

**THE USAGE OF PICTURES TO TEACH WRITING DESCRIPTIVE
TEXT OF THE TENTH GRADE STUDENTS AT PMDS PUTRI PALOPO**



IAIN PALOPO

A THESIS

**Submitted as a Part of the Requirements for S.Pd Degree
In English Language Education Study Program**

Written by:

SUFIAN TI

Reg. Number: 15 0202 0040

**ENGLISH LANGUAGE STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO**

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**ENGLISH STUDY PROGRAM
TARBIYAH AND TEACHERS TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO**

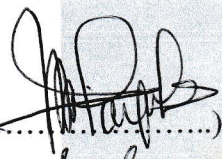
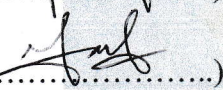

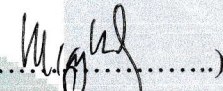


2019

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This thesis, entitled “The Usage of Pictures to Teach Writing Descriptive Text of the Tenth Grade Students at PMDS Putri Palopo” written by **Sufianti, Reg. Number 15 0202 0040**, English S1 Study Program of Tarbiyah and Teacher Training Faculty at State Institute for Islamic Studies (IAIN) Palopo, has been examined and defended in **MUNAQASYAH** session which is carried out on **Monday, September 2nd 2019 M**, coincided with **Muharam 2nd 1441 H**. It is authorized and acceptable as partial fulfillment of requirement for S.Pd, degree in English language teaching.

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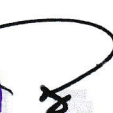
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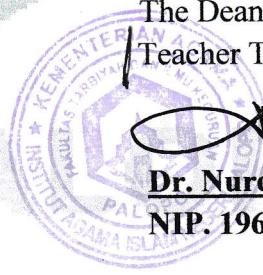
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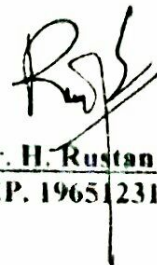
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TABLE OF CONTENTS

TITLE PAGE
THESIS APPROVAL
PRONOUNCEMENT	i
CONSULTANT APPROVAL.....	ii
NOTA DINAS PEMBIMBING.....	iii
ACKNOWLEDGEMENT	vi
TABLE OF CONTENTS.....	ix
LIST OF TABLE	xii
LIST OF FIGURES	xiv
ABSTRACT	xv
CHAPTER I.....	1
A. Background	1
B. Research Question.....	3
C. Objective of the Research	4
D. Significance of the Research.....	4
E. Scope of the Research	5
F. Operational Definition	5
CHAPTER II REVIEW OF RELATED LITERATURE	6
A. Previous Research.....	6
B. The Concept of Writing	9
1. Definition of Writing.....	9
2. The Purpose of Writing.....	10
3. The Component of Writing.....	11
4. Kinds of Writing	13
C. The Concept of Descriptive Text	14
1. Definition of Descriptive Text	14

2. The Generic Structure of Descriptive Text	15
3. Kind of Descriptive Text.....	16
4. Example of Descriptive Text by Using Photograph	18
D. The Conceptual of Picture.....	19
1. The definition of Picture	19
2. The Advantages of Using Picture	20
3. The contributes of picture in teaching writing	20
E. Theoretical Framework	21
F. Hypothesis.....	23
CHAPTER III RESEARCH OF METHOD	24
A. Research Design.....	24
B. Variables	25
C. Population and Sample.....	26
D. Instrument of the Research.....	26
E. Procedure of Collecting Data	27
F. Techniques of Data Analysis	31
CHAPTER IV FINDINGS AND DISCUSSION	35
A. Findings.....	35
1. Students Score of Experimental Class	35
2. Students Score of Control Class.....	42
3. The Mean Score and Standard Deviation of Students' Pretest and Posttest In Experimental Class and Control Class.....	49

4. The Calculation of T-Test Pretest and Posttest in Experimental and Control Class.....	50
B. Discussion	53
CHAPTER V CONCLUSION AND SUGGESTIONS.....	57
A. Conclusion	57
B. Suggestions	57
BIBLIOGRAPHY	59

LIST OF TABLE

Table 3.1 Scoring Uses ELS Composition.....	32
Table 3.2 The Classification Score for Test.....	34
Table 4.1 The Students' Pretest Result in Experimental Class.....	35
Table 4.2 The Students' Posttest Result in Experimental Class	36
Table 4.3 The Students' Pretest Result in Terms of Content in Experimental Class	36
Table 4.4 The Students' Pretest Result in Terms of Organization in Experiment Class	37
Table 4.5 The Students' Pretest Result in Terms of Vocabulary in Experimental Class	37
Table 4.6 The Students' Pretest Result in Terms of Language Use in Experimenta Class	38
Table 4.7 The Students' Pretest Result in Terms of Mechanic in Experimental Class ..	38
Table 4.8 The Students' Posttest Result in Terms of Content in Experimental Class	39
Table 4.9 The Students' Posttest Result in Terms of Organization in Experimental Class	39
Table 4.10 The Students' Posttest Result in Terms of Vocabulary in Experimental.....	40
Table 4.11 The Students' Posttest Result in Terms of Language Use in Experiment Class	40
Table 4.12 The Students' Posttest Result in Terms of Vocabulary in Experiment Class	41
Table 4.13 The Mean Score of Students' Pretest in Experimental Class.....	41
Table 4.14 The Mean Score of Students' Posttest in Experimental Class	42
Table 4.15 The Students' Pretest Result in Control Class	42
Table 4.16 The Students' Post-test Result in Control Class	43
Table 4.17 The Students' Pretest Result in terms of Content in Control Class	43
Table 4.18 The Students' Pretest Result in Terms of Organization in Control Class.....	44
Table 4.19 The Students' Pretest Result in Terms of Vocabulary in Control Class.....	44
Table 4.20 The Students' Pretest Result in terms of Language Use in Control Class....	45
Table 4.21 The Students' Pretest Result in terms of Mechanic in Control Class	45
Table 4.22 The Students' Posttest Result in Terms of Content in Control Class	46
Table 4.23 The Students' Posttest Result in Terms of Organization in Control Class ...	46

Table 4.24 The Students' Posttest Result in Terms of Vocabulary in Control Class	47
Table 4.25 The Students' Posttest Result in Terms of Language Use in Control Class .	47
Table 4.26 The Students' Posttest Result in Terms of Mechanic in Control Class	47
Table 4.27 The Mean Score Students' Pretest in Control Class	48
Table 4.28 The Mean score of Students' Posttest in Control Class	48
Table 4.29 The Mean Score and Standard Deviation of Students' Pretest and Posttest in Control Class.....	49
Table 4.30 The mean score and standard deviation of Students' Pretest and Posttest in Experimental class	49
Table 4.31 The Students' Result of T-Test from Pre-Test score of Experiment and Control Class.....	50
Table 4.32 The Probability Value of t-test of pretest in Experimental Class and Control Class.....	51
Table 4.33 The Students' Result T-Test from Post-Test Score of Control and Experiment Class	51
Table 4.34 The Probability Value of t-test of Posttest in Experimental Class and Control Class	52

LIST OF FIGURE

Figure 2.1 Example of Photograph	18
Figure 2.2 Theoretical Framework.....	22

ABSTRACT

Sufianti, 2019. The Usage of Picture to Teach Writing Descriptive Text of the Tenth Grade Students at PMDS Putri Palopo. English Study Program Tarbiyah and Teacher Training Faculty of State Institute for Islamic Studies (IAIN) Palopo. Supervised by: (1) Dr.H. Rustan S., Hum (2) Andi Tenrisanna Syam, S.Pd., M.Pd

Key Word: Writing, Pictures, Descriptive Text.

The purpose of this research was to find out whether the pictures improve students' writing descriptive text of the tenth grade students at PMDS Putri Palopo. This research applied quasi-experimental. The research was carried out in two classes, experimental and control classes. The population of this research was the tenth grade students of PMDS Putri Palopo. The number of population was 98 students. The samples of this research were Class X IPA 1 consisted of 20 students as control class and Class X IPA 2 consisted of 20 students as experimental class. The sampling technique in this research was purposive sampling. The instrument of this research was writing test. The writer gave pretest and posttest to the students. The data was analyzed by using SPSS 20.

