly help develop students' writing skill and make it easier for students to better understand the lessons given. The results showed (1) the development of a 3-dimensional map of directions from the results of material validation obtained a percentage of 77%. While the results of media validation get a percentage of 86%. The results of student responses from SDN 2 Purwosekar Malang get a percentage of 93%. While from the results of the teacher's response get a percentage of 88%. Through these results, it can be concluded that the development of a 3-dimensional map of directions for third-grade elementary school students is feasible or valid. It is very interesting and good as a learning media, besides that, 3-dimensional map directions media can make the learning atmosphere more fun and make students more receptive to learning.⁶ The type of research used in this study is the type of experimental research.

⁶Nasikha, M. (2020). *PENGEMBANGAN MEDIA DENAH PETUNJUK ARAH TIGA DIMENSI PADA SISWA KELAS III SEKOLAH DASAR* (Doctoral dissertation, Universitas Muhammadiyah Malang).

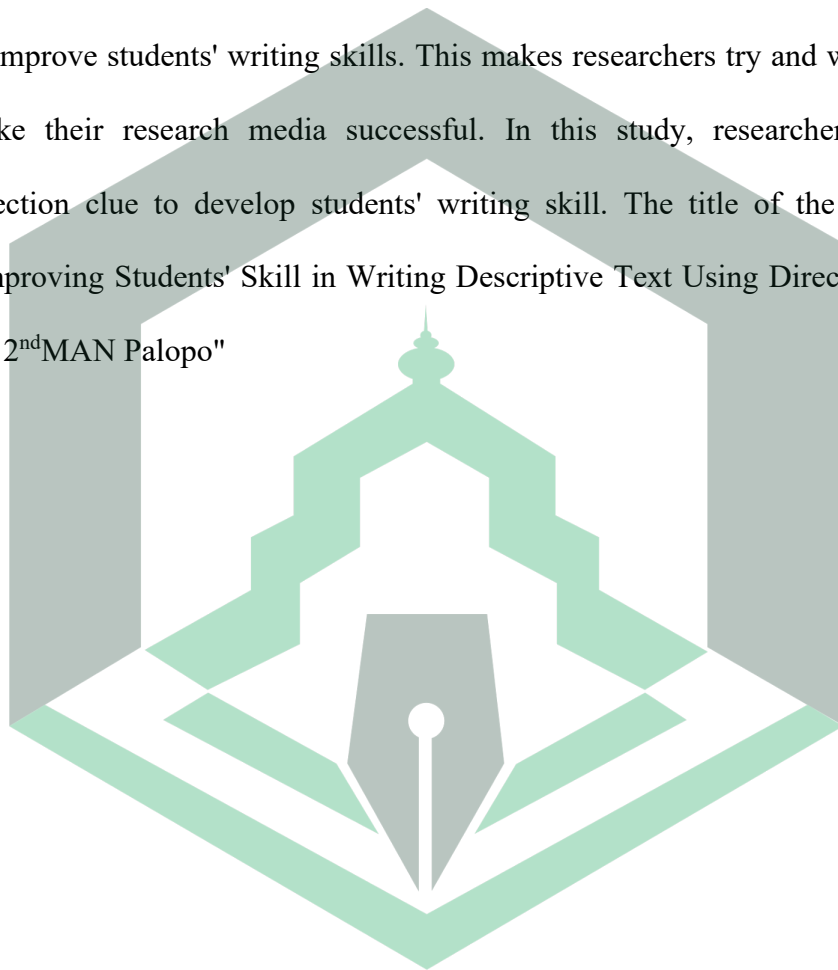
b. Nur Hidayati (2009): *The Effect of Learning English by Using Pictures Map toward Students' Ability in Writing Descriptive Paragraph at the Second Year of mts. Nurul Wahid Bukit Kapur, Dumai.* According to the other, after calculating the data of students' ability in writing a descriptive paragraph in MTs. Nurul Wahid Bukit Kapur, Dumai, score of students' ability in writing a descriptive paragraph in pretest is 1648 in the mean 43.37, and in the posttest, students' ability in writing a descriptive paragraph is 1771 and in the mean 46.61. So, the students' score in writing descriptive paragraphs is higher than students after giving treatment or explanation. And after calculating the data, the writer finds out that; there is a significant effect of using pictures map on students' ability to write descriptive paragraphs in the second year of MTs. This design is an experimental quasi design. This experimental quasi design is using the method by using pictures map and this was done to find out how far students' ability in writing descriptive paragraph.⁷

c. Sarif, A.S.(2010), in his thesis entitled "the use sketch as a learning aid to improve students' writing skill in the descriptive text a Classroom Action Research at the 8th Grade of SMP H. Isriati Semarang in the Academic Year of 2010/2011" The writer found a problem faced by the students of SMP H. Isriati Semarang in the 8th grades the students did not like writing, Some people think that making sentence is very easy, but in the fact that the students are still

⁷Hidayat, N. (2010). *THE EFFECT OF LEARNING ENGLISH BY USING PICTURES MAP TOWARD STUDENTS' ABILITY IN WRITING DESCRIPTIVE PARAGRAPHS AT THE SECOND YEAR OF MTS. NURUL WAHID BUKIT KAPUR DUMAI* (Doctoral dissertation, Universitas Islam Negeri Sultan Syarif Kasim Riau).

confused to arrange a sentence well. So, it is very reasonable to the writer to choose the title *The Use of Sketch as a Learning Aid to Improve Students' Writing Skill in Descriptive Text (A Classroom Action Research at the 8th Grade of SMP H. Isriati Semarang in the Academic Year of 2010/2011)*⁸

Based on the opinions of the researchers above, many media can be used to improve students' writing skills. This makes researchers try and work hard to make their research media successful. In this study, researchers used the direction clue to develop students' writing skill. The title of the research is "Improving Students' Skill in Writing Descriptive Text Using Direction Clue at the 2nd MAN Palopo"



⁸SARIF, A. S. (2010). THE USE OF SKETCH AS A LEARNING AID TO IMPROVE STUDENTS' WRITING SKILL IN DESCRIPTIVE TEXT.

B. Reviews of Related Literature

1. Writing Skill

a. Definition of writing skill

There are several definitions of writing:

Writing skill is one of the four language skills that are very essential in human life. The main reason is that writing is one of the means of communication. Communication is not always in the spoken form, but it can also be in the written form. When people communicate, they will share their thoughts, ideas, and even express their feeling for several purposes.⁹ Writing is an individual activity similar to Jo McDonough and Christopher Shaw (1993) said that writing, like reading, is in many ways an individual, solitary activity.¹⁰

Writing is an activity of expressing ideas, thoughts, experiences, and knowledge in the form of notes using characters, symbols, or symbols that are systematically made so that they can be easily understood by others. Writing is usually done on paper media using tools such as pens or pencils.

According to Hargrove and Potter in Abdurrahman (1998: 239), writing is a visual depiction of thoughts, feelings, and ideas using symbols of the writing language system for communication or note-taking purposes.¹¹

Based on some of the expert opinions above, it can be concluded that writing is an activity that can express ideas and thoughts that can be applied by

⁹Utami, U. T. (2012). Improving students writing skill through teacher direct feedback in SMAN 1 Jogonalan. *Yogyakarta. Universitas Negeri Yogyakarta.*

¹⁰Nawawi, M. B. (2011). Improving students' writing skill on descriptive text through guided questions. *Jakarta: UIN Syarif Hidayatullah.*

¹¹ <https://www.padamu.net/pengertian-menulis>

writing. So the author can express his ideas or opinions with maximum results in his writing.

b. Components of writing

There are five components of writing namely: grammar, vocabulary, content, organization, and mechanic.

a. Grammar

In writing sub-sentences or paragraphs, the writer must be careful in using the correct grammar, be it from periods, commas, and other punctuation marks. Because the author's grammar can produce much better writing than not using the correct grammar. Grammar can also help students improve their use of formal language.

b. Vocabulary

The use of effective words in writing will produce specific good writing, therefore vocabulary plays an important role in the writing component. Vocabulary is a collection of words used in everyday life in the form of standard and non-standard vocabulary. Vocabulary used by someone in writing or speaking.

c. Content

The content contained in the writing must be clear so that the reader can easily understand the content of the writing he is reading and the reader can retrieve the message or information contained in the writing. Content is content that is contained in several interconnected components to get one goal that can be developed in writing and so on.

d. Organization

Related to the creative process in writing activities, in principle, organizing writing activities is a complex and continuous process related to extracting and casting ideas or ideas from the author.

e. Mechanic

Mechanics in writing has a very important function, namely to clarify the meaning, where the reader will more easily understand the content in the writing if the mechanics in writing are good and correct. One of these components is very important in writing a sentence, paragraph, and other written works.

c. The importance of writing

The importance of writing skill is as follows:

- 1) Writing helps us to organize our ideas, we can arrange them into a coherent form.
- 2) Writing down ideas allows us to distance ourselves when we write the topic.
- 3) Writing is a tool of discovery, we stimulate our thought process by an act of writing into information and image that have our unconscious mind.
- 4) Writing can generate new ideas by helping us to make connections and relationships.¹²

¹² Suriani Banna, Teaching Simple Past Tense At the Tenth Year Students of PMDS Putri Through Writing Personal Experience, (Unpublished Thesis S1: STAIN Palopo;2011, p. 26-27

d. Types of Writing

Based on competency standards and basic competencies recommended by the government, several types of writing must be taught in junior high schools, they are; procedure, descriptive, recount, and narrative.¹³

a. Procedure

The procedure is a text that contains the means, goals to make or do something step by step precisely in sequence to produce the desired goal.

A procedure text is a text whose contents describe how something can be made or used through a series of steps. The form of procedure text can explain how to do certain activities, how to use tools, and something related to human habits or nature. The purpose of procedure text is to make its readers understand and know how to make or operate something through successive steps.

The procedural text has characteristics, both in terms of content and language. Characteristics in terms of content are guidelines for the steps that must be taken, rules, or limitations in terms of materials for carrying out activities. Examples of procedural texts include recipes, instruction manuals, directions, and itineraries.

b. Descriptive

A procedure text is a text whose contents describe how something can be made or used through a series of steps. The form of procedure text can explain how to do certain activities, how to use tools and something that is related to

¹³ Mark Anderson and Kathy Anderson, *Text Types in English 3*, (Australia:MacMillan, 1998), p.28.

human habits or nature. The purpose of procedure text is to make its readers understand and know how to make or operate something through successive steps.

Descriptive presents the appearance of things that occupy space, whether they are objects, buildings, or cities. The purpose of descriptive is to convey to the reader what something looks like. It attempts to gain a picture with words.¹⁴

c. Recount

Recount text is one of the text genres that the students learn. This text is written with the purpose to inform the readers or people about something that happens in the past. It can be experiences and events.¹⁵

Recount text is one type of text in English that contains a story about an action or activity of the author or the characters in the story. The activity or action in question is the author's experience expressed through recount text, usually, the purpose of recount text is to entertain the reader, as well as provide information. In addition, recount text also aims to provide an overview to the audience or readers about something that happened and to give an idea of when it happened. Some examples of types of recount text include newspapers, reports, television interviews, conversations, etc.

¹⁴ Elizabet Cowan, *Writing Brief Edition*, (texas : Scott, Foresman and Company), p. 148

¹⁵Ramli, D., Suhartono, L., & Novita, D. (2013).AN ANALYSIS ON THE STUDENTS' ERROR IN WRITING RECOUNT TEXT. *Jurnal Pendidikan Dan Pembelajaran Khatulistiwa*, 2(2).

d. Narrative

The narrative text is one type of English text that contains stories or fairy tales that have interconnected chronological events. The purpose of this type of text is to entertain the reader or the person being read to.

Narrative or in Indonesian called 'narrative' is a word that means a series of events or a series of events. While text or 'text' has the meaning of writing. Narrative Text is a text or story of a series of connected events, presented in a sequence of written/spoken words, and/or in a sequence of (moving) pictures. The narrative text is a text or story about a series of events, which are interconnected, which are presented sequentially from the beginning to the end of the story either orally or in writing, and/or with (moving) pictures which are also presented sequentially (chronologically).

e. The Stage of Writing

Thus, to implement the writing process in learning the learning steps also use the writing process. In the core learning activities, students are trained to write descriptive texts of fictional characters by implementing the writing process.