The result of this research showed that the use of pictures in teaching writing descriptive text was effective. It could be seen from the result of calculation that the students' score in experimental class was higher than students' score in control class. The mean score of posttest in experimental class was higher than the mean score of pretest (78,95>60,25). While in control class the mean score of posttest was also higher than the mean score of pretest (56,80>53.45). It means that, there was significant difference between the students' score in learning writing descriptive text by using pictures and students' score in learning writing descriptive text without using pictures at the tenth grade students of PMDS Putri Palopo. The researcher concluded that the pictures improve students' writing descriptive text.

CHAPTER I

INTRODUCTION

This chapter deals with background, research question, objective of the research, significance of the research, scope of the research and operational definition.

A. Background

Writing as a one of the language skills besides reading, speaking and listening that have to be taught by the teacher to the students. According to Nuryanto (2016), writing is one of four macro-skills that important and influential for people. Writing happened when there are purpose and experiences of the writer itself. Writing emphasizes the strength of people to put the topic together. It is important to provide the people the space to make their own meanings within a positive and cooperative environment. Writing is step series of collecting ideas and constructing them so it can be presented clearly, comprehensively and contextually to the reader.¹ Accordingly, learning writing is very important for students because, if students are able in writing students can do assignment that given from the teacher and can also show their mind or idea.

¹Sri Nuryanto, *Using Photograph as Media to Improve Students' Writing Skill of Class X Iis2 of SMA NI Seyegan in Academic Year 2016/2017*. English Language Journal. Vol. 5 No. 9, 2016. Accessed on 28th April 2018.

Writing is one of aspect that is important as well as others skills. Especially for students, writing closed related with their activities. The students really need to study writing to finish their assignment that given by the teacher. Sometimes the teacher gives an assignment to the students in writing form. In addition, the students also need writing for writing paper, memoir and so on. There are many reasons that require the students to study writing. Thus, writing is very important for students.

Based on preliminary observation that conducted on 20th of April 2018 in SMA PMDS Putri Palopo the students often found some difficulties in writing. The students usually felt difficult to organize their ideas. Furthermore, many students made some mistakes and faced difficulties to build and develop their imagination. Besides that, one of the factors causing difficulties in writing descriptive text is the teacher used monotonous method in teaching and she taught without media. These are some reasons that make students difficulties in writing. Thus, the teacher requires media in teaching writing descriptive text that help students to organize their ideas and develop their imaginations.

Based on the cases above, learning media are very needed to reach the students' interest in studying such as pictures. Picture is one of media in teaching writing descriptive text. According to Harmer (2001) picture is one of the varieties of teaching aid which is used to explain language meaning and construction and engage students in a topic or as the basis of a whole activity. In this case, the teacher can use picture-whether drawing taken from books, newspaper and magazine, or photograph

to facilitate learning.² Besides that according to Kurotun (2015) a picture is an illustration that can be used as a two dimensional visual representation of person, place, or things. Picture is very simple, because it can be drawn, printed or photographical processed and any size and color, and also it can be correlated with a lesson and real life. Furthermore, it can appear the students' motivation in learning descriptive text.³ It can conclude that picture can help the students in learning writing descriptive text. Teaching writing descriptive text through picture as a media can be a good option. Today, picture would be an interesting media when it combines with writing especially descriptive text. It can help students to make descriptive text easily.

Therefore, the researcher tried to apply media picture in teaching writing. Then, it would become a solution to solve the problem related to the writing skill. Based on the explanation above, the researcher was interested in conducting research entitled "The Usage of Pictures to Teach Writing Descriptive Text of the Tenth Grade Students at PMDS Puptri Palopo".

B. Research Question

Based on the background above, the research question was formulated by the researcher as follows:

² Jeremy Harmer, *The Practice English Language Teaching, 3rd Edition* (London: Longman, 2001), p.134

³ Siti Kurotun, *Improving Students' Ability in Writing Descriptive Text by Using Picture*. (Semarang: Education and Language Teacher Training Faculty English Department Walisongo State Islamic University, 2015) p.19

“Does Pictures improve the students’ writing descriptive text of the tenth grade students at PMDS Putri Palopo?”

C. Objective of the Research

The objective of the research was to find out whether the pictures improved the students’ writing descriptive text of the tenth grade students at PMDS Putri Palopo.

D. Significance of the Research

There are significances of this research. They are theoretically and practically. Theoretically, this research supports the theory about the use of figure picture which is said that figure picture can improve the students’ writing skill. Practically, this research is expected to be useful for the teacher, students, and the further researchers.

1. For the teacher
 - a. It can be useful for giving information to the English teachers in varying their teaching in the class.
 - b. By using figure picture it can help the teacher to transfers knowledge to the students.
2. For students
 - a. It can be applied to motivate the students in learning writing descriptive text.

- b. The students will be able to write better in writing descriptive text by using pictures.
3. For further researchers, it can be a reference for further researchers so that the research can be refined.

E. Scope of the Research

This research was under applied English language teaching discipline. The researcher used public figure picture especially artist or public figure as media to teach students about writing descriptive text especially describing people.

F. Operational Definition

There were key terms of this research:

1. Descriptive text is one of text in English that explain about look, feel, taste, or sound of things.
2. Public Figure Picture is a illustration of figure that is produced by drawn, printed or photographical processed. It can be used in teaching learning process because it can appear the students' motivation in learning especially writing descriptive text.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research

In this writing, the researcher found some research which were closely related to this research, that research were:

Suryani (2016) the aim of her research are (I) to describe the students' of teaching performance of Eight Grade Students of MTs ASWAJA Tenganan, (II) to find out the improvement in using Picture media to the students' ability in writing descriptive text of the Eight Grade Students of MTs ASWAJA Tenganan and (III) to find out to went to what extent of the use picture media to improve students' writing performance in writing descriptive text of the eight grade students of MTs ASWAJA Tenganan. The type of this research was Classroom Action Research (CAR). The subject of this research consisted of 15 students in second grade students at MTs ASWAJA Tenganan. The researcher used two cycles, each cycle consists of planning, action, observation and reflection. The result of her research shows that there is the improvement of the students' writing performance in descriptive text using picture media.⁴

⁴ Maylia Suryani, *The Implementation of Using Picture Media to Improve Students Writing Performance in Descriptive Text*. (Salatiga: English Education Department Teacher Training and Education Faculty State Institute for Islamic (IAIN) Salatiga, 2016). P. x Access on 27th August 2019.

This research and the research above have some differences and similarities. The differences were the subject of the research above was the second grade students at MTs ASWAJA Tengaran that consist of 15 students, while the subject of this research was the tenth grade students at PMDS Putri Palopo. Furthermore this research method was quasi experimental while the research method of the research above is classroom action research. The similarities between both of the research were the focusing on writing descriptive. This research and the research above used the same media in teaching writing that was picture. But, the research above using picture media while this research used figure picture.

Hidayatullah et al (2017) the purpose of the research were to describe the implementation of teaching writing descriptive text by using picture and to find out the students responses teaching writing descriptive text by using pictures. The research used descriptive qualitative. The subject of the research was the eighth grade students of SMP 2 Buduran Sidoarjo. The result of the study showed that pictures were implemented well in the writing descriptive text and the students responses in teaching writing descriptive by using pictures were higher.⁵

This research and the research above have some differences and similarities. The differences between this research and the research above are the subject of the research and the method of the research. The subject of the research above is the

⁵ Nur Hidayatul Ilmiyah, Sulistyaningsih and Lailatul Musyarofah, *Teaching Writing Descriptive Text by Using Pictures to the Eight Grade Students of SMP Negeri 2 Buduran Sidoarjo*. Journal Education Study Program. Vol.2 No.2, 2017. P. 178. Accessed on 28th August 2019.

eighth grade student of SMP Buduran Sioarjo while the subject of this research was the tenth grade student at PMDS Putri Palopo. The method of the research above was descriptive qualitative design, while the method of this research was quasi experimental. The similarities between both of the research were: first, both of research focus on writing descriptive text. Second, both research used the same media in teaching writing that was pictures.

Wahyuningsih (2011), the main objective of her research to describe the efforts of using picture to improve the writing skill of the students of grade X office Administration 2 of SMK Negeri 1 Temple and to investigate whether the students' writing skill improve significantly through picture media. The method of this research was action research. The subjects of her research were 36 students of grade X office Administration 2 of SMK Negeri 1. The findings of the research were supported by the means of the students' writing score which improved from 59.31 in pretest to 70.36 in posttest in cycle I with $t = -15.117$ ($p < 0,05$) and 75.91 in the posttest in cycle II with $t = -7.282$ ($p < 0,05$).⁶

The research above also has differences and similarities with this research. The differences are the subject of the research above were 36 students of grade X office Administration 2 of SMK Negeri 1 while the subject of this research is the tenth grade students of PMDS PI Palopo. Furthermore, the research above focused on

⁶ Arum Wahyuningsih, *Improving Students' Writing Skill Through Picture Media in Grade X of office Administration 2 of SMK Negeri 1 Tempel*. (Yogyakarta: English Education Department Faculty of Languages and Arts Yogyakarta State University. P. xv. Access on 28th August 2019.

general writing text while this research focused on writing descriptive text. Besides that, the research method that used in the research above was action research while the research method of this research was quasi experimental. The similarities between this research and the research above was used the same media in teaching that was picture.