1. Prewriting

Implementation of the prewriting stage in learning activities, students are instructed to read the text of a fictional story (fairy tale) entitled "The Legend of the Origin of Lake Color". Students look for information related to the characters in the story, starting with the names of the characters, character

identification, and character classification (prewriting). This followed by making the outline of the essay (beginning, core, and closing) and determining the purpose of writing a descriptive text (prewriting).

2. Drafting

Implementation of the writing stage (drafting) in learning activities, students through teacher guidance try to draft a text description of a fictional character by the drafting framework that the student has previously made (drafting). The draft text that students make is rough writing, which will be corrected by students in terms of content (revising) as well as in terms of errors in using capital letters as well as the use of punctuation (editing).

3. Revising

Implementation of improvements (revising) in learning activities, students are instructed to read the text that was made at the drafting stage, after which students are instructed to complete each paragraph. If students feel that something is incomplete or even the text is too wordy, then students' are instructed to improve the content of the text that has been made (revising).

4. Editing

Implementation of the editing stage in learning activities, after students, improve the content of the text that has been made, students correct mechanical errors. Namely, errors in using capital letters at the beginning of sentences and capital letters in people's names are also errors in using punctuation marks. This stage is the editing stage. At this stage, students are also required to be tidier in

writing descriptive text that has been designed beforehand so that it becomes a complete description text.

5. Publishing

Implementation of the publishing stage in this study, as evidenced by the students collecting assignments to make descriptions of text descriptions of fictional characters to the teacher.¹⁶

2. Media

a. Definition of media

Learning media is a physical means of conveying learning content/material such as books, films, videos, and so on, Briggs (1977). Instructional media is a means of communication in both print and view-to-hear form, including hardware technology and the position of learning media. National Education Association (1969).¹⁷

According to Gerlach, media generally includes people, materials, equipment, or activities that create conditions that enable students to acquire knowledge, skills, and attitudes. So in this sense media is not only an intermediary such as TV, radio, slides, printed materials, but includes people or humans. As a source of learning or activities such as discussions, seminars, field

¹⁶Hendrawan, D. N., & Indihadi, D. (2019). Implementasi proses menulis pada keterampilan menulis teks deskripsi tokoh cerita fiksi. *PEDADIDAKTIKA: Jurnal Ilmiah Pendidikan Guru Sekolah Dasar*, 6(1), 47-57.

¹⁷Ekayani, P. (2017). Pentingnya penggunaan media pembelajaran untuk meningkatkan prestasi belajar siswa. *Jurnal Fakultas Ilmu Pendidikan Universitas Pendidikan Ganesha Singaraja*, 2(1), 1-11.

trips, simulations, etc. which are conditioned to increase knowledge and insight, change students' attitudes, or increase skills.¹⁸

b. The function and benefits of educational media

The main function of learning media is as a teaching tool that also influences the climate, conditions, and learning environment arranged and created by a teacher. Daryanto (2013) explains several uses of learning media, namely:

- a. Clarify the message so that it is not too verbalized.
- b. Overcoming the limitations of space, time, energy, and sensory power.
- c. Generating passion for learning, more direct interaction between students, and learning resources.
- d. Allows students to learn independently according to their visual, auditory, and kinesthetic talents and abilities.
- e. Giving the same stimulation, equalizing experiences, and generating the same perception.
- f. The learning process contains five components of communication, teacher (communicator), learning materials, learning media, students (communicant), and learning objectives.¹⁹

Benefits that can be taken from the use of media according to Oemar Hamalik (1994: 18) are a medium that can generate motivation and

¹⁸Mahnun, N. (2012). Media pembelajaran (kajian terhadap langkah-langkah pemilihan media dan implementasinya dalam pembelajaran). *An-Nida'*, 37(1), 27-34.

¹⁹Aghni, R. I. (2018). Fungsi dan Jenis Media Pembelajaran Dalam Pembelajaran Akuntansi. *Jurnal Pendidikan Akuntansi Indonesia*, 16(1), 98-107.

psychological influence for students. The benefits of learning media are stated (Azhar Arsyad: 2009).

- a. Delivery of lessons is more active.
- b. Learning can be more interesting. Media can be reasons it acts as an attention grabber and keeps students awake and paying attention.
- c. Learning is more interactive with the application learning theory and psychological principles accepted in terms of student participation, feedback, and reinforcement.
- d. The length of time required for learning can be obtained short because most media only need sing time words to deliver messages and lesson content in large quantities and possibly absorbed by students.²⁰

Based on the various definitions above, the research defines that media is one of the tools that a person uses to serve as a proxy that can attract other people to pay more attention to the things that are described. Media is also used as a link for learning to make it easier to understand.

3. Direction Clue

a. The Definition of Direction Clue

Direction clue is a miniature plan with a description of traffic signs, miniature houses, miniature trees, miniature Pancasila principles, and miniature rice fields.²¹

²⁰Alwi, S. (2017). Problematika guru dalam pengembangan media pembelajaran. *ITQAN: Jurnal Ilmu-Ilmu Kependidikan*, 8(2), 145-167.

The directions are a media that can provide students with meaningful experiences and follow real-life contexts because students can use a plan of a place or road to obtain information that is not yet known.²²

In this direction clue, a researcher will provide a clue to students who have been previously appointed to conduct trials using this media direction clue. But in this media, a researcher will use the media of pictures and provide directions to make it easier to solve the clues that are given and make it easier to improve students' writing skill.

b. Procedures using the media direction clue

Regarding how or how to use this medium,

1. Researchers give or show media direction clues to students.
2. Then the researcher gave instructions to the students the intended instructions were such as, turn right, going straight, turning right, going straight, and turning left.
3. After students can solve the instructions given by the researcher and students get a picture or key or occupy one of the pictures on the instructions given by

²¹Nasikha, M. (2020). *PENGEMBANGAN MEDIA DENAH PETUNJUK ARAH TIGA DIMENSI PADA SISWA KELAS III SEKOLAH DASAR* (Doctoral dissertation, Universitas Muhammadiyah Malang).

²²Yuliana, R., Cahyani, I., & Sastomiharjo, A. (2015). Penerapan Strategi Partisipatif Melalui Media Gambar Denah Dan Kartu Pancing Foto Dalam Pembelajaran Pemahaman Konsep Dan Berbicara Siswa Sekolah Dasar. *JPsD (Jurnal Pendidikan Sekolah Dasar)*, 1(2), 98-108.

the researcher, the researcher will give ten minutes to discuss making descriptive text paragraphs from the images and keywords that have been obtained.

4. After students make paragraphs based on keywords or descriptions, the researcher will assess and give points to these students.

Examples of media direction clue:



This directed media is presented to improve students' writing skills from the images obtained and to be able to find out directions such as; turn left, turn right, continue, fork, crossroads, and so on. In addition, this method can also convey messages and information and can increase interaction between researchers and students, including improving the discussion system. This media also provides a learning process at the conceptual understanding stage which is carried out through traveling techniques with planning to provide a fun, exciting, and unforgettable experience for students, one example is when traveling down the plane, some students get lost, some run smoothly, etc.

c. The importance of research and development using the media direction clue (picture).

It seems to using pictures in the teaching and learning process is important for students, because images increase student motivation. In addition, it also makes it easier for students to receive and apply the material. For example, they have difficulty writing to arrange what they will have written, but when they are offered pictures, they feel they can make sentences in order which makes them more confident and improves their writing skill. Some students need pictures to interpret what the commands are when the teacher asks them to complete the workbook.

The picture is one of the best media around us which is easy to procure and easy to apply in the learning process. A good and clear picture also can help students more understand them easily than unclear pictures. Another fact above, according to Zahara (2014, p.22) the functions of the picture are as follows:

- 1) Pictures are very useful for new grammatical and vocabulary items. They provide meaning or utterances.
- 2) Picture can be used on basis of written work, for instance, question writing.
- 3) Picture increase students" motivation and provide useful practice material as well as test material.²³

²³Meity, M. L. (2018). *The Use of Picture Media to Improve Students' Ability in Writing Descriptive Text for the Tenth Grade Students of SMK Perintis 29 Ungaran in the Academic Year of 2017/2018* (Doctoral dissertation, IAIN SALATIGA).

4. Descriptive Text

a. Definition of descriptive text

Descriptive text is a type of text that has been studied since junior high school. According to Gerot and Wignell “descriptive text is saying what somebody or something is like, to describe a particular person, place, or thing”.²⁴

Descriptive text is one type of English text, where the content of the text is a description of the characteristics of an object or object in detail. The purpose of descriptive text is to describe or describe an object, be it inanimate objects, places, humans, or other living things. Sambodja, (2007) states that “an easy way to write descriptive text is with existing facts. Looking at this phenomenon, it can be successful that writing lessons in schools are indispensable. One of these writing skills is writing descriptive text. This descriptive text skill aims at students being able to overcome their ideas, opinions, and experiences in creative literary writing. Due to the increased writing activity, writing skill need to be improved.”²⁵

b. Purpose of descriptive text

²⁴ Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*, (Queensland: Antipadean Educational Enterprises Publishing, 1994), 1st Edition, p. 208.

²⁵ Juliyanti, R., & Suryani, L. (2018). Pembelajaran menulis teks deskripsi dengan menggunakan metode discovery learning pada siswa kelas x. *Parole (Jurnal Pendidikan Bahasa dan Sastra Indonesia)*, 1(6), 977-988.

As social beings, we want to share our experiences, so we write to others describing things like vacations, childhood homes, people we meet, and other things. We even use descriptions to persuade others to think or act in certain ways: advertisers describe products to persuade us to buy terms; Travel agents describe the places we will visit, and real estate agents describe properties to stimulate a desire to see them. As the examples in the following chart show, descriptions allow us to entertain, express feelings, tell experiences, inform, reassure.

Table 2.1 Purpose for Description

Purpose	Description
To entertain	An amusing description of a teenager's bedroom
To express feelings	A description of your favorite outdoor retreat so your reader understand why you enjoy it so much
To relate	Experience a description of your childhood home to convey a sense of the poverty you grew up in
	A description of a newborn calf

To inform (for a reader unfamiliar with the subject)	reader who has never seen one
To inform (to create a fresh appreciation for the familiar)	A description of an apple to help the reader rediscover the joys of this simple fruit
To persuade (to convince the reader that some music videos degrade women)	A description of a degrading music video

Although it can serve a variety of purposes, description is most often expressive, so it often helps writers share their perfection. As human beings, we have a desire to connect with other people by sharing our experiences with them.²⁶

c. Kinds of descriptive text

As we know the descriptive text is the text that contains about describing or describing something such as a person, place, or thing. So usually there are three forms, they are:

1. Describing a person

People are different, and writing description of people is different. You are probably already aware of some of the complications because you have often been asked, “What's so-and-like?” in reply, you might resort to identification, an

²⁶ Barbara Fine C louse, *The Students Write*, (McGraw-Hill Companies, Inc, 2004), p143.

impression, or a character sketch, depending on the situation. Let's examine each.

a. Identification

Although you might provide identification, you would probably want to go further than that. Used mainly in official records and documents, identification consists only of certain statistical information (height, weight, age), visible characteristics (color, of hair, skin, and eyes), and recognizable marks (scars, birthmark).²⁷

b. Impression

Unlike identification, the impression may not identify a person, but it does convey an overall idea of him or her. Many details may be missing, yet the writer does provide in a few broad strokes a general feeling about the subject. Although the impression is usually less complete and informative than identification, it may be more effective in capturing an individual's striking or distinctive traits.²⁸

c. Character Sketch

More complete descriptions of people are usually called character sketches; they may also be referred to as profiles, literary portraits, and biographical sketches. As its name indicates, a character sketch delineates the character of a person, or at least his or her main personality traits. In the process,

²⁷ Michael E. Adelstein and Jean G. Pival, *The Writing Commitment*, (Harcourt Barce Jovanovich, Inc., 1976), p. 149.

²⁸ *Ibid.* p. 150

it may include identification and an impression, but it will do more than tell what people look or seem like; it will show what they are like.

A character sketch maybe about a type rather than an individual, revealing the characteristics common to the members of a group, such as campus jocks, cheerleaders, art students, religious fanatics, television devotees.

2. Describing a place

In describing a place for example a room, what should you describe first? The walls? The floor? Unlike a chronologically developed paragraph, there is no set pattern for arranging sentences in a descriptive paragraph. It is not necessary, to begin with, one area and then process to another one. Nevertheless, the sentences should not be randomly arranged.