B. The Concept of Writing

1. Definition of Writing

According to Jozsef (2001) Writing is among the most complex human activities. It involves the development of a design idea, the capture of mental representations of knowledge, and of experience with subjects.⁷ In addition, Habibullah (2017) said that writing is a process of communication where the students express ideas on paper. Writing is a thinking process where ideas are generated and focused on more relevant ideas.⁸ On the other hand Harmer (2012) state that productive skill is term speaking and writing skill where students actually have to produce language themselves. Writing is one of the four skills in learning English that include productive skill.⁹

Based on definition above, the researcher concluded that writing is one of the ways to give information to the readers. Besides that writing also one of way to

⁷HovarthJozsef, *Advanced Writingin English as a Foreign Language*. (Birmingham: Lingua Franca Csoport 2001), p. 5.

⁸Moh. AmiqHabibulloh, The Use of Video in Teaching Writing Procedure Text to the Seventh Grade Students of SMPN 1 Mojo Kediri in Academic Year 2016/2017. *Simki-Pedagogia*, Volume 01(08), 2017.

⁹ Jeremy Harmer, *the Practice of English Teaching, Fourth Edition*. (New York: Pearson Longman, 2012).

express what is in our mind into a media such as paper, computer, and others that can interpret by their selves and the reader. Thus, writing is one of the productive skills in English.

2. The Purpose of Writing

When the students write, they have to have a purpose that they want to convey their writing. They have to consider the purpose of their writing. They can go through that they know in their minds, focus on accurate language use, grammar book or other references to help them to make a good writing. The purpose of the writing is not only to teach someone to convey the ideas to the readers but also to reinforce all aspect of language that has learned by the students.

According to Ur (1996) “the purpose of writing, in principle, is the expression of ideas, the conveying of a message to the reader; so the ideas themselves should arguable be seen as the most important aspect of the writing”.¹⁰ It means that, if the writers do their writing of course they have the purpose. They have to consider the purpose of their writing before they write the writing.

In addition, according to Grenville (2001) the purpose of writing can be classified, the first is to entertain, writing to entertain generally takes the form of so called „imaginative writing“ or „creative writing“ (of course, all writing requires some imagination and creativity). Second, to inform, the kinds of writing can also be entertaining in the sense that they are a good read. And the third is to persuade, this

¹⁰Penny Ur, *A Course in Language Teaching: Practice and Theory*, (London: Cambridge University Press. p.70

includes advertisement, some newspaper and magazine articles, and some types of essay.¹¹

From the explanation about the purpose of writing above, the researcher concluded that there are some purposes of writing, they are to entertain, to persuade, and to give information to the reader. Besides that, the purpose of writing also to conveying or express the students' imagination or ideas in their mind.

3. The Component of Writing

According to Heaton (1988), the component of writing are divided into five, they are content, organization, language use, vocabulary and mechanics.¹² The first is content, content of writing should be clear to readers so that the reader can understand the message conveyed and gain information from it. There are at least think that can be measure in connecting with component. The composition should contain one central purpose only, should have unity. Should have coherence and continuity, and should be adequately developed. So the content refers to topple and its explanation or elaboration, discussion, evaluation and conclusion. In fact, it is the care or the body of a piece of writing. Therefore it is significant that is should be clear, specific and relevant.

The second is Organization, in organization in writing concerns with the way students write arrange and organized the ideas or the message in the writing. The

¹¹ Kate Granville, *Writing From Start to Finish A Six-Step Guide*, (Australia: Allen & Unwin. 2001) p. 1.

¹²Heaton J.B. *Writing English Language Test*, (New York: Longman.1988). p. 146.

purpose of organizing material in writing to involves coherent, general to specific, specific to general and learner should arrange writing chronologically. They should present their ideas based on which happened from the beginning to the end.

The third is vocabulary the effective use of the word will always result good writing both specific and technical writing. The dictionary is very considerable. Vocabulary is one of the components of writing to express ideas, we always deal with vocabulary. The lack of vocabulary make students fail to compose what they are going to say, because they feel difficult to choose what appropriate that will help the writers to compose the writing and also make readers easy to understanding.

The fourth is language use, language use in writing description and other form of writing involves correct language and point of grammar. An adequate grammar should be one that is capable of producing grammar. The students should not be able to do anything more than utter separate function and also grammar can help students improve the use of formal language. The fifth is mechanics. It is about spelling, punctuation, and capitalization. Punctuation is important as they way to clarify meaning. In English writing, capital letter has two participles. First, they used to distinguish between particular and things. Second, it used as first word in quotation, formal statements and proper adjectives, etc. This aspect is very important since it leads readers to understand or recognize immediately what the writer means to express definitely. In addition, Faisal (2013) said that the components of writing are (1) Idea development/ organization: focuses on central idea with appropriate elaboration and conclusion; (2) Fluency/structure: appropriate verb tense used with a

variety of grammatical and syntactic structures; (3) Word choice: uses varied and precise vocabulary appropriate for purpose; and (4) Mechanics: absence of errors in spelling, capitalization, and punctuation.¹³

From explanations about components of writing above, it can conclude that there are five component of writing. They are content, organization, vocabulary, language use or grammatical and mechanic. The five of components of writing above is very important in writing.

4. Kinds of Writing

According to Wishon and Burks (1980) there are four types of writing they are narration, description, Exposition and argumentation. Narration is the form of writing used to relate the story of acts or events. Description reproduce the way things look, smell, taste, feel, or sound, it may also evoke moods, such as happiness, loneliness, or fear. Exposition is used in giving information, making explanation, and interpreting meanings. Argumentation is used in persuading and convincing. It used to make a case or to prove or disprove a statement or proposition.¹⁴ In addition Brown (2004) states that there are three kinds/ genres of writing the first is academic writing, it is used for formal writing, such as papers, essays, journals, technical reports, theses, and dissertations. The second is job-related writing it is related to job activities, such as messages, letters or emails, memos, job evaluation, project reports, schedules,

¹³Faisal and YasintaWulandari. *Improving Students' Competence in Writing Descriptive Texts through "FRESH" Technique*. ENGLISH REVIEW: Journal of English Education. Volume 2, Issue 1, December 2013. p. 61.

¹⁴ George E. Wishon and Julia M. Burks. *Let's Write English* (United State of American: Litton Educational Publishing. 1980). p. 378-383.

labels, advertisements and announcements. The third is personal writing. It is used for something personal, such as greeting cards, invitations, notes, financial documents, medical reports, diaries, personal journals, short stories and poetry.¹⁵ Thus, based on the explanation above the researcher can conclude that each kinds of writing have their own function, for instance description is used to describe how the thing/something look, smell, taste, feel, or sound etc.

C. The Concept of Descriptive Text

1. Definition of Descriptive Text

Descriptive text is kind of text that describe about something and it has the purpose to give information to the reader. According to Oshima and Hogue (2007) “Descriptive writing appeals to the senses, so it tells how something looks, feels, smell, tastes, and/or sounds. A good description is a word picture; the reader can imagine the object, place, or person in his or her mind”.¹⁶ In addition, according to Wishon and Burke (1980) explain that description give sense impressions - the feel, sound, taste, smell, and look of things. Emotion may be described too – feelings such as happiness, fears, loneliness, gloom and joy. Description helps the reader, through his/her imagination, to visualize a scene or a person, or to understand a sensation or an emotion.¹⁷

¹⁵H. Douglas Brown. *Language Assessment: Principle and Classroom Practices*. (United State of America: Pearson Education, Inc. 2004). p. 219.

¹⁶ Alice Oshima and Ann Hogue. *Introduction to Academic Writing, Third Edition*, Pearson Longman, 2007). p. 61.

¹⁷George E. Wishon and Julia M. Burks. *Op.Cit.* p. 379.

From the definition above it can conclude that descriptive text is one of a text that explains about look, feel, taste, smell, or sound of things. In descriptive text can describe about the object/thing, person, or place.

2. The Generic Structure of Descriptive Text

According to Gerot and Wignell (1995) in Umu Kalsum (2016), the generic structure and language features of descriptive text are as follow:¹⁸

- a. The generic structure of descriptive text
 - 1) Identification: identifies the phenomenon to be described.
 - 2) Description: describes features in order of parts, qualities, and characteristics.
- b. The language features of descriptive text
 - 1) Use of simple present tense.
 - 2) Frequent use of epithets and classifiers in nominal groups.
 - 3) Use of linking verbs or relating verbs for the identification and showing qualities.
 - 4) Use of attributive verbs to give detailed description of the object's features.
 - 5) Use of action verbs related to the topic, especially when describing behaviors or personalities (for person).

¹⁸UmuKalsum, *The Effectiveness of Using Picture in Teaching Writing of Descriptive Text at the Eighth Grade Students of Mts N Purworejo in the Academic Year of 2015/2016*. (Purworejo: English Education Program. UniversitasMuhammadiyahPurworejo, 2016), p. 34-35.

3. Kind of Descriptive Text

Descriptive text is a text to describe something. Such as people/persons, place and things. So, it normally takes on tree forms, they are¹⁹:

a. Description of People

People are different, and writing description of people is different. You are probably already aware of some of the complication because you have often been asked, “what’s so-and like?” In replying, you might resort to identification, an impression, or a character sketch, depending on the situation. Let’s examine each.

b. Description of 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 descriptive paragraph. It is not necessary to begin with one area and then proceeds 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 the place being described. And arrangements of the details in your description depend on your subject and purpose.

¹⁹ Maylia Suryani, *Op.cit.*p.33

c. Description of things

To write a description about something, the writer concrete details good imagination about the things that will be described. Besides that, to make our subjects as interesting and as vivid to our readers as they are to us, using proper noun and effective verbs.

1) Using proper noun

To filling our descriptive writing with concrete details and figures of speech, we might also want to include a number of proper noun, which as we know, are the name 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.

2) Using effective verb

We know how important verb are to narration, but effective verb can also add much to a piece of description. Writers used verb to make description more specific, accurate, and interesting. For instance, “the wind had chiseled deep grooves into the side 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.

4. Example of Descriptive Text by Using Picture


	<p style="text-align: center;">My Favorite Artist</p> <p>I have a favorite artist. His name is Sule. His true name is Entis Sutisna. Sule has long blond hair. He looks so funny with a flat nose. He has round face and slanting eyes. He is very popular in one of television program “Talk Show” as a funny comedian. Besides, He also has a good voice. I like Him very much.</p>
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Figure 2.1
Example of Photograph

D. Concept Pictures

1. Definition of Pictures

Pictures in this study are as media in teaching writing descriptive text. According to Khoirul (2015) picture is one of visual media to deliver some textual information. It can be used more effectively to develop and sustain motivation in producing positive attitudes towards English and to teach and reinforce language skill.²⁰ In addition, Hermawati (2013) said that picture is a kind of good media, which can be used in teaching writing. The students will be more interested in learning writing if the teacher teaches by using picture.²¹ Moreover, according to Wright (1989) the use of picture can stimulate and motivate the students in language learning. In learning language, students concentrate on grammatical or phonological accuracy and the use of picture proved motivation and non verbal stimulus and gave textual meaning.²²

From explanation about pictures above, the researcher can conclude that picture is one of media that can be used by English teacher in teaching learning process especially in learning writing. By using picture in learning teaching process

²⁰ Istiqomah Khoirul Ilmi, *The Use of Picture Prompts to Improve Students' Writing in Descriptive Text*. (Semarang: English Department Faculty of Language and Arts Semarang State University, 2015).p. 24

²¹ Lidia Hemawati, *Teaching Writing by Using Pictures in Junior High School*. Abstract of Undergraduate, Faculty of Education, Bung Hatta University. Volume 2. Number 5, 2013. p. 2. Accessed on 30th August 2019.

²² Andrew Wright, *Picture for Language Learning*, (Cambridge University Press, (1989)p.

especially in learning writing descriptive text, students more interested, motivated and easy to express their idea and imagine what in their main in writing.

2. The Advantages of Using Pictures

According to Klassek (1995) in Hermawati (2013) states that there are some advantages of using picture as follows:

- a. The picture is an inexpensive, familiar, medium of communication.
- b. Although seldom in a fixed sequence they can be arranged in sequence and adapted to many object.
- c. Collecting pictures can be students' activity, but also can be going activity of teacher, librarian, or material specialist for pictures files.
- d. The picture has multiplicity is used by individual students on bulletin board opaqueness, projector, on flannel boards.²³

Based on explanation above the researcher can conclude that picture is very useful to the teacher and the students in learning teaching process. It can help the teachers to guide the students to create word and to arrange the word into paragraph in their minds that they have got from the picture.

3. The contributes of pictures in teaching writing

Picture in teaching writing is used to help the students to catch and express their idea easily. Take an example when the students were asked to write about an artist or public figure, or interesting place like Bira beach or Brabanan temple they will get confused if some of them never seen or never been there before. They cannot

²³ Lidia Hermawati, *Op.Cit.* p 5.

describe it easily. Without any pictures they got difficulty in writing descriptive about the public figure or the interesting place. They need long time to express their idea and it can make them difficult to finish their writing. So, that is way pictures can used in teaching writing because it can help the students easily to express their idea only by looking at the pictures.

E. Theoretical Framework

In this research the researcher wanted to find empirical evidence of the students' improving in writing descriptive text and how significant the effectiveness of teaching writing descriptive text by using picture at the tenth grade students of SMA PMDS Putri Palopo. Writing is one of English skills besides listening, reading and speaking, it is also called productive skill. Writing is more than a medium of communication that transmits the information about expressing of thoughts, feelings or ideas, but it also a way people think and remember, because writing is a complex process.

Descriptive text is a text that describes the characters of someone, something, animal or place. Descriptive text has been taught in the first year of junior high school then continued until senior high school. But students still found difficulties in learning descriptive text. For example, in writing descriptive text the students needed to broaden their ideas and imagination in order to make the descriptive text. Meanwhile, stimulating the students' brain to produce the ideas and imagination cannot use merely a whiteboard and marker as the teaching aid.

To solve this problem, the teacher needs to use another teaching aid to develop the students' imagination. In this case, the researcher suggests using the picture in teaching writing descriptive text. By using picture in teaching writing descriptive text, the students will have fun and easier to learn it. Picture can develop the understanding of the students about the material. So, by using the picture in teaching writing descriptive text, it is very useful for the teacher or for the students. Besides that, the students can improve their writing especially in descriptive text.

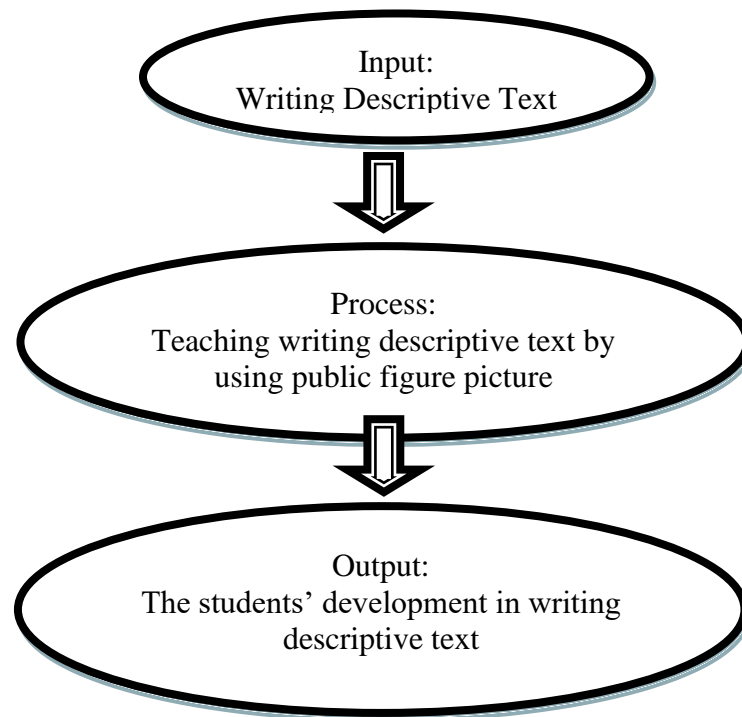


Figure 2.2
Theoretical Framework

F. Hypothesis

Based on the literature that has been explained before, the researcher put forward the hypotheses of the research as follows:

1. H_1 = Public figure picture is effective to teach writing descriptive text.

If probability value $(p) < 0,05$; H_0 is rejected and H_1 is accepted. It means there is significant of students' writing who are taught by using portrait photograph and students who are taught without using portrait photograph

2. H_0 = Public figure picture is not effective to teach writing descriptive text.

If probability value $(p) > 0,05$; H_0 is accepted and H_1 is rejected. It means there is no significant of students' writing who are taught by using portrait photograph and students who are taught without using

CHAPTER III

RESEARCH METHOD

A. Research Design

This research applied quasi-experimental research method and used nonequivalent control group design. In this design the experimental group and control group were selected without random assignment. Both groups would be given pre-test and post-test.²⁴Pre-test was given to both groups to measure the students' writing ability before the treatment was given. The treatment was only given to experimental group. Then the post-test was given to measure the students' writing ability after the treatment was given. The students in experimental class would be given treatment by using photograph in teaching writing descriptive text and the students in control class would be given teaching without using photograph.