The description must be organized so that the reader can vividly imagine the scene being described. To make the paragraph more interesting, you can add a controlling idea that states an attitude or impression about that place being described. And the arrangement of the details in your description depends on your subject and purpose.²⁹

3. Description of a things

To describe a thing the writer must have a good imagination about that thing that will be described. Besides, to make our subjects as interesting and as vivid to our readers as they are to us: using proper nouns and effective verbs.

a. Using proper noun

²⁹ Regina L. Smalley and Mary K. Ruetten, *Refining Composition Skill*, (New York: International Thompson Publishing Company, 4th Edition), p. 69.

In addition to filling our descriptive writing with concrete details and figures of speech, we might also want to include several proper nouns, which, as we know, are the names of particular persons, places, and things. For example Arizona, University of Tennessee. Including proper nouns that readers recognize easily can make what we are describing more familiar to them.

b. Using Effective Verb

We know how important verbs are to narration, but effective verbs can also add much to a piece of description. Writers use verbs to make descriptions more specific, accurate, and interesting. For instance, "the wind had chiseled deep grooves into the sides of the cliffs" is more specific than "the wind had made deep grooves." The verb chiseled also gives the reader a more accurate picture of the wind's action than made does.³⁰

d. **The Characteristic and Example of Descriptive Text**

The generic structures of a description are as follows:

- a. Identification identifies the phenomenon to be described.
- b. Description of features describes features in order of importance:
 - 1.) Part/things (physical appearance)
 - 2.) Qualities (degree of beauty, excellence, or worth/value)
 - 3.) Another characteristic (prominent aspects that are unique).
- c. Verb in the present tense

³⁰ Santi V. Buscemi, *A reader For Developing Writers*, (New York: McGraw-Hill Companies, Inc, 2002), p267.

- d. Adjective to describe the features of the subject
- e. Topic sentence to begin paragraphs and organize various aspects of the description.

The factual description scaffold

- a. A general opening statement in the first paragraph
 - 1.) This statement introduces the subject of the description to the audience.
 - 2.) It can give the audience brief details about the when, where, who, or what of the subject.
- b. A series of paragraphs about the subject
 - 1.) Each paragraph usually begins with a topic sentence.
 - 2.) The topic sentence previews the details that will be contained in the remainder of the paragraph.
 - 3.) Each paragraph should describe one feature of the subject.
 - 4.) These paragraphs build the description of the subject.
- c. A concluding paragraph (optional)
 - 1.) The including paragraph signals the end of the text. Example of descriptive text:

My lovely cat

I have a stray cat as my pet. He is playful, He loved to play with me and the new things he found. He has orange and white fur, his fur is so soft and I like to rub it for him.

He has a long tail. He likes to play with it. He is also always trying to catch his tail sometimes. I also like to hold him in my hand, when I hold him like that he will fall asleep.

C. Conceptual Framework

Writing is one of the four English skills. This is one of the important elements in getting an idea contained in the brain because expressing an idea or inspiration and so on is not only expressed by speaking but can also be expressed by writing. And writing is also one of the effective teaching media used to understand good wording, punctuation, and so on. Many media can be used in improving descriptive text writing skill, one of which is by using the media direction clue.

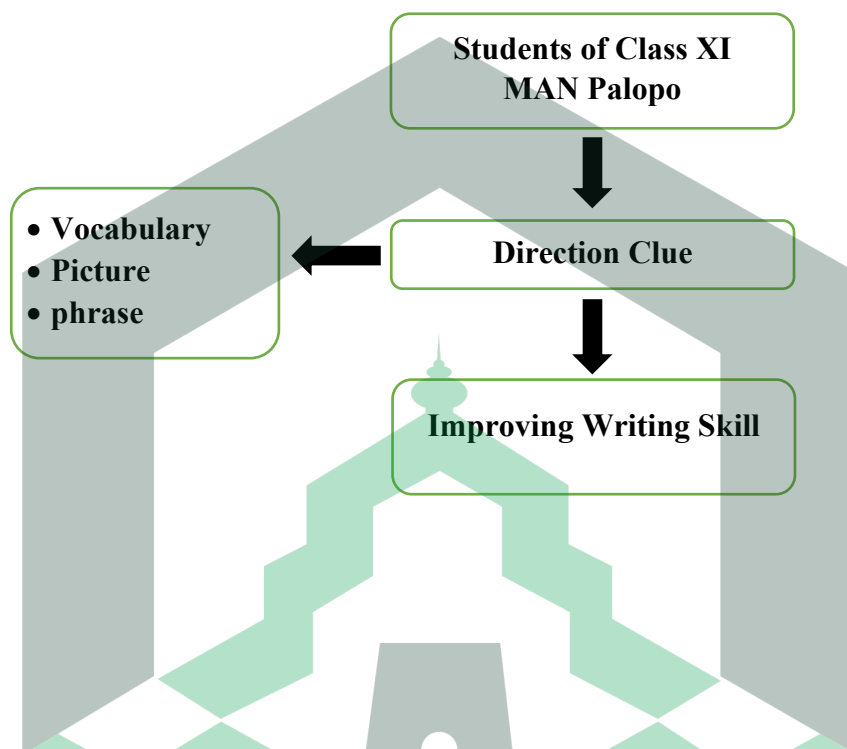
The researcher applied the media to improve the student's skill in writing descriptive text by using the direction clue. This media is intended to see whether the students' skill in writing descriptive texts taught by using the media direction clue can improve and motivate students to improve their writing skill.

In the process of learning English as input or material, English will measure students' writing skills and the learning process using direction clues.

After this process, the researcher looked at students' responses, activities, and class as they studied. Therefore, researchers experimented several times, analyze, understood by providing clues that were accompanied by pictures to find out whether it was effective in improving student's writing skill.

Therefore, this study hopes that this media can improve students' writing skills and encourage them to learn more English.

Finally, the study found whether the use of the media direction clue can improve students' writing skill. Based on the description above, the research describes the conceptual framework of this study as follows:



D. Hypothesis

Based on the above problems, the researcher formulates the following hypothesis:

1. H_0 there is no significant increase in students' writing skill at MAN Palopo after treatment
2. H_1 = There is a significant increase in the writing skills of students at MAN Palopo after treatment.

CHAPTER III

METHOD OF RESEARCH

A. Method and design of research

1. The Method of Research

In this research, the researcher used the pre-experimental method. The experimental research method is one of the experimental tests. The experimental method aims to examine the causal relationship by manipulating one or more variables in one (or more) experimental groups.³¹ This experimental research uses the media direction clue where this study aims to determine whether using the media direction clue can improve the writing skill of students in MAN Palopo students.

2. Design of Research

The design of this research could be described as follow:

pre-test	Treatment	post-test
O ₁	T	O ₂

Experiment

Where:

O₁: pre-test Experimental Group

O₂: post-test Experimental Group

T: Treatment using picture

³¹Payadnya, I. P. A. A., & Jayantika, I. G. A. N. T. (2018). *Panduan Penelitian Eksperimen Beserta Analisis Statistik Dengan SPSS*. Deepublish.

- : Without Picture

B. Population and Sample

a. Population

The population in this research that I will try out is all students of class XI MIPA MAN Palopo for the academic year 2020/2021, totaling 153 students.

b. Sample

This research uses purposive sampling. In this study, researchers took 1 class as a sample in class XI MIPA 1, which amounted to 38 students of MAN Palopo. However, the reason the researcher took 15 students as a sample was because some students did not attend regularly until the last meeting and some students did not attend class at the same time because the school made a rule for the whole class to enter alternately. Therefore, the researcher decided to choose the 15 students as the sample.

C. Variables

The variables of the research include dependent and independent variables.

- a. The dependent variable was the students' writing skill
- b. Independent variables were by using direction clue (picture)

D. Instrument of The Research

The data were collected by using a writing test. The researcher used a writing test to measure the student's ability to write in English before and after giving treatment, the research give some instruments were:

1. Writing descriptive text

The researcher used a writing test that aims to assess students' writing skill whether students can write a sentence or a paragraph.

2. Picture

To find out whether students can make paragraphs through the direction clue pictures shown are included with directions.

E. The procedure of Collecting Data

The procedure of collecting in this research was described as follows:

a. Giving pre-test

The researcher gives a pre-test to the students to know the students' writing skills, especially in writing descriptive texts. The researcher give one topic (my school) to the students and asked the students to write a paragraph of descriptive text according to the given topic, the researcher give 15 minutes for the students to do a pre-test before taking data from the pre-test that had been done by the students.

b. Giving treatment

Researchers held several meetings in the application of media (guidance) in the experimental class by conducting six meetings. This research was carried out online using the WhatsApp application, here are the steps:

1. Researchers give or show media direction clues to students.

2. Then the researcher gave instructions to the students the intended instructions were such as, turn right, going straight, turning right, going straight, and turning left.

3. After students can solve the instructions given by the researcher and students get a picture or key or occupy one of the pictures on the instructions given by the researcher, the researcher will give ten minutes to discuss making descriptive text paragraphs from the images and keywords that have been obtained.

- At the pre-writing stage, the researcher prepares the media (direction clue) that will be used for testing. then students are directed to do a trial using the media directions then the researcher will give a clue to the students to get an image which will later become the media for making descriptive text paragraphs. After the students get the pictures, the researcher instructs the students to observe the pictures they get. Then students look for information related to the picture. Followed by making an outline in the form of main ideas and supporting sentences according to the picture (beginning, core, and closing) and determining the purpose of writing descriptive text. The researcher will explain so that it is easier for students to understand what the main idea and supporting sentences are. The main idea is the main idea or also the keyword of the paragraph. The main idea can be located at the beginning

and the end of the sentence, while the supporting sentences are sentences that are used to clarify the main sentence or main idea. because with the supporting sentences, the main idea of a paragraph will be stronger and easier to understand

- Then at the drafting stage, the researcher will continue to guide students in trying to compose descriptive texts according to the framework that students have made previously. Researchers guide students such as the draft text made by students will be corrected in terms of errors in the use of capital letters and the use of punctuation marks.
- Then in the revision (revising), the researcher instructs students to read the text made at the drafting stage, after which students are instructed to complete the paragraph. If students feel that something is incomplete or even the text is too long-winded, the researcher will give the correct sentence for the error and the students are instructed to correct the contents of the text that has been made.
- Then in the editing stage, after the students corrected the contents of the text that had been made, the students corrected mechanical errors. Namely, errors in the use of capital letters at the beginning of sentences and capital letters in people's names and errors in using punctuation marks. At this stage, students are also required to be more presentable in writing descriptive texts that have been

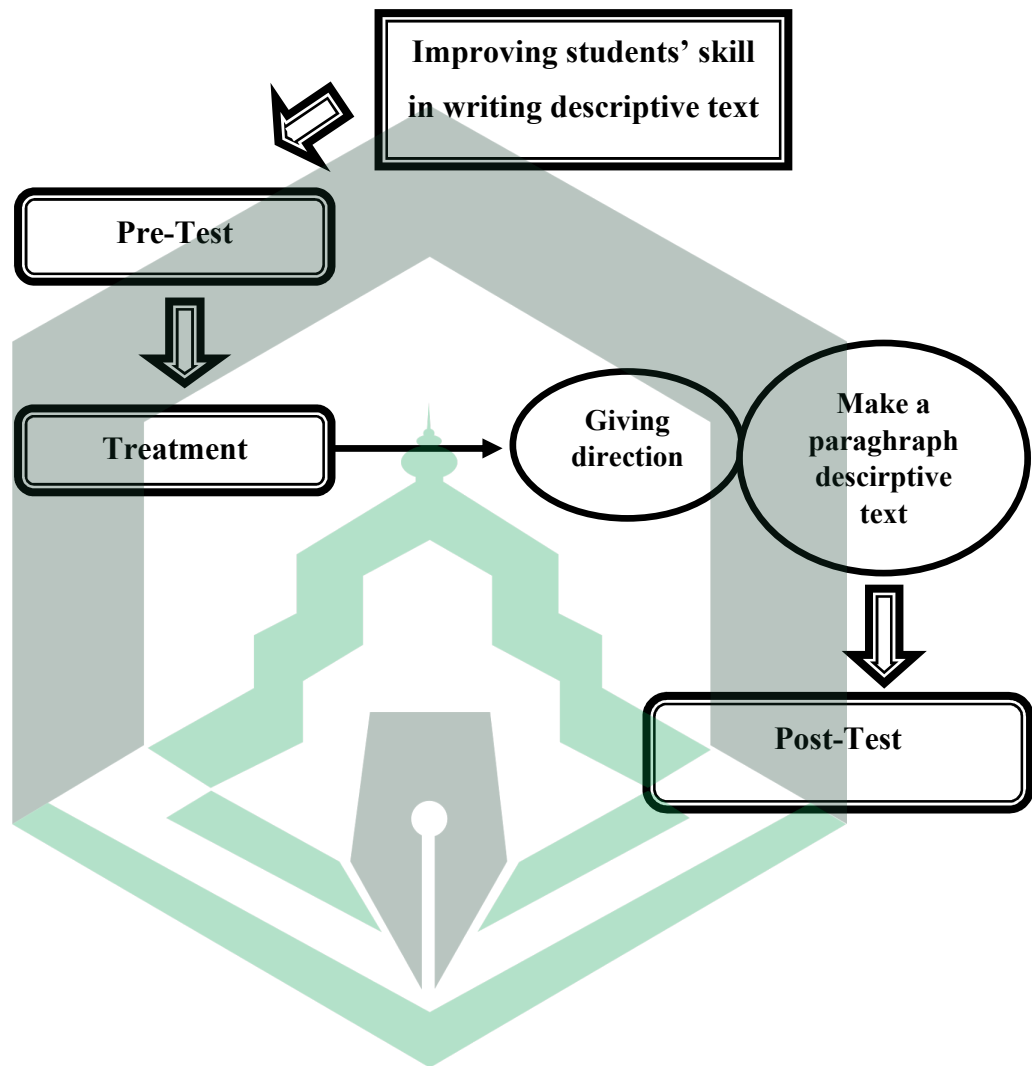
previously designed so that they become good descriptive text paraphrases.

- Then the implementation of the publishing stage, the researcher instructed all students to collect the task of making descriptive text paragraphs to the researcher.
- After all the data has been collected, the researcher will examine and select several student works whose writing methods are not good, then the researcher will conduct questions and answers to students, such as asking what the main idea is in the paragraph made and showing which ones include supporting sentences, etc. After students answer and it turns out there is an error, the researcher will correct the student's error.
- After that, the researcher will assess the students' assignments by paying attention to content, organization, vocabulary, grammar, and mechanics and give points to students. Likewise with the next meeting.

c. Post-test

This test is given to students after they have been treated. The researcher will ask each student to determine a topic and then the students write descriptive text in the form of paragraphs. This test is given to students to know whether there is an increase or difference in the results of students' writing abilities after being given treatment or not. The researcher gives 20 minutes to the students to do the post-test.

Finally, the study found whether the use of the media direction clue can improve students' writing skill. Based on the description above, the research describes the conceptual framework of this study as follows:



F. The technique of Data Analysis

The author uses a writing test. The objective score is converted on a scale of five. The components will include:

- a. content is the substance of the writing, the ideals that are expressed.
- b. Organization is the goal of organizational material in writing that occurs from beginning to end.
- c. Vocabulary is all the words that will be used.
- d. Grammar is the correct use of syntactic patterns and structural words.
- e. Mechanic, it uses the graphical conventions of the language

The analytical rating scale for evaluating written language is presented as follows:

1. Content

No	Score	Classification	Criteria
1	27-30	Excellent	Clear, focused, and interesting detail, complete, rich. Well focus, the main idea stand out secondary ideas do not usurp too much attention.
2	23-26	Good	Clear and focus, even though the overall result may not be especially captivating. Support is attempt but in may be limited or insubstantial, too general.
3	12-14	Fair	Lack of logical sequencing and development ideas confusing or disconnected, lacking in

			purpose or theme.
4	9-11	Poor	Not fluent, does not communicate information is very limited, boring.
5	5-8	Bad	No organization, not enough to evaluate because not meaningful.

2. Organization

No	Score	Classification	Criteria
1	18-20	Excellent	Effective words, choice, and usage, specific and Accurate.
2	14-17	Good	Adequate range occasional error of word / idiom, choice, and usage of the language communicated but rarely captures the reader imagination, while the overall meaning.
3	10-13	Fair	Is quite clear, some words may lack precision. The writer struggle with eliminating vocabulary grouping for words.
4	7-9	Poor	Many errors of words/ idiom, choice, and usage. Language is so vague and abstract. So redundant, devoid of detail that only the broadest, many repetitions, often word simply do not feat the text, verbs are weak and view in

			number: is, are, were, dominated.
5	5-6	Bad	Almost all the words used are wrong, colorless, not enough to evaluate, and much wrong spelling.

3. Vocabulary

No	Score	Classification	Criteria
1	18-20	Excellent	Effective words, choice, and usage, specific and Accurate.
2	15-17	Good	Adequate range occasional error of word / idiom, choice, and usage of the language communicated but rarely captures the reader imagination, while the overall meaning is quite clear, some words may lack precision.
3	12-14	Fair	The writer struggle with limited vocabulary grouping for words.
4	9-11	Poor	Many errors of words/ idiom, choice, and usage. Language is so vague and abstract. So redundant, devoid of detail that only the broadest, many repetitions, often word simply do not feat the text, verbs are weak and view in

			number: is, are, were, dominated.
5	5-8	Bad	Almost all the words used are wrong, colorless, not enough to evaluate, and much wrong spelling.

4. Grammar

No	Score	Classification	Criteria
1	23-25	Excellent	Effective complex construction few errors of agreement, tense, number, word order/ function, pronouns, preposition.
2	20-22	Good	Effective but simple construction minor the problem in complex construction several error of tense, word order, function, pronouns, and preposition but meaning seldom or cured.
3	16-19	Fair	The major problem in simple construction, is a frequent error of negative, agreement, tense, word order /function, pronouns, preposition, and or fragment. Do not communicate.
4	9-15	Poor	Dominated by an error of grammar, can not be understood and evaluated.

5	5-8	Bad	Virtually no mastery of sentence construction rules.
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5. Mechanic

6. No	Score	Classification	Criteria
1	5	Excellent	Demonstration mastery of convention, not a problem of spelling, punctuation, capitalization, paragraph.
2	4	Good	Few errors of spelling, capitalization, paragraphing but not observed.
3	3	Fair	Some errors are spelling, punctuation, capitalization, paragraphing.
4	2	Poor	Many errors of spelling, punctuation, capitalization.
5	1	Bad	Illegible writing. ³²

The measure the quality of the students' writing score on the five components observed, the result of the calculation was classified into classification as follows:

91-100 classified as very good

76-90 classified as good

³² J.B Heaton, Writing English Language Test, (New York: Longman 1988), p. 146.

61-75 classified as fair

51-60 classified as poor

0-50 classified as very poor



CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This section discusses the findings of research results obtained from data analysis. The finding of these results is based on research on questions that have been formulated or have been previously designed. This study uses a type of pre-experimental research that was analyzed statistically. The method used to describe the results of data analysis is quantitative.

SPSS 20. This study uses a frequency distribution table for the fair or gains classification method and the percentage of student scores is taken from several criteria, namely, content, organization, vocabulary, grammar, and mechanics in the pre-test and post-test, the significance between the pre-test and post-test.

Student scores from pre-test and post-test are classified into several criteria and the percentage of student scores from pre-test and post-test is presented as follows:

1. Pre Test

a. Table of students raw scores in the pre-test

Table 4.1

Respondent	Content	Organization	Vocabulary	Gramma r	Mechanic
1	5	7	10	7	2
2	5	7	9	8	2
3	5	7	9	7	2
4	5	6	8	8	2
5	6	9	9	8	2
6	6	7	9	8	2
7	6	7	9	8	2
8	6	9	9	8	2
9	14	13	13	16	3
10	14	12	13	16	3
11	13	12	12	13	2
12	14	12	13	14	2
13	14	12	13	16	3
14	14	12	13	14	2
15	14	12	13	16	2

It can be seen in table 4.1, in the ability to fill the highest score of 14, 6 students get a score that is classified as sufficient and 4 students get 5 who are classified as very poor. In organizational ability, only 1 student got a score of 13 which was classified as sufficient and 1 student got a score of 6 which was classified as very poor. On vocabulary skills, only 6 students scored 13 which was considered sufficient and 1 student got 8 which was classified as very poor. In grammar ability, only 4 students got a score of 16 which was considered sufficient and 2 students got a score of 7 which was classified as

very poor. On the mechanical ability, only 3 students got a score of 3 which was classified as sufficient, and 12 students got a score of 2 which was classified as poor.

b. Content

Table 4.2

The criteria and percentage of the student's content in the pre-test

No	Classification	Score	Frequency	Percentage
1	Excellent	27-30	-	0%
2	Good	23-26	-	0%
3	Fair	12-14	7	46%
4	Poor	9-11	-	0%
5	Bad	5-8	8	53%
	Total		15	100%

Table 4.2 shows that the criteria and percentage of student content in the pre-test show that there are no students who get excellent, good, or poor scores. There are 7 students (46%) who get fair scores and 8 students (53%) get students to be bad.

c. Organization

Table 4.3

The criteria and percentage of the student's organization in the pre-test

No	Classification	Score	Frequency	Percentage
1	Excellent	18-20	-	0%
2	Good	14-17	-	0%
3	Fair	10-13	7	46%
4	Poor	7-9	7	46%
5	Bad	5-6	1	6%
	Total		15	100%

Table 4.3 shows that the criteria and percentage of a student organization in the pre-test show that there are no students who get excellent and good scores. There were 7 students (46%) who got a fair score, 7 students (46%) got students to be poor, and 1 student (6%) who got bad.

d. Vocabulary

Table 4.4

The criteria and percentage of the student's vocabulary in the pre-test

No	Classification	Score	Frequency	Percentage
1	Excellent	18-20	-	0%
2	Good	15-17	-	0%
3	Fair	12-14	7	46%
4	Poor	9-11	7	46%
5	Bad	5-8	1	6%
	Total		15	100%

Table 4.4 shows that the criteria and percentage of student vocabulary in the pre-test show that, there were 7 students (46%) who got a fair score, 7 students (46%) got students to be poor, and 1 student (6%) who got bad

e. Grammar

Table 4.5

The criteria and percentage of the student's Grammar in the pre-test

No	Classification	Score	Frequency	Percentage
1	Excellent	23-25	-	0%
2	Good	20-22	-	0%
3	Fair	16-19	4	26%
4	Poor	9-15	3	20%
5	Bad	5-8	8	53%
	Total		15	100%

Table 4.5 shows that the criteria and percentage of student grammar in the pre-test shows that there are no students who get excellent and good scores. There are 4 students (26%) who get fair, 3 students (20%) get poor students, and 8 students (53%) who get bad.

f. Mechanic

Table 4.6

The criteria and percentage of the student's mechanic in the pre-test

No	Classification	Score	Frequency	Percentage
1	Excellent	5	-	0%
2	Good	4	-	0%
3	Fair	3	3	20%
4	Poor	2	12	80%
5	Bad	1	-	0%
	Total		15	100%

Table 4.6 shows that the criteria and percentage of student grammar in the pre-test shows that there are no students who get excellent and good scores. There are 4 students (25%) who get fair, 3 students (20%) get poor students, and 8 students (55%) who get bad.

The students' total score of content, organization, vocabulary, grammar, and mechanics in the pre-test is 647.