The following showed the formula of quasi experimental non-equivalent control group design.²⁵

<u>Group</u>	<u>Pretest</u>	<u>Treatment</u>	<u>Posttest</u>
E	O ₁	X ₁	O ₃
C	O ₂	X ₂	O ₄

²⁴John W. Creswell, *Research Design Qualitative, Quantitative and Mixed Method Approach, Third edition*. (London: SAGE 2009) P. 160-161

²⁵ L.R.Gay, Geoffrey E. Mills and Peter Airasian, *Educational Research (Competencies for Analysis and Applications, Tenth Edition*. (London: Pearson 2000)p.268

Where:

E : Experimental class

C : Control Class

O₁ : Pre-test in experimental class

O₂ : Pre-test in control class

O₃ : Post-test in experimental class

O₄ : Post-test in control class

X₁ : The treatment of experimental class using picture in writing descriptive text.

X₂ : The treatment of control class teaching writing descriptive text without using picture

B. Variables

The variable of this research consisted of two variables, namely:

1. Independent Variable

Public Figure Picture was used in teaching writing descriptive text.

2. Dependent Variable

Writing ability of the students that involved in this research.

C. Population and Sample

1. Population

The population of this research was the tenth grade students of SMA PMDS Putri Palopo. It consisted of three classes and each class consisted of 36,32, and 30, students. The total numbers were 98 students.

2. Sample

The sampling technique that used in this research was purposive sampling. This technique was chosen because the samples were believed to be representative population and teaching-learning processes could not be disturbed. In this case the researcher took two classes of the tenth grade students of SMA PMDS Putri Palopo as the sample. The first class was X IPA 1 in which the researcher took 20 students. The second class was X IPA 2 in which the researcher took 20 students as sample. Both of classes divided into two groups, they were Experimental Class and Control Class.

D. Instrument of the Research

The instrument of this research was test. The researcher used writing descriptive test. This test consisted of one item. The purpose of this test was to collect data about the students' skills in writing descriptive text.

E. Procedure of Collecting Data

1. Pre-test

The researcher gave pre-test to the students both experimental class on 15th April 2019 and control class on 22nd April 2019, which the test was consisted of writing descriptive text by theme describing people (Father, Mother, Teacher, and Friend). The students were asked to write the descriptive text with the theme.

2. Treatment

a. Treatment in Experimental Class

The treatment in teaching writing descriptive text by using picture conducted in some meetings. Procedure of treatment was described generally as follows:

- 1) The first meeting on 16st April 2019
 - a) The researcher introduced about descriptive text to the students, explained to them what is descriptive text, the purpose, and generic structure.
 - b) The researcher explained to the students how to use picture in writing descriptive text.
 - c) The researcher gave an example a descriptive text by using picture.
 - d) The researcher gave the students a picture then the students were asked to make writing descriptive based on the picture.

- e) After the students finished the writing descriptive text the students were asked to collect it.
- 2) The second meeting on 17th April 2018
- a) The researcher prepared one topic of picture that is LaudyaChynthia Bella's image.
 - b) The researcher shared the picture for all of students and instructed the students to write descriptive text based on the picture.
 - c) The researcher collected the students' writing descriptive text.
 - d) The researcher corrected the students writing descriptive text for giving score.
- 3) The third meeting on 18th April 2018
- a) The researcher prepared one topic of picture that is BJ. Habibie's image.
 - b) The researcher shared the picture for all of students and instructed the students to write descriptive text based on the picture.
 - c) The researcher collected the students' writing descriptive text.
 - d) The researcher corrected the students' writing descriptive text for giving score.
- 4) The fourth meeting on 19th April 2018
- a) The researcher prepared one topic of picture that is Dewi Sandra's image.
 - b) The researcher shared the picture for all of students and instructed the students to write descriptive text based on the picture.

- c) The researcher collected the students' writing descriptive text.
 - d) The researcher corrected the students writing descriptive text for giving score.
- 5) The fifth meeting on 19th April 2018
- a) The researcher prepared one topic of picture that is Maher Zain's image.
 - b) The researcher shared the picture for all of students and instructed the students to write descriptive text based on the picture.
 - c) The researcher collected the students' writing descriptive text.
 - d) The researcher corrected the students writing descriptive text for giving score.

b. Treatment in Control Class

The treatment in control class teaching writing descriptive text without using picture conducted in some meetings. Procedure of treatment was described generally as follows:

- 1) The first meeting on 16th April 2018
- a) The researcher prepares the material that would be taught in control class about descriptive text.
 - b) The researcher prepares the facility that would be used in learning teaching process.
 - c) The researcher introduced about descriptive text to the students, then explained to them what is descriptive text, the purpose, and generic structure.

- d) The researcher gave an example about descriptive text to the students.
 - e) The students would be analyzed the example of descriptive text.
 - f) The students made writing descriptive text about their friend in the class.
 - g) The students collected the writing descriptive text that has been finished.
- 2) The second meeting on 17th April 2019
- a) The researcher prepares facility that would be used in learning teaching process.
 - b) The students asked to make writing descriptive text about their favorite teacher in their school.
 - c) After finished the students have to collect their writing descriptive text for giving score.
- 3) The third meeting on 18th April 2018
- a) The researcher prepares facility that would be used in learning teaching process.
 - b) The students asked to make writing descriptive text about their favorite singer.
 - c) After finished the students have to collect their writing descriptive text for giving score.
- 4) The fourth meeting on 19th April 2018
- a) The researcher prepares facility that would be used in learning teaching process.

- b) The students asked to make writing descriptive text about their favorite artist.
 - c) After finished the students have to collect their writing descriptive text for giving score.
- 5) The fifth meeting on 19th April 2018
- a) The researcher prepares facility that would be used in learning teaching process.
 - b) The students asked to make writing descriptive text about their favorite hero in Indonesia.
 - c) After finished the students have to collect their writing descriptive text for giving score.

3. Post-test

The researcher distributed the post-test both experimental group on 20th April 2019 and control group on 23rd April 2019. This test was to know the effectiveness of using photographs in teaching writing descriptive text. In this test the researcher gave a photograph Nisa Sbayan's and Ustad Solmed's images and students made writing descriptive text based on photographs.

F. Technique of Data Analysis

The way of getting the score based on the criteria of the sentence construction in writing, which consist of content, organization, language use and mechanic. This scoring uses ELS composition profile of J.B Heaton as follows:

Table 3.1 Scoring uses ELS Composition

Criteria	Score	Level
Content	30-27	Excellent to very good Knowledge, substantive, through development of the thesis, relevant to assigned topic.
	26-22	Good to average Some knowledge of subject and adequacy range, limited to development of the thesis mostly relevant but lack detail.
	21-17	Fair to poor Limited knowledge to subject little substance is adequate development of topic.
	16-13	Very poor Does not show the knowledge of subject on substantive and not pertinent is not enough to be evaluated.
Organization	20-18	Excellent to very good Fluent expression ideas clearly stated/supported sufficiency, well organized logical sequencing.
	17-14	Good to average Somewhat copy, closely organized but main ideas stand limited support, logical but incomplete sequencing.
	13-10	Fair to poor Non fluent confused or disconnected ideas, lack of logical sequencing and development.
	9-7	Very poor None communicated, no organization, not enough evaluating from mastery registrar.