Table 4.7

Respondent	Content	Organization	Vocabulary	Grammar	Mechanic	Total
1	5	7	10	7	2	31
2	5	7	9	8	2	31
3	5	7	9	7	2	30
4	5	6	8	8	2	29
5	6	9	9	8	2	34
6	6	7	9	8	2	32
7	6	7	9	8	2	32
8	6	9	9	8	2	34
9	14	13	13	16	3	59
10	14	12	13	16	3	58
11	13	12	12	13	2	52
12	14	12	13	14	2	55
13	14	12	13	16	3	58
14	14	12	13	14	2	55
15	14	12	13	16	2	57
						647

1. Post Test

a. Table of students raw score in post-test

Table 4.8

Respondent	Content	Organization	Vocabulary	Grammar	Mechanic
1	9	10	13	17	3
2	9	10	14	19	3
3	10	10	14	15	3
4	9	9	13	15	3
5	10	13	13	16	3
6	10	11	13	15	3
7	11	10	14	15	3
8	10	11	14	15	3
9	23	16	15	20	4
10	27	15	15	21	4
11	23	14	15	17	3
12	23	14	15	19	3
13	23	15	15	20	4
14	23	15	15	19	4
15	23	16	15	20	3

It can be seen in table 4.8, on content ability, there is 1 student who gets a score of 27 which is classified as excellent, there are 6 students who get good scores, and 8 students who get a poor score. In organization ability 7 students get good scores, 7 students get fair scores and 1 student gets poor scores. In vocabulary ability, 7 students get good scores, 8 students get fair scores. In grammar ability, 4 students get good scores, 6 students get fair scores and 5 students get poor scores. In the mechanic ability, 4 students get good scores and 11 students get fair scores.

b. Content

Table 4.9

The criteria and percentage of the student's content in the post-test

No	Classification	Score	Frequency	Percentage
1	Excellent	27-30	1	6%
2	Good	23-26	6	40%
3	Fair	12-14	-	0%
4	Poor	9-11	8	53%
5	Bad	5-8	-	0%
Total			15	100%

Table 4.9 shows that the criteria and percentage of student content in the pre-test show that there are no students who get excellent, fair, and bad scores. There is 1 student (6%) who gets excellent scores, 6 students (40%) who get good and 8 students (53%) get poor scores.

c. Organization

Table 4.10

The criteria and percentage of the student's organization in post-test

No	Classification	Score	Frequency	Percentage
1	Excellent	18-20	-	0%
2	Good	14-17	7	46%
3	Fair	10-13	7	46%
4	Poor	7-9	1	6%
5	Bad	5-6	-	0%
Total			15	100%

Table 4.10 shows that the criteria and percentage of a student organization in the post-test show that there are no students who get excellent or

badscores. There were 7 students (46%) who got a good score, 7 students (46%) get a fair score, and 1 student (6%) who get poor scores.

d. Vocabulary

Table 4.11

The criteria and percentage of the student's vocabulary in post-test

No	Classification	Score	Frequency	Percentage
1	Excellent	18-20	-	0%
2	Good	15-17	7	46%
3	Fair	12-14	8	53%
4	Poor	9-11	-	0%
5	Bad	5-8	-	0%
	Total		15	100%

Table 4.11 shows that the criteria and percentage of student vocabulary in the post-test show that there are no students who get excellent, poor, and badscores. There are 7 students (46%) who get a good score and 8 students (53%) who get a fair score.

e. Grammar

Table 4.12

The criteria and percentage of the student's Grammar in post-test

No	Classification	Score	Frequency	Percentage
1	Excellent	23-25	-	0%
2	Good	20-22	4	26%
3	Fair	16-19	6	40%
4	Poor	9-15	5	33%
5	Bad	5-8	-	0%
	Total		15	100%

Table 4.12, shows that the criteria and percentage of student grammar in the post-test shows that there are no students who get excellent and badscores. There are 4 students (26%) who get good scores, 6 students (40%) who get fair scores, and 5 students (33%) who get a poor score.

f. Mechanic

Table 4.13

The criteria and percentage of the student's mechanic in post-test

No	Classification	Score	Frequency	Percentage
1	Excellent	5	-	0%
2	Good	4	4	26%
3	Fair	3	11	73%
4	Poor	2	-	0%
5	Bad	1	-	0%
	Total		15	100%

Table 4.13, shows that the criteria and percentage of student grammar in the post-test shows that there are no students who get excellent, poor, and bad scores. There are 4 students (26%) who get good scores and 11 students (73%) who get fair scores.

The complete student's score of content, organization, vocabulary, grammar, and mechanics in post-test are percentage as follows:

The students' total score of content, organization, vocabulary, grammar, and mechanics in the pre-test is 957.

Table 4.14

respondent	Content	Organization	Vocabulary	Grammar	Mechanic	Total
1	9	10	13	17	3	52
2	9	10	14	19	3	55
3	10	10	14	15	3	52
4	9	9	13	15	3	49
5	10	13	13	16	3	55
6	10	11	13	15	3	52
7	11	10	14	15	3	53
8	10	11	14	15	3	53
9	23	16	15	20	4	78
10	27	15	15	21	4	82
11	23	14	15	17	3	72
12	23	14	15	19	3	74
13	23	15	15	20	4	77
14	23	15	15	19	4	76
15	23	16	15	20	3	77
						957

After calculating the result of the students' pre-test, the mean score and standard deviation of both groups are presented in the following table:

Table 4.15

Pretest	Posttest
31	52
31	55
30	52
29	49
34	55
32	52
32	53
34	53
59	78
58	82
52	72
55	74
58	77
55	76
57	77
647	957

Table 4.16

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	15	29	59	43.13	12.894
Posttest	15	49	82	63.80	12.611
Valid N (listwise)	15				

Table 4.16, shows the mean score of the student's pretest was 45.13 and the mean score post-test was 63.80. The standard deviation of the pretest

was 12.89 and the standard deviation of the post-test was 12.61. It means that using media direction clue in teaching Writing can enhance the student's achievement.

The t-test of Students' Writing Achievement Scores

The hypothesis was tested using inferential statistics. In this case, the researcher uses a t-test (significance test) with a paired sample t-test, namely the test to find out the significant difference between the results of students' mean scores on pretest and posttest.

Assuming a significance level of $(\alpha) = 0.05$, what is needed is; degrees of freedom $(df) = N - 1$, where $N = 15$, then the t-test is presented in the following table.

Table 4.17

	Paired Differences					t	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pretest - Posttest	-20.667	1.633	.422	-21.571	-19.762	-49.015	14	.000

From the analysis, the researcher concluded that there was a significant difference between pretest and posttest in improving students' writing skill by using direction clue. The results of statistical analysis of significance level ($p < 0.05$) with degrees of freedom $(df) = N - 1$, where $(N) = 15$, $df = 14$. The probability value is smaller than α ($0.00 < 0.05$). That alternative

Hypothesis (H1) is accepted and the null hypothesis (H0) is rejected. This means that teaching writing using direction clue media is effective in improving student's writing skill.

B. Discussions

Based on the results of data analysis, the researchers found an increase in students' writing skills using the media direction clue for students from the Tarbiyah and Teacher Training Faculty of IAIN Palopo. The standard deviation of the pretest was 12.89 and the standard deviation of the posttest was 12.61. This means that the use of media direction clue in learning to write can improve and develop student achievement.

Based on the description above, the researcher concludes that one of the important things that teachers must have is to give full attention and understand the potential of students, especially in writing skill. Therefore, teachers can use one of these media in teaching writing, especially in writing or developing ideas, which can greatly facilitate students in generating and expressing their ideas.

There are several techniques that we can use to teach writing, but researchers use direction clue media in teaching writing. Moreover, the application of direction clue media in teaching writing has a good influence in improving students' skill.

Based on the data collected, the use of direction clue media in teaching writing can improve students' writing skill towards five focused components: content, organization, grammar, vocabulary, and mechanics. Besides that, the use of direction clue media in the writing learning process can also increase students' learning motivation. This is evidenced by the students' scores on each component of the focus.

In the pretest that students have done, there are several student weaknesses in this process such as the mechanic's point. At this point most students have low scores, this is evidenced by the presence of pretest scores on five components in this test including content, organization, vocabulary, grammar, and mechanics. The students have many mistakes in grammar to

express their ideas. They have a lack of vocabulary so they have difficulty in grammar. Some of them are confused in exploring their own opinion.

Then on the posttest, the student's weakness has been reduced. In this final test, students have tried to express their ideas or opinions based on the clues that have been given. It can be seen by looking at their scores on the posttest, that most students experienced an increase in their scores for each component.

ANDI IRMA, 2019. *The Effectiveness of Mind Mapping Techniques Assisted by Image Media on Learning to Write Paragraph Descriptions for Class IV Elementary School Students in Pangkep Regency*. Postgraduate degree from Muhammadiyah University Makassar, supervised by Andi Sukri Syamsuri and Tarman A. Arief. This study aims to examine the effectiveness of image-assisted Mind Mapping Techniques in learning to write descriptive paragraphs for fourth grade elementary school students in Pangkep Regency. The type of research used in this research is experimental research. The research design used is quasi-experimental form of pretest-posttest control group design. This research was conducted at SDN 36 Biring Ere and SDN 30 Panaikang, Minasatene sub-district. The population consists of all IVa and IVb students, totaling 60 students. The sampling technique is saturated sampling. class A as the experimental class and class B as the control class. The instrument used in this research is a writing task paragraph description with data collection techniques, namely the assignment. The collected data was then analyzed using descriptive statistics and inferential statistics. The results showed the ability to write paragraphs description in the experimental class with an average value of 90.27 categorized as very good with an N-gain test result of 0.75 in the high category. Meanwhile, the results of learning to write descriptive paragraphs in the control class with an average value of 82.33 are in the good category with an N-gain of 0.57 and are categorized as moderate. This shows that there is a significant difference between the results of learning to write descriptive paragraphs in the experimental class and the results of learning to write descriptive paragraphs in the control class. The results of hypothesis testing using inferential analysis of

the independent sample test (independent sample test) obtained the value of t-count = 5.492 with significance or $p = 0.000$. Because the p value = $0.000 < 0.05$, it is concluded that there is a significant difference between the experimental class using the image-assisted Mind Mapping technique and the control class using the Mind Mapping technique without the aid of pictures in learning to write descriptive paragraphs. Thus, the image-assisted Mind Mapping technique is effective used in learning to write descriptive paragraphs for fourth grade elementary school students in Pangkep Regency.³³

Thus, the overview of the data in the findings shows that there is a significant difference between students' scores on the pretest and posttest. Can be shown in the following table:

Table 11.2

Mean score Pretest	Mean score Posttest
43.13	63.80

³³ Irma, A., Syamsuri, A. S., & Arief, T. A. (2020). Keefektifan Teknik Mind Mapping Berbantuan Media Gambar Terhadap Pembelajaran Menulis Paragraf Deskripsi Siswa Kelas IV Sekolah Dasar Kabupaten Pangkep. *Jurnal Profesi Keguruan*, 6(1), 54-63.

Chart of students' correct answer in pretest and posttest



The bar chart of students' correct answers shows that there is a significant difference in student scores on the pre-test and post-test. The students' scores in the post-test were higher than their scores in the pretest. This means that there is an increase in students' scores from pre-test to post-test after they learn the skill of writing descriptive text. The increase in student scores indicates an increase in students' ability in writing skill. This shows that the student's ability in writing skill increases after they learn the skill of writing descriptive texts using direction clue media.

CHAPTER V

CONCLUSION AND SUGGESTIONS

The discussion of this chapter indicates a conclusion and some suggestions related to findings and the application of the research.

A. Conclusion.

Recommendations for conclusions relevant to the results and conduct of this study are discussed for chapter review:

Students of class XI MIPA 1 MAN Palopo it is very visible that by using the media directions, students' writing skills, especially writing descriptive texts, are greatly improved. The results of this report show the students' average pretest and posttest scores. In the pretest, the average score of the students was 43.13 and in the posttest, the average score of the students was 63.80. This means that the null hypothesis (H_0) is rejected and the alternative hypothesis is accepted (H_1).

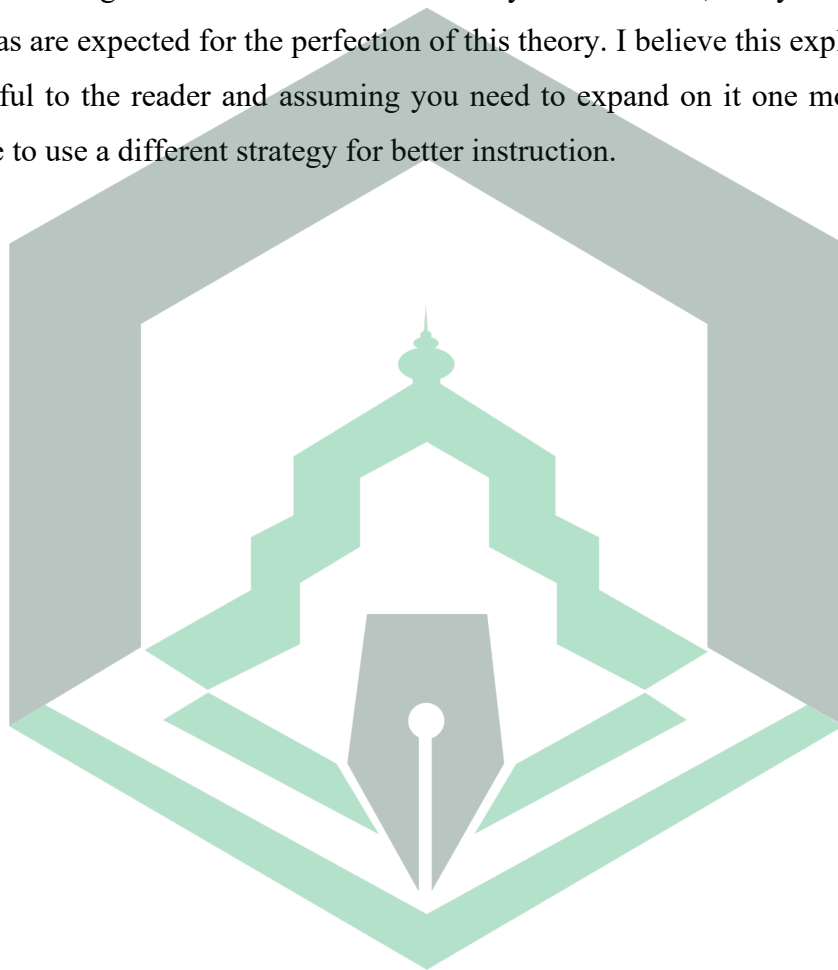
B. Suggestion.

Success in teaching does not only depend on the lesson program but more importantly how the teacher presents the lesson and uses various methods or media to make the class more lively and fun. This media also helps teachers and provides many opportunities for students to be active in the teaching and learning process. Regarding teaching writing, the researcher gives some suggestions for teachers and students as follows:

1. For teachers, so that the results of this study can be used as a reference that the use of direction clue media can improve students' writing skill, and become an alternative to improve classroom management in learning to write
2. For students, this research is expected to stimulate their motivation in learning English, especially in writing English, and they are not afraid to make mistakes when writing.

3. For future researchers, I hope to complete this research because the media direction clue is very interesting to study and my suggestion for further research is to use direction clue media, it is better to use it offline in order to get more maximum results from the results of previous research.

Finally, experts understand that this theory actually has many shortcomings and is far from extraordinary. Furthermore, analysis and product ideas are expected for the perfection of this theory. I believe this exploration was useful to the reader and assuming you need to expand on it one more time, I'd like to use a different strategy for better instruction.



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**A
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a. Pretest

Name :

No. Absen :

Class :



1. Make a paragraph of descriptive text with the topic "my school"!

2. Determine the main idea and supporting sentences from the descriptive text that you have made!

b. Treatment

1. First meeting

1. Make a paragraph of descriptive text with the topic "my best friend"!
2. Determine the main idea and supporting sentences from the descriptive text that you have made!

2. Second meeting

1. Make a paragraph of descriptive text with the topic "my hobby"!
2. Determine the main idea and supporting sentences from the descriptive text that you have made!

3. Third meeting

1. Make a paragraph of descriptive text with the topic "my favorite food"!
2. Determine the main idea and supporting sentences from the descriptive text that you have made!

4. Fourth meeting

1. Make a paragraph of descriptive text with the topic "my village"!
2. Determine the main idea and supporting sentences from the descriptive text that you have made!

5. Fifth meeting

1. Make a paragraph of descriptive text with the topic "best place"!
2. Determine the main idea and supporting sentences from the descriptive text that you have made!

6. Sixth meeting

1. Make a paragraph of descriptive text with the topic "Idol"!
2. Determine the main idea and supporting sentences from the descriptive text that you have made!

c. Post-test

Name :

No. Absen :

Class :

1. Determine a topic and make a paragraph of descriptive text!



A large watermark logo of a mosque with a fountain pen nib in the center, overlaid on a set of horizontal lines for writing.

2. Determine the main idea and supporting sentences from the descriptive text that you have made!

Pertemuan I

PPP LESSON PLAN TEMPLATE

CLASS/LEVEL	XI
TOPIC	My Best Friend
OBJECTIVES	Meningkatkan keterampilan menulis siswa
VOCABULARIES	
MATERIALS	Karton, spidol, lem, plaster, dan kertas
TIME	1x45 Menit
POTENSIAL PROBLEM	

Present: Get SS ready to discuss the topic (activate background knowledge).
Review language, if needed, teach a new language.

Present Activities	Interaction	Time
<ol style="list-style-type: none"> 1. Peneliti melakukan salam pembuka dan berdoa sebelum memulai kegiatan pembelajaran dan memperkenalkan diri kepada siswa 2. Peneliti memberikan absen kepada siswa 3. Peneliti menanyakan kabar kepada siswa “how are you students” 4. Peneliti memberikan dorongan dan motivasi pada siswa 5. Peneliti menjelaskan media belajar kepada siswa 	<ol style="list-style-type: none"> 1. Siswa menjawab mengucapkan salam dan berdoa kemudian Siswa mengikuti intruksi peneliti 2. Siswa mengisi absen dari peneliti 3. Siswa menjawab “we are fine mis” 4. Siswa memiliki semangat dan motivasi untuk belajar tentang materi yang akan di ajarkan 	20 menit

<p>6. Peneliti menayakan tentang pembelajaran writing kepada siswa</p> <p>7. Peneliti menjelaskan materi writing kepada siswa</p>	<p>5. Siswa mendiskusikan media yang akan digunakan oleh peneliti</p> <p>6. Siswa menjawab peneliti</p> <p>7. Siswa mendengarkan dan memperhatikan peneliti.</p>	
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Practice: Create a few practice activities using the new language. Try to increase STT and decrease TTT. Remember S-S interaction is very important.

Practice Activities	Interaction	Time
<p>1. Peneliti menjelaskan tentang aspek-aspek yang perlu diperhatikan ketika menulis: isi, organisasi, penggunaan kosa kata, tata bahasa, dan mekanik.</p> <p>2. Peneliti memperkenalkan konsep penggunaan media petunjuk arah (direction clue) yang akan digunakan dalam pembelajaran teks deskripsi (definisi, manfaat, dan cara menerapkan)</p> <p>3. Peneliti menentukan satu topik dalam teks deskripsi</p> <p>4. Peneliti menggunakan media petunjuk arah (direction clue) untuk mendapatkan sebuah kata yang nantinya akan menjadi kata kunci untuk membuatkan teks deskripsi</p> <p>5. Peneliti meminta siswa untuk menulis teks deskripsi berdasarkan kata kunci yang telah didapatkan dengan menggunakan</p>	<p>1. Siswa memperhatikan penjelasan peneliti</p> <p>2. Siswa menyimak tentang penggunaan media petunjuk arah</p> <p>3. Siswa menyimak topik yang diberikan oleh peneliti</p> <p>4. Siswa memperhatikan peneliti</p>	<p>15 menit</p>

<p>media petunjuk arah (direction clue) dengan memperhatikan aspek-aspek yang perlu diperhatikan ketika menulis.</p> <p>6. Guru meminta siswa untuk mengumpulkan tugas yang telah dibuat sebelumnya.</p>	<p>5. Siswa menulis teks deskripsi berdasarkan kata kunci yang telah didapatkan dengan menggunakan media petunjuk arah (direction clue)</p> <p>6. Siswa mengumpulkan tugas yang diberikan.</p>	
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Produce: Production activities allow the students to use new vocabulary on their own to construct new dialogues and conversations.

Production Activities	Interaction	Time
<p>1. Guru memberikan tugas kepada siswa untuk menentukan ide pokok pada teks bacaan</p> <p>2. Guru menanyakan siswa apakah siswa memahami materi yang telah diberikan oleh guru</p> <p>3. Guru menutup proses pembelajaran dengan berdoa dan salam</p>	<p>2. Siswa mengerjakan tugas yang diberikan oleh guru</p> <p>3. Siswa merespon guru</p> <p>4. Siswa merespon guru.</p>	<p>10 menit</p>

Pertemuan II

PPP LESSON PLAN TEMPLATE

CLASS/LEVEL	XI
TOPIC	My hobby
OBJECTIVES	Meningkatkan keterampilan menulis siswa
VOCABULARIES	
MATERIALS	Karton, spidol, lem, plaster, dan kertas
TIME	1x45 Menit
POTENSIAL PROBLEM	

Present: Get SS ready to discuss the topic (activate background knowledge).
Review language, if needed, teach a new language.

Present Activities	Interaction	Time
8. Peneliti melakukan salam pembuka dan berdoa sebelum memulai kegiatan pembelajaran dan memperkenalkan diri kepada siswa	8. Siswa menjawab mengucapkan salam dan berdoa kemudian Siswa mengikuti intruksi peneliti	20 menit
9. Peneliti memberikan absen kepada siswa	9. Siswa mengisi absen dari peneliti	
10. Peneliti menanyakan kabar kepada siswa “how are you students”	10. Siswa menjawab “we are fine mis”	
11. Peneliti memberikan dorongan dan motivasi pada siswa	11. Siswa memiliki semangat dan motivasi untuk belajar tentang materi yang akan di ajarkan	
12. Peneliti menjelaskan media belajar kepada siswa		

<p>13. Peneliti menayakan tentang pembelajaran writing kepada siswa</p> <p>14. Peneliti menjelaskan materi writing kepada siswa</p>	<p>12. Siswa mendiskusikan media yang akan digunakan oleh peneliti</p> <p>13. Siswa menjawab peneliti</p> <p>14. Siswa mendengarkan dan memperhatikan peneliti.</p>	
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Practice: Create a few practice activities using the new language. Try to increase STT and decrease TTT. Remember S-S interaction is very important.

Practice Activities	Interaction	Time
<p>7. Peneliti menjelaskan tentang aspek-aspek yang perlu diperhatikan ketika menulis: isi, organisasi, penggunaan kosa kata, tata bahasa, dan mekanik.</p> <p>8. Peneliti memperkenalkan konsep penggunaan media petunjuk arah (direction clue) yang akan digunakan dalam pembelajaran teks deskripsi (definisi, manfaat, dan cara menerapkan)</p> <p>9. Peneliti menentukan satu topik dalam teks deskripsi</p> <p>10. Peneliti menggunakan media petunjuk arah (direction clue) untuk mendapatkan sebuah kata yang nantinya akan menjadi kata kunci untuk membuatkan teks deskripsi</p> <p>11. Peneliti meminta siswa untuk menulis teks deskripsi berdasarkan kata kunci yang telah didapatkan dengan menggunakan</p>	<p>7. Siswa memperhatikan penjelasan peneliti</p> <p>8. Siswa menyimak tentang penggunaan media petunjuk arah</p> <p>9. Siswa menyimak topik yang diberikan oleh peneliti</p> <p>10. Siswa memperhatikan peneliti</p>	<p>15 menit</p>

<p>media petunjuk arah (direction clue) dengan memperhatikan aspek-aspek yang perlu diperhatikan ketika menulis.</p> <p>12. Guru meminta siswa untuk mengumpulkan tugas yang telah dibuat sebelumnya.</p>	<p>11. Siswa menulis teks deskripsi berdasarkan kata kunci yang telah didapatkan dengan menggunakan media petunjuk arah (direction clue)</p> <p>12. Siswa mengumpulkan tugas yang diberikan.</p>	
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Produce: Production activities allow the students to use new vocabulary on their own to construct new dialogues and conversations.

Production Activities	Interaction	Time
<p>4. Guru memberikan tugas kepada siswa untuk menentukan ide pokok pada teks bacaan</p> <p>5. Guru menanyakan siswa apakah siswa memahami materi yang telah diberikan oleh guru</p> <p>6. Guru menutup proses pembelajaran dengan berdoa dan salam</p>	<p>5. Siswa mengerjakan tugas yang diberikan oleh guru</p> <p>6. Siswa merespon guru</p> <p>7. Siswa merespon guru.</p>	<p>10 menit</p>

Pertemuan III

PPP LESSON PLAN TEMPLATE

CLASS/LEVEL	XI
TOPIC	My Favorite food
OBJECTIVES	Meningkatkan keterampilan menulis siswa
VOCABULARIES	
MATERIALS	Karton, spidol, lem, plaster, dan kertas
TIME	1x45 Menit
POTENSIAL PROBLEM	

Present: Get SS ready to discuss the topic (activate background knowledge).
Review language, if needed, teach a new language.