Vocabulary	20-18	<p>Excellent to very good</p> <p>Sophisticated arrange, effective word/ idioms from and usage word.</p>
	17-14	<p>Good to average</p> <p>Adequate range, occasional errors of words/ idioms from choice usage but meaning not obscured.</p>
	13-10	<p>Fair to poor</p> <p>Limited range frequent errors words/ idioms from choice usage, meaning confused or excellent obscured.</p>
	9-7	<p>Very poor</p> <p>Essentially translation, lack knowledge English vocabulary, idioms, word from or enough evaluating.</p>
Language use	25-22	<p>Excellent to very good</p> <p>Effective complex construction. Few errors of agreement, tense number, word order/ function, articles, pronouns, preposition.</p>
	21-18	<p>Good to average</p> <p>Effective but simple construction minor problem complex constructions, article, pronoun, preposition but meaning seldom obscured</p>
	17-11	<p>Fair to poor</p> <p>Major problem to simple/complex construction, frequent error of negation, agreement, tenses number, word order/ function, article, pronoun, preposition and fragment, run-one, deletion meaning confused or obscured.</p>
	10-5	<p>Very poor</p> <p>Virtually no mastery of sentence constructions rules.</p>

Mechanics	5	Excellent to very good Demonstrated master of convection, few errors of spelling, punctuation, capitalization, paragraph, but meaning not obscured.
	4	Good to average Occasional errors of spelling, punctuation, capitalization, paragraph, but meaning not obscured.
	3	Fair to poor Frequent error of spelling, punctuation, capitalization, paragraph but meaning not obscured.
	2	Very poor No mastery of convention dominated by error of spelling, punctuation, capitalization, paragraph meaning obscured. ²⁶
	1	

The researcher classified the students' pretest and posttest by using classification score rubric below:

Table 3.2.The Classification Score Rubric

A	90 – 100	Excellent
B	80 – 89	Good
C	70 – 79	Adequate
D	60 – 69	Inadequate/unsatisfactory
E	Bellow 60	Failing/unacceptable

(Brown, 2004, p.287)

The data collection analyzed by using analysis quantitative by using *Statistical Produce and Service Solution (SPSS) ver. 20for windows*. SPSS 20 is computer software/program for processing, calculating or analysis data of statistics.

²⁶J.B Heaton, *Op.Cit.* p. 146.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter includes two sections. The first is finding of the research. It deals with the result of the data analysis from the field. The second is discussion section deals with argument and further explanation of the findings.

A. Findings

The findings of the research showed the result of the data that have been analyzed statistically. It comprised the students' score of the control and experimental classes in pre-test and post-test. In this part, the researcher reported the result of each group by comparing the pretest and posttest of both groups.

1. The Students Score of Experimental Class

a. The Students' Pretest and posttest Result

Table 4.1. The Students' Pretest Result in Experiment Class

Classification	Score	Frequency	Percentage
Excellent	90-100	0	0%
Good	80-89	2	10%
Adequate	70-79	2	10%
Inadequate	60-69	6	30%
Unacceptable	bellow 60	10	50%

Table 4.1 shows that there were 20 students observed in experiment class before giving treatment. There were two students (10%) who got good score, two

students (10%) who got adequate score, six students (30%) who got inadequate score and ten students (50%) who got unacceptable score.

Table 4.2. The Students' Post-test Result in Experiment Class

classification	Score	frequency	percentage
Excellent	90-100	0	0%
Good	80-89	10	50%
Adequate	70-79	8	40%
Inadequate	60-69	2	10%
Unacceptable	below 60	0	0%

Table 4.2 shows that there were 20 students observed in experiment class after giving treatment. There were ten students (50%) who got good score, eight students (40%) who got adequate score and two students (10%) who got inadequate score.

b. The Students' Pretest Result in Terms of Writing

Table 4.3. The Students' Pretest Result in Terms of Content in Experimental Class

Classification	Score	Frequency	Percentage
Excellent to Very Good	27-30	1	5%
Good to Average	22-26	7	35%
Fair to Poor	17-21	8	40%
Very poor	13-16	4	20%

Table 4.3 shows that experiment class students' writing skill in pre-test especially in content criteria most of students got fair to poor score. There were 8 students (40%) got fair to poor score. There were seven students (35%) got good to

average score. There were four students (40%) got very poor score and there was one student (5%) got excellent to very good.

Table 4.4. The Students' Pretest Result in Terms of Organization in Experiment Class

Classification	Score	Frequency	Percentage
Excellent to Very Good	18-20	2	10%
Good to Average	14-17	6	30%
Fair to Poor	10-13	11	55%
Very poor	1-9	1	5%

Table 4.4 shows that most of students got fair to poor score. There were eleven students (55%) got fair to poor score. There were six students (30%) got good to average score. There were to students (10%) got excellent to very good score and there was one student (5%) got very poor score.

Table4.5. The Students' Pretest Result in Terms of Vocabulary in Experiment Class

Classification	Score	Frequency	Percentage
Excellent to Very Good	18-20	1	5%
Good to Average	14-17	7	35%
Fair to Poor	10-13	11	55%
Very poor	7-9	1	5%

Table 4.5 shows that in vocabulary criteria most of students got fair to poor score. There were eleven students (55%) got fair to poor score. There were seven students (35%) got good to average score. There was one student (5%) got very poor score and one student (5%) got excellent to very good score.

Table 4.6. The Students' Pretest Result in Terms of Language Use in Experimental Class

Classification	Score	Frequency	Percentage
Excellent to Very Good	22-25	0	0%
Good to Average	18-21	2	10%
Fair to Poor	11-17	12	60%
Very poor	5-17	6	30%

Table 4.6 shows that in language use criteria most of students got fair to poor score. There were twelve students (60%) got fair to poor score. There were six students (30%) got very poor score and there were two students (10%) got good to average score.

Table 4.7. The Students' Pretest Result in Terms of Mechanic in Experimental Class

Classification	Score	Frequency	Percentage
Excellent to Very Good	5	0	0%
Good to Average	4	2	10%
Fair to Poor	3	8	40%
Very poor	2	10	50%

Table 4.7 shows that in mechanic criteria most of students got very poor score. There were ten students (50%) got very poor score. There were eight students (40%) got fair to poor score and there were two students (10%) got good to average score.

c. The Students' Posttest Result in Terms of Content

Table 4.8. The Students' Posttest Result in terms of Content in Experimental Class

Classification	Score	Frequency	Percentage
Excellent to Very Good	27-30	12	60%
Good to Average	22-26	7	35%
Fair to Poor	17-21	1	5%
Very poor	13-16	0	0%

Table 4.8 above shows that in the content assessment, most of students got increasing in content there were twelve students (60%) got excellent to very good score. There were seven students (35%) got good to average score and there was one student (5%) got fair to poor score.

Table 4.9. The Students' Posttest Result in terms of Organization in Experimental Class

Classification	Score	Frequency	Percentage
Excellent to Very Good	18-20	8	40%
Good to Average	14-17	11	55%
Fair to Poor	10-13	1	5%
Very poor	7-9	0	0%

Table above shows that in organization criteria, most of students got good to average score. There were eleven students (55%) got good to average score. There were eight students (40%) got excellent to very good score and there was one student (5%) got fair to poor score.

Table 4.10. The Students' Posttest Result in terms of Vocabulary in Experimental Class

Classification	Score	Frequency	Percentage
Excellent to Very Good	18-20	1	5%
Good to Average	14-17	19	95%
Fair to Poor	10-13	0	0%
Very poor	7-9	0	0%

Table 4.10 shows that in vocabulary criteria of writing skill, most of students got increasing score. There were nineteen students (95%) got good to average score and there was one student (5%) got excellent to very good score.

Table 4.11. The Students' Posttest Result in terms of Language Use in Experimental Class

Classification	Score	Frequency	Percentage
Excellent to Very Good	22-25	0	0%
Good to Average	18-21	9	45%
Fair to Poor	11-17	11	55%
Very poor	5-10	0	0%

Table 4.11 shows that in language use criteria of writing skill, most of students got fair to poor score. There were 11 students (55%) got fair to poor score and nine students (45%) got good to average score.

Table 4.12. The Students' Posttest Result in terms of Mechanic in Experimental Class

Classification	Score	Frequency	Percentage
Excellent to Very Good	5	1	5%
Good to Average	4	7	35%
Fair to Poor	3	11	55%
Very Poor	2	1	5%

Table 4.12 shows in mechanic criteria of writing skill, most of students got score fair to poor score. There were 11 students (55%) got fair to poor score. There were seven students (35%) got good to average score. There was one (5%) student got very poor score and there was one student (5%) got excellent to very good score.

d. The Mean Score of Students' Pretest and Posttest

Table 4.13. The Mean Score of Students' Pretest in Experimental Class

Descriptive Statistics						
	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pre-test Experiment Class	20	45.00	80.00	1205.00	60.2500	10.41696
Valid N (listwise)	20					

Table 4.13 shows that the highest score of experimental students in pre-test was 80.00 and the lowest score was 45.00. Besides, it also indicated that the mean score of experimental class in pre-test was 60.25 and the standard deviation was 10.41.