Present Activities	Interaction	Time
15. Peneliti melakukan salam pembuka dan berdoa sebelum memulai kegiatan pembelajaran dan memperkenalkan diri kepada siswa	15. Siswa menjawab mengucapkan salam dan berdoa kemudian Siswa mengikuti intruksi peneliti	20 menit
16. Peneliti memberikan absen kepada siswa	16. Siswa mengisi absen dari peneliti	
17. Peneliti menanyakan kabar kepada siswa “how are you students”	17. Siswa menjawab “we are fine mis”	
18. Peneliti memberikan dorongan dan motivasi pada siswa	18. Siswa memiliki semangat dan motivasi untuk belajar tentang materi yang akan di ajarkan	
19. Peneliti menjelaskan media belajar kepada siswa		

<p>20. Peneliti menayakan tentang pembelajaran writing kepada siswa</p> <p>21. Peneliti menjelaskan materi writing kepada siswa</p>	<p>19. Siswa mendiskusikan media yang akan digunakan oleh peneliti</p> <p>20. Siswa menjawab peneliti</p> <p>21. Siswa mendengarkan dan memperhatikan peneliti.</p>	
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Practice: Create a few practice activities using the new language. Try to increase STT and decrease TTT. Remember S-S interaction is very important.

Practice Activities	Interaction	Time
<p>13. Peneliti menjelaskan tentang aspek-aspek yang perlu diperhatikan ketika menulis: isi, organisasi, penggunaan kosa kata, tata bahasa, dan mekanik.</p> <p>14. Peneliti memperkenalkan konsep penggunaan media petunjuk arah (direction clue) yang akan digunakan dalam pembelajaran teks deskripsi (definisi, manfaat, dan cara menerapkan)</p> <p>15. Peneliti menentukan satu topik dalam teks deskripsi</p> <p>16. Peneliti menggunakan media petunjuk arah (direction clue) untuk mendapatkan sebuah kata yang nantinya akan menjadi kata kunci untuk membuatkan teks deskripsi</p> <p>17. Peneliti meminta siswa untuk menulis teks deskripsi berdasarkan kata kunci yang telah didapatkan dengan menggunakan</p>	<p>13. Siswa memperhatikan penjelasan peneliti</p> <p>14. Siswa menyimak tentang penggunaan media petunjuk arah</p> <p>15. Siswa menyimak topik yang diberikan oleh peneliti</p> <p>16. Siswa memperhatikan peneliti</p>	<p>15 menit</p>

<p>media petunjuk arah (direction clue) dengan memperhatikan aspek-aspek yang perlu diperhatikan ketika menulis.</p> <p>18. Guru meminta siswa untuk mengumpulkan tugas yang telah dibuat sebelumnya.</p>	<p>17. Siswa menulis teks deskripsi berdasarkan kata kunci yang telah didapatkan dengan menggunakan media petunjuk arah (direction clue)</p> <p>18. Siswa mengumpulkan tugas yang diberikan.</p>	
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Produce: Production activities allow the students to use new vocabulary on their own to construct new dialogues and conversations.

Production Activities	Interaction	Time
<p>7. Guru memberikan tugas kepada siswa untuk menentukan ide pokok pada teks bacaan</p> <p>8. Guru menanyakan siswa apakah siswa memahami materi yang telah diberikan oleh guru</p> <p>9. Guru menutup proses pembelajaran dengan berdoa dan salam</p>	<p>8. Siswa mengerjakan tugas yang diberikan oleh guru</p> <p>9. Siswa merespon guru</p> <p>10. Siswa merespon guru.</p>	<p>10 menit</p>

Pertemuan IV

PPP LESSON PLAN TEMPLATE

CLASS/LEVEL	XI
TOPIC	My Village
OBJECTIVES	Meningkatkan keterampilan menulis siswa
VOCABULARIES	
MATERIALS	Karton, spidol, lem, plaster, dan kertas
TIME	1x45 Menit
POTENSIAL PROBLEM	

Present: Get SS ready to discuss the topic (activate background knowledge).
Review language, if needed, teach a new language.

Present Activities	Interaction	Time
22. Peneliti melakukan salam pembuka dan berdoa sebelum memulai kegiatan pembelajaran dan memperkenalkan diri kepada siswa	22. Siswa menjawab mengucapkan salam dan berdoa kemudian Siswa mengikuti intruksi peneliti	20 menit
23. Peneliti memberikan absen kepada siswa	23. Siswa mengisi absen dari peneliti	
24. Peneliti menanyakan kabar kepada siswa “how are you students”	24. Siswa menjawab “we are fine mis”	
25. Peneliti memberikan dorongan dan motivasi pada siswa	25. Siswa memiliki semangat dan motivasi untuk belajar tentang materi yang akan di ajarkan	
26. Peneliti menjelaskan media belajar kepada siswa		

<p>27. Peneliti menanyakan tentang pembelajaran writing kepada siswa</p> <p>28. Peneliti menjelaskan materi writing kepada siswa</p>	<p>26. Siswa mendiskusikan media yang akan digunakan oleh peneliti</p> <p>27. Siswa menjawab peneliti</p> <p>28. Siswa mendengarkan dan memperhatikan peneliti.</p>	
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Practice: Create a few practice activities using the new language. Try to increase STT and decrease TTT. Remember S-S interaction is very important.

Practice Activities	Interaction	Time
<p>19. Peneliti menjelaskan tentang aspek-aspek yang perlu diperhatikan ketika menulis: isi, organisasi, penggunaan kosa kata, tata bahasa, dan mekanik.</p> <p>20. Peneliti memperkenalkan konsep penggunaan media petunjuk arah (direction clue) yang akan digunakan dalam pembelajaran teks deskripsi (definisi, manfaat, dan cara menerapkan)</p> <p>21. Peneliti menentukan satu topik dalam teks deskripsi</p> <p>22. Peneliti menggunakan media petunjuk arah (direction clue) untuk mendapatkan sebuah kata yang nantinya akan menjadi kata kunci untuk membuatkan teks deskripsi</p> <p>23. Peneliti meminta siswa untuk menulis teks deskripsi berdasarkan kata kunci yang telah didapatkan dengan menggunakan</p>	<p>19. Siswa memperhatikan penjelasan peneliti</p> <p>20. Siswa menyimak tentang penggunaan media petunjuk arah</p> <p>21. Siswa menyimak topik yang diberikan oleh peneliti</p> <p>22. Siswa memperhatikan peneliti</p>	<p>15 menit</p>

<p>media petunjuk arah (direction clue) dengan memperhatikan aspek-aspek yang perlu diperhatikan ketika menulis.</p> <p>24. Guru meminta siswa untuk mengumpulkan tugas yang telah dibuat sebelumnya.</p>	<p>23. Siswa menulis teks deskripsi berdasarkan kata kunci yang telah didapatkan dengan menggunakan media petunjuk arah (direction clue)</p> <p>24. Siswa mengumpulkan tugas yang diberikan.</p>	
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Produce: Production activities allow the students to use new vocabulary on their own to construct new dialogues and conversations.

Production Activities	Interaction	Time
<p>10. Guru memberikan tugas kepada siswa untuk menentukan ide pokok pada teks bacaan</p> <p>11. Guru menanyakan siswa apakah siswa memahami materi yang telah diberikan oleh guru</p> <p>12. Guru menutup proses pembelajaran dengan berdoa dan salam</p>	<p>11. Siswa mengerjakan tugas yang diberikan oleh guru</p> <p>12. Siswa merespon guru</p> <p>13. Siswa merespon guru.</p>	<p>10 menit</p>

Pertemuan V

PPP LESSON PLAN TEMPLATE

CLASS/LEVEL	XI
TOPIC	Best place
OBJECTIVES	Meningkatkan keterampilan menulis siswa
VOCABULARIES	
MATERIALS	Karton, spidol, lem, plaster, dan kertas
TIME	1x45 Menit
POTENSIAL PROBLEM	

Present: Get SS ready to discuss the topic (activate background knowledge).
Review language, if needed, teach a new language.

Present Activities	Interaction	Time
29. Peneliti melakukan salam pembuka dan berdoa sebelum memulai kegiatan pembelajaran dan memperkenalkan diri kepada siswa	29. Siswa menjawab mengucapkan salam dan berdoa kemudian Siswa mengikuti intruksi peneliti	20 menit
30. Peneliti memberikan absen kepada siswa	30. Siswa mengisi absen dari peneliti	
31. Peneliti menanyakan kabar kepada siswa “how are you students”	31. Siswa menjawab “we are fine mis”	
32. Peneliti memberikan dorongan dan motivasi pada siswa	32. Siswa memiliki semangat dan motivasi untuk belajar tentang materi yang akan di ajarkan	
33. Peneliti menjelaskan media belajar kepada siswa		

<p>34. Peneliti menayakan tentang pembelajaran writing kepada siswa</p> <p>35. Peneliti menjelaskan materi writing kepada siswa</p>	<p>33. Siswa mendiskusikan media yang akan digunakan oleh peneliti</p> <p>34. Siswa menjawab peneliti</p> <p>35. Siswa mendengarkan dan memperhatikan peneliti.</p>	
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Practice: Create a few practice activities using the new language. Try to increase STT and decrease TTT. Remember S-S interaction is very important.

Practice Activities	Interaction	Time
<p>25. Peneliti menjelaskan tentang aspek-aspek yang perlu diperhatikan ketika menulis: isi, organisasi, penggunaan kosa kata, tata bahasa, dan mekanik.</p> <p>26. Peneliti memperkenalkan konsep penggunaan media petunjuk arah (direction clue) yang akan digunakan dalam pembelajaran teks deskripsi (definisi, manfaat, dan cara menerapkan)</p> <p>27. Peneliti menentukan satu topik dalam teks deskripsi</p> <p>28. Peneliti menggunakan media petunjuk arah (direction clue) untuk mendapatkan sebuah kata yang nantinya akan menjadi kata kunci untuk membuatkan teks deskripsi</p> <p>29. Peneliti meminta siswa untuk menulis teks deskripsi berdasarkan kata kunci yang telah didapatkan dengan menggunakan</p>	<p>25. Siswa memperhatikan penjelasan peneliti</p> <p>26. Siswa menyimak tentang penggunaan media petunjuk arah</p> <p>27. Siswa menyimak topik yang diberikan oleh peneliti</p> <p>28. Siswa memperhatikan peneliti</p>	<p>15 menit</p>

<p>media petunjuk arah (direction clue) dengan memperhatikan aspek-aspek yang perlu diperhatikan ketika menulis.</p> <p>30. Guru meminta siswa untuk mengumpulkan tugas yang telah dibuat sebelumnya.</p>	<p>29. Siswa menulis teks deskripsi berdasarkan kata kunci yang telah didapatkan dengan menggunakan media petunjuk arah (direction clue)</p> <p>30. Siswa mengumpulkan tugas yang diberikan.</p>	
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Produce: Production activities allow the students to use new vocabulary on their own to construct new dialogues and conversations.

Production Activities	Interaction	Time
<p>13. Guru memberikan tugas kepada siswa untuk menentukan ide pokok pada teks bacaan</p> <p>14. Guru menanyakan siswa apakah siswa memahami materi yang telah diberikan oleh guru</p> <p>15. Guru menutup proses pembelajaran dengan berdoa dan salam</p>	<p>14. Siswa mengerjakan tugas yang diberikan oleh guru</p> <p>15. Siswa merespon guru</p> <p>16. Siswa merespon guru.</p>	<p>10 menit</p>

Pertemuan VI

PPP LESSON PLAN TEMPLATE

CLASS/LEVEL	XI
TOPIC	Idols
OBJECTIVES	Meningkatkan keterampilan menulis siswa
VOCABULARIES	
MATERIALS	Karton, spidol, lem, plaster, dan kertas
TIME	1x45 Menit
POTENSIAL PROBLEM	

Present: Get SS ready to discuss the topic (activate background knowledge).
Review language, if needed, teach a new language.

Present Activities	Interaction	Time
36. Peneliti melakukan salam pembuka dan berdoa sebelum memulai kegiatan pembelajaran dan memperkenalkan diri kepada siswa	36. Siswa menjawab mengucapkan salam dan berdoa kemudian Siswa mengikuti intruksi peneliti	20 menit
37. Peneliti memberikan absen kepada siswa	37. Siswa mengisi absen dari peneliti	
38. Peneliti menanyakan kabar kepada siswa “how are you students”	38. Siswa menjawab “we are fine mis”	
39. Peneliti memberikan dorongan dan motivasi pada siswa	39. Siswa memiliki semangat dan motivasi untuk belajar tentang materi yang akan di ajarkan	
40. Peneliti menjelaskan media belajar kepada siswa		

<p>41. Peneliti menanyakan tentang pembelajaran writing kepada siswa</p> <p>42. Peneliti menjelaskan materi writing kepada siswa</p>	<p>40. Siswa mendiskusikan media yang akan digunakan oleh peneliti</p> <p>41. Siswa menjawab peneliti</p> <p>42. Siswa mendengarkan dan memperhatikan peneliti.</p>	
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Practice: Create a few practice activities using the new language. Try to increase STT and decrease TTT. Remember S-S interaction is very important.

Practice Activities	Interaction	Time
<p>31. Peneliti menjelaskan tentang aspek-aspek yang perlu diperhatikan ketika menulis: isi, organisasi, penggunaan kosa kata, tata bahasa, dan mekanik.</p> <p>32. Peneliti memperkenalkan konsep penggunaan media petunjuk arah (direction clue) yang akan digunakan dalam pembelajaran teks deskripsi (definisi, manfaat, dan cara menerapkan)</p> <p>33. Peneliti menentukan satu topik dalam teks deskripsi</p> <p>34. Peneliti menggunakan media petunjuk arah (direction clue) untuk mendapatkan sebuah kata yang nantinya akan menjadi kata kunci untuk membuatkan teks deskripsi</p> <p>35. Peneliti meminta siswa untuk menulis teks deskripsi berdasarkan kata kunci yang telah didapatkan dengan menggunakan</p>	<p>31. Siswa memperhatikan penjelasan peneliti</p> <p>32. Siswa menyimak tentang penggunaan media petunjuk arah</p> <p>33. Siswa menyimak topik yang diberikan oleh peneliti</p> <p>34. Siswa memperhatikan peneliti</p>	<p>15 menit</p>

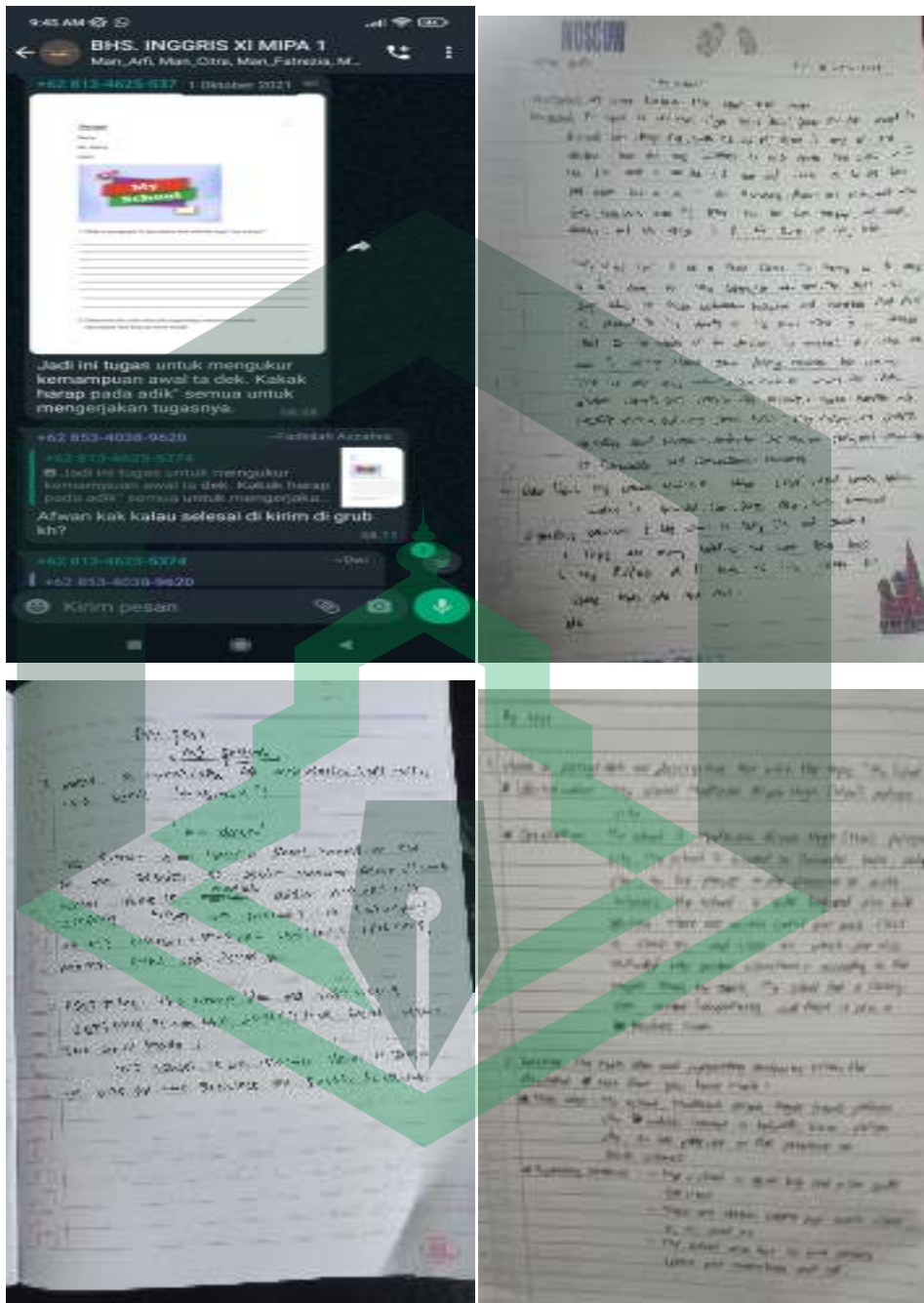
<p>media petunjuk arah (direction clue) dengan memperhatikan aspek-aspek yang perlu diperhatikan ketika menulis.</p> <p>36. Guru meminta siswa untuk mengumpulkan tugas yang telah dibuat sebelumnya.</p>	<p>35. Siswa menulis teks deskripsi berdasarkan kata kunci yang telah didapatkan dengan menggunakan media petunjuk arah (direction clue)</p> <p>36. Siswa mengumpulkan tugas yang diberikan.</p>	
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Produce: Production activities allow the students to use new vocabulary on their own to construct new dialogues and conversations.

Production Activities	Interaction	Time
<p>16. Guru memberikan tugas kepada siswa untuk menentukan ide pokok pada teks bacaan</p> <p>17. Guru menanyakan siswa apakah siswa memahami materi yang telah diberikan oleh guru</p> <p>18. Guru menutup proses pembelajaran dengan berdoa dan salam</p>	<p>17. Siswa mengerjakan tugas yang diberikan oleh guru</p> <p>18. Siswa merespon guru</p> <p>19. Siswa merespon guru.</p>	<p>10 menit</p>

Documentation

1. Pretest



Date: _____
Page: _____

1. Write a paragraph on the following topic:
My school

My school

My school is a beautiful place. It is a large building with many classrooms. There are many teachers and staff members who are very kind and helpful. I like to go to school every day. I learn many things there. I also play sports and have fun. My school is a very good place to study and grow.

2. Describe the school you are attending and the facilities that you have there.

My school is a very good place. It has many classrooms and a library. There are many teachers and staff members who are very kind and helpful. I like to go to school every day. I learn many things there. I also play sports and have fun. My school is a very good place to study and grow.

My school is a beautiful place. It is a large building with many classrooms. There are many teachers and staff members who are very kind and helpful. I like to go to school every day. I learn many things there. I also play sports and have fun. My school is a very good place to study and grow.

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Date: _____
Page: _____

1. Write a paragraph on the following topic:
My school

My school

My school is a beautiful place. It is a large building with many classrooms. There are many teachers and staff members who are very kind and helpful. I like to go to school every day. I learn many things there. I also play sports and have fun. My school is a very good place to study and grow.

2. Describe the school you are attending and the facilities that you have there.

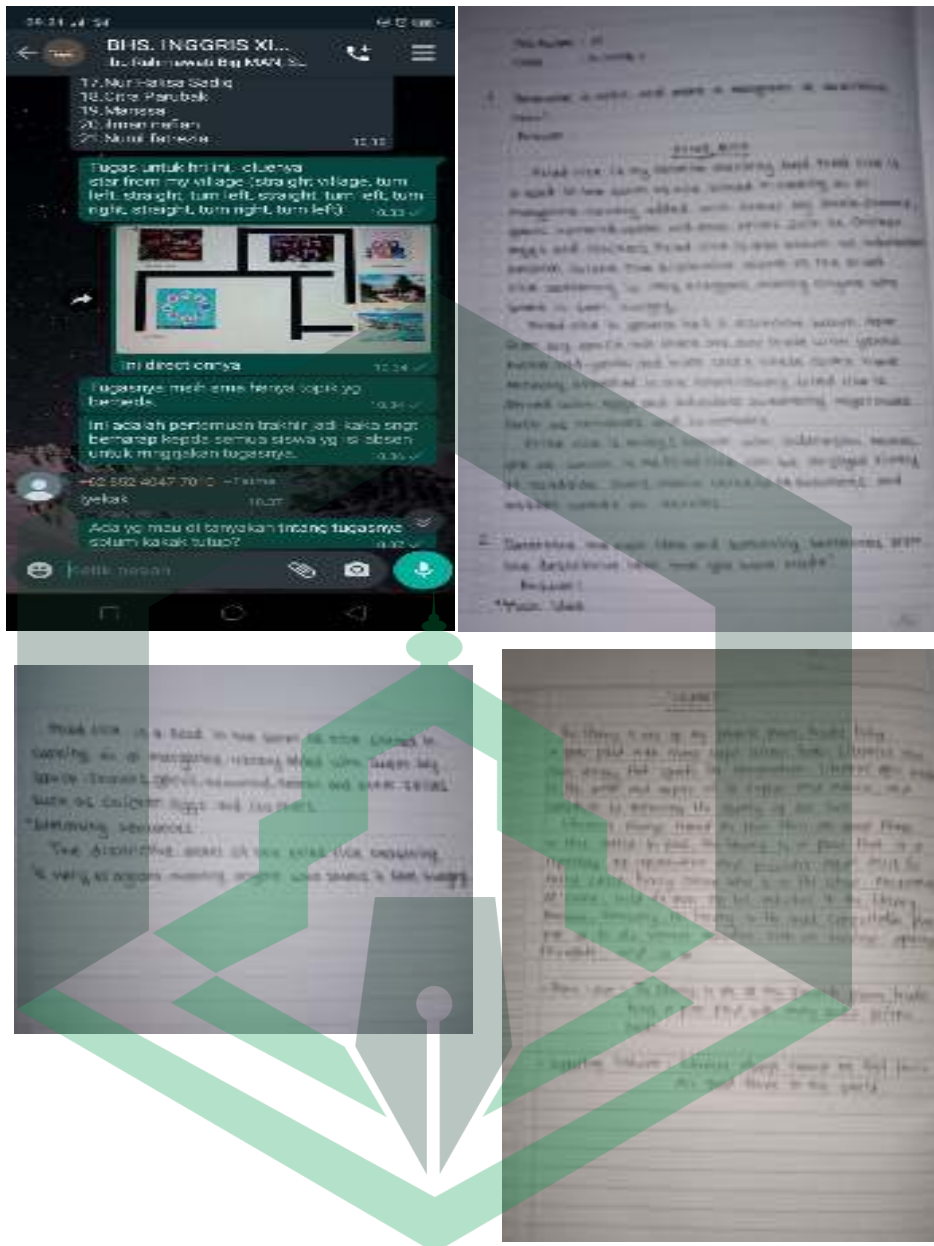
My school is a very good place. It has many classrooms and a library. There are many teachers and staff members who are very kind and helpful. I like to go to school every day. I learn many things there. I also play sports and have fun. My school is a very good place to study and grow.

My school is a beautiful place. It is a large building with many classrooms. There are many teachers and staff members who are very kind and helpful. I like to go to school every day. I learn many things there. I also play sports and have fun. My school is a very good place to study and grow.

2. Describe the school you are attending and the facilities that you have there.

My school is a very good place. It has many classrooms and a library. There are many teachers and staff members who are very kind and helpful. I like to go to school every day. I learn many things there. I also play sports and have fun. My school is a very good place to study and grow.

2. Treatment



Handwritten text on a lined notebook page, partially obscured by a green geometric overlay. The text is dense and appears to be a list or series of notes.

Handwritten text on a lined notebook page, partially obscured by a green geometric overlay. The text is dense and appears to be a list or series of notes.

Handwritten text on a lined notebook page, partially obscured by a green geometric overlay. The text is dense and appears to be a list or series of notes.

Handwritten text on a lined notebook page, partially obscured by a green geometric overlay. The text is dense and appears to be a list or series of notes.

3. Post-test