Table 4.14. The Mean Score of Students' Posttest in Experimental Class

Descriptive Statistics						
	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Post-test Experiment class	20	65.00	87.00	1579.00	78.9500	6.87846
Valid N (listwise)	20					

Table 4.14 shows that, the highest score of experimental students in post-test was 87.00 and the lowest score was 65.00. Besides, it also indicated that the mean score of experiment class in pre-test was 78.95 and the standard deviation was 6.87.

2. The Students Score of Control Class

a. The Students' Pretest and Posttest Result

Table 4.15. The Students' Pretest Result in Control Class

Classification	Score	Frequency	Percentage
Excellent	90-100	0	0%
Good	80-89	0	0%
Adequate	70-79	1	5%
Inadequate	60-69	4	20%
Unacceptable	bellow 60	15	75%

Table 4.15 shows that, there were 20 students observed in control class before teaching without using photographs. There was one student (5%) who got adequate score, four students (20%) who got inadequate score and 15 students (75%) got unacceptable score.

Table 4.16. The Students' Post-test Result in Control Class

Classification	Score	Frequency	Percentage
Excellent	90-100	0	0%
Good	80-89	0	0%
Adequate	70-79	2	10%
Inadequate	60-69	5	25%
Unacceptable	below 60	13	65%

Table 4.16 shows that, there were 20 students observed in control class after teaching by using conventional method. There were two students (10%) who got adequate score, five students (25%) who got inadequate score, and 13 students (65%) who got unacceptable score.

b. The Students' Pretest Result in Terms of Writing

Table 4.17. The Students' Pretest Result in terms of Content in Control Class

Classification	Score	Frequency	percentage
Excellent to Very Good	27-30	0	0%
Good to Average	22-26	2	10%
Fair to Poor	17-21	7	35%
Very Poor	13-16	11	55%

Table 4.17 shows that in content criteria, most of students got very poor score. There were 11 students (55%) got very poor score. There were seven students (35%) got fair to poor score and there were two students (10%) got good to average score.

Table 4.18. The Students' Pretest Result in terms of Organization in Control Class

Classification	Score	Frequency	percentage
Excellent to Very Good	18-20	0	0%
Good to Average	14-17	5	25%
Fair to Poor	10-13	12	60%
Very Poor	7-9	3	15%

Table 4.18 shows that in organization criteria most of students got fair to poor score. There were 12 students (60%) got fair to average score. There were three students (15%) got very poor score and five students got good to average score.

Table 4.19. The Students' Pretest Result in Terms of Vocabulary in Control Class

Classification	Score	Frequency	Percentage
Excellent to Very Good	18-20	0	0%
Good to Average	14-17	5	25%
Fair to Poor	10-13	9	45%
Very Poor	7-9	6	30%

Table 4.19 shows that in vocabulary criteria, most of students got fair to poor score. There were nine students (45%) got fair to poor score. There were 6 students (30%) got very poor score and five students (25%) got good to average score.

Table 4.20. The Students' Pretest Result in Terms of Language Use in Control Class

Classification	Score	Frequency	Percentage
Excellent to Very Good	22-25	0	0%
Good to Average	18-21	1	5%
Fair to Poor	17-11	11	55%
Very Poor	10-5	8	40%

Table 4.20 shows that control in language use criteria, most of students got fair to poor score. There were 11 students (55%) got fair to poor score. There were eight students (40%) got very poor score and one student (5%) got good to average score.

Table 4.21. The Students' Pretest Result in Terms of Mechanic in Control Class

Classification	Score	Frequency	Percentage
Excellent to Very Good	5	0	0%
Good to Average	4	0	0%
Fair to Poor	3	5	25%
Very Poor	2	15	75%

Table 4.21 shows that in mechanic criteria, most of students got very poor score. There were fifteen students (75%) got very poor score and there were five students (25%) got fair to poor score.

c. The Students' Posttest Result in Terms of Content

Table 4.22. The Students' Posttest Result in Terms of Content in Control Class

Classification	Score	frequency	percentage
Excellent to Very Good	27-30	0	0%
Good to Average	22-26	2	10%
Fair to Poor	17-21	11	55%
Very Poor	13-16	7	35%

Table 4.22 shows that in content criteria, most of students got score fair to poor score. There were eleven students (55%) got fair to poor score. There were seven students (35%) got very poor score and two students (10%) got good to average score.

Table 4.23. The Students' Posttest Result in Terms of Organization in Control Class

Classification	Score	Frequency	Percentage
Excellent to Very Good	18-20	0	0%
Good to Average	14-17	6	30%
Fair to Poor	10-13	13	65%
Very poor	7-9	2	10%

Table 4.23 shows that most of students got fair to poor score. There were 13 students (65%) got fair to poor score. There were six students (30%) got good to average score and two students (10%) got very poor score.

Table 4.24. The Students' Posttest Result in Terms of Vocabulary in Control Class

Classification	Score	Frequency	Percentage
Excellent to Very Good	18-20	0	0%
Good to Average	14-17	9	45%
Fair to Poor	10-13	8	40%
Very Poor	7-9	3	15%

Table 4.24 shows that most of students got good to average score. There were nine students (45%) got good to average score. There were eight students (40%) got fair to poor score and three students (15%) got very poor score.

Table 4.25. The Students' Posttest Result in Terms of Language Use in Control Class

Classification	Score	Frequency	Percentage
Excellent to Very Good	22-25	0	0%
Good to Average	18-21	1	5%
Fair to Poor	11-17	13	65%
Very poor	5-10	6	30%

Table 4.25 shows that most of students got fair to poor score. There were 13 students (65%) got fair to poor score. There were six students (30%) got very poor score and there was one student got good to average score.

Table 4.26. The Students' Posttest Result in Terms of Mechanic in Control Class

Classification	Score	Frequency	Percentage
Excellent to Very Good	5	0	0%
Good to Average	4	2	10%
Fair to Poor	3	7	35%
Very Poor	2	11	55%

Table 4.26 shows that most of students got very poor score. There were 11 students (55%) got very poor score. There were seven students (35%) got fair to poor score and two students (10%) got good to average score.

d. The Students' Mean Score of pretest and posttest

Table 4.27. The Mean Score of Students' Pretest in Control Class

Descriptive Statistics						
	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pre-test Control Class	20	43.00	71.00	1069.00	53.4500	8.24924
Valid N (listwise)	20					

Table 4.27 shows that the highest score of students was 71 and the lowest score was 43. Besides, it also indicated that the mean score of control class students in pre-test was 53.45 and the standard deviation was 8.24.

Table 4.28. The Mean score of Students' Posttest in Control Class

Descriptive Statistics						
	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Post-test Control Class	20	43.00	72.00	1136.00	56.8000	8.35149
Valid N (listwise)	20					

Table 4.28 shows that the highest score of students was 72 and the lowest score was 43. Besides, it also indicated that the mean score of control class students in pre-test was 56.80 and the standard deviation was 8.35149.

3. The Mean Score and Standard Deviation of Students' Pretest and Posttest In Experimental Class and Control Class

Table 4.29. The Mean Score and Standard Deviation of Students' Pretest and Posttest in Control Class

Descriptive Statistics							
	N	Minimum	Maximum	Sum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Pretest	20	43.00	71.00	1069.00	53.4500	1.84459	8.24924
Posttest	20	43.00	72.00	1136.00	56.8000	1.86745	8.35149
Valid N (listwise)	20						

Table 4.30. The Mean Score and Standard Deviation of Students' Pretest and Posttest in Experimental Class

Descriptive Statistics							
	N	Minimum	Maximum	Sum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Pretest	20	45.00	80.00	1205.00	60.2500	2.32930	10.41696
Posttest	20	65.00	87.00	1579.00	78.9500	1.53807	6.87846
Valid N (listwise)	20						

Table 4.29 and Table 4.30 showed that the distinction between the pretest and posttest mean score and standard deviation. The scores of control class after giving treatment (teaching use conventional method) showed good progress from 43 becomes 72 and the scores of experimental class after giving treatment (use photograph) showed very good progress from 80 becomes 87.00. The standard

deviation of control class students in pretest and posttest was 8.35 and the standard deviation of experimental class in pretest and posttest was 10.41.

To know whether the control class and experiment class were significantly different, and also to know acceptability of the hypothesis of this research, the researcher used test analysis and calculated it by using SPSS 20. The result could be shown in the table of group statistic and independent sample test.

4. The Calculation of t-test Pretest and Posttest in Experimental and Control Classes

Table 4.31. The Students' Result of t-test from Pre-Test score of Experiment and Control Classes

Group Statistics				
Class	N	Mean	Std. Deviation	Std. Error Mean
Score				
Control	20	53.4500	8.24924	1.84459
Experiment	20	60.2500	10.41696	2.32930

Table 4.31 showed that the output of group statistics in the pre-test mean of the control class was 53.45 and the pre-test mean score of experimental class was 60.25, the N (number of the case) was 20 for control class and 20 for experiment class. The standard deviation for control class was 8.24 experimental class was 10.41. The standard error mean for control class was 1.84 and standard error mean for experimental class was 2.29.

Table 4.32. The Probability Value of t-test of Pretest in Experimental and Control Classes

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper	
Score	Equal variances assumed	.706	.406	-2.289	38	.028	-6.80000	2.97122	-12.81492	-.78508
	Equal variances not assumed			-2.289	36.104	.028	-6.80000	2.97122	-12.82531	-.77469

Table 4.32 showed that the mean score of difference between control class and experimental class did not have significant difference.

Table 4.33. The Students' Result of t-test from Posttest of Experiment and Control Class

		Group Statistics			
Class		N	Mean	Std. Deviation	Std. Error Mean
Score	Control	20	56.8000	8.35149	1.86745
	Experiment	20	78.9500	6.87846	1.53807

Table 4.34 showed that the posttest mean of the control class was 56.80 and the post-test mean of the experiment class was 78.95, the N (number of the case) was 20 for experimental class and 20 for control class. The standard deviation for

experimental class was 6.87 and the standard deviation for control class was 8.35. The standard error mean for experimental class was 1.53 and the standard error mean for control class was 1.86. The description of t-test was described by the following table.

Table 4.34. The Probability Value of T-Test of Posttest in Experimental and Control Classes

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Score	Equal variances assumed	.577	.452	-9.156	38	.000	22.1500	2.41930	-27.04762	-17.25238
	Equal variances not assumed			-9.156	36.654	.000	22.1500	2.41930	-27.05354	-17.24646

Table 4.34 showed that the Probability Value was lower than alpha (α) ($0.000 < 0.05$) and the degree of freedom 58 which means that there is significant difference in posttest. It indicated that the alternative hypothesis (H1) was accepted and, the null hypothesis (H0) was rejected. It showed that the use of picture as an authentic material significantly improve the students' writing and give significantly greater contribution to the students' writing skill.

B. Discussion

This research used quasi Experimental method that consists of two groups they are experimental class and control class. Both of class have been given pre-test and post test. In this study, the researcher applied public figure picture to teach writing descriptive text of the tenth grade students at PMDS Putri Palopo. In experimental class has been given treatment that was teaching writing descriptive text by using picture while in control class has been given treatment that was teaching writing descriptive text without using picture or used conventional teaching.

There were five items of writing assessment that were used by the researcher to analyze the data namely content, organization, vocabulary, language use and mechanic. Based on the students' score in pretest, for both experimental and control class have a little different significant before giving treatment. Students' score of both classes in post test have significantly difference. In experimental class, the students' achievement of posttest in term of *content* criteria the data showed that there were twelve students got excellent to very good classification, there were seven students got good to average classification, and there was one student got fair to poor classification. *Organization* criteria the data showed that there were eight students got excellent to very good classification, there were eleven students got good to average classification, and there was one student got fair to poor classification. *Vocabulary* the data showed that there was one student got excellent to very good classification and there were sixteen students got good to average classification. *Language Use* the data showed that there were nine students got good to average classification, and

there were eleven students got fair to poor classification. And for *Mechanic* the data showed that there was one student got excellent to very good classification, there were seven students got good to average classification, there were eleven students got fair to poor classification and there was one student got very poor classification.

While the students' achievement in post test of control class in term of *content* criteria the data showed that there were two students got good to average classification, there were eleven students got fair to poor classification and there were seven students got very poor classification. *Organization* criteria the data showed that there were three students got good to average classification, there were thirteen students got fair to poor classification and there were two students got very poor classification. *Vocabulary* criteria the data showed that there were nine students got good to average classification, there were eight students got fair to poor classification and there were three students got very poor classification. *Language Use* criteria there were one student got good to average classification, there were thirteen students got fair to poor classification and there were six students got very poor classification. And *Mechanic* criteria there were two students got good to average classification, there were seven students got fair to poor classification and there were eleven student got very poor classification.

Based on result of the data analysis above shows that used picture improve students' writing skill, it can be seen on the table before after giving treatments continually (by using picture) the mean score students' experimental class was 78.9 while students' control class was treated by conventional teaching or teaching without

using picture was 56.8. Besides that, the students score in posttest of experimental class was higher than the students score in posttest of control class that is $87 > 72$. It means that after giving treatment using picture is better than teaching without using photographs.

In this case, picture could interest the students in learning writing descriptive text. Based on the research that had been conducted, during this research teaching writing descriptive text by using photographs could make the students more motivated to learn, they enjoyed and they were enthusiastic in learning teaching process. The students felt easier write descriptive text by using picture. It is evidenced that picture could help the students to learn writing descriptive text.

Based on the explanation above the researcher can conclude that the use of picture can help the students to improve students' skill in writing descriptive text. This research is in line with suryani (2016) that explained about picture was effective to use in teaching writing descriptive text. The result of her research was same with the result of this research that was the improvement of the students' writing skill in descriptive text using picture.

It has been discussed in Chapter II that picture is one of media that can be used in teaching writing descriptive text and it can improve students writing skill. Hermawati (2013) said that picture is a kind of good media, which can be used in teaching writing. The students will be more interested in learning writing if the teacher teaches by using picture. In this section, the researcher not only showed the

result of data analysis in findings but also the researcher would show the students' work in writing descriptive text. It can be seen in the appendix 14 that is students' worksheets.

Based on the picture above, it can be seen that the student' ability in writing descriptive text of control class was lower than the student' ability in writing descriptive text of experimental class. The student's work in control class there were many errors in content, organization, vocabulary, language use and mechanic. While the students' score in experimental class only little errors in content, organization, vocabulary, language use and mechanic.

In fact, teaching writing descriptive text by using pictures at SMA PMDS Putri Palopo, the students got significant improvement in their score writing descriptive text. Therefore, it could be stated that picture in teaching learning of writing have solved the students' writing problem and increase the students' writing skill for the tenth grade students of SMA PMDS Putri Palopo. So, the hypothesis proposed in this research which says "the use of pictures is effective to teach writing descriptive text" is accepted.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the result of the research and discussion that has been presented in the previous chapter, it can be concluded that there is significant differences in learning result of the students who learned writing through pictures with the students who took the learning without pictures. Based on the data analyses in experimental class, the mean score of post-test was higher than the mean score of pre-test (78.9500>60.2500). While in control class, the mean score of posttest was also higher than the mean score of pretest that (56.8000>53.4500). Based on the data analysis it can conclude that teaching writing descriptive text by using pictures is effective. It can be proved that the students score in experimental class higher than students in control class.

B. Suggestion

Based on the conclusion of the research, the researcher suggest for the following parties: the teacher

1. For the teacher, they need to implement the pictures in teaching writing descriptive text, so the teaching and learning process becomes more interesting, enjoyable and fun in the class. The enjoyment ought to be the foremost aims which hopefully will have good effects to the students.

2. Teaching writing by using pictures motivated the students to writing more and it improved students' writing skills. The researcher suggests the teachers to try using pictures in teaching because it encourages the students to write.
3. For students, they should still be more active in learning writing. The students have to pay attention to the teacher so that they can improve their writing skill. To solve their problem in writing descriptive text they have to apply pictures in learning process and should be active in classroom so that the teaching process can be successful.
4. The researcher realized that this thesis so far from being perfect thesis and because of that; constructive critics and advice really expected for the perfection of the thesis. The researcher hoped that the result of this research could be useful for the readers. It is hope that the readers have more information about using pictures in teaching writing. In this research the future researcher is expected to conduct a research to find another significant of pictures in other English language skills.

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APPENDICES

Appendix 1. Lesson Plan Experimental Class and Control Class

Lesson Plan Experimental Class

Rencana Pelaksanaan Pembelajaran

(RPP 1)

Sekolah : SMA PMDS PI Palopo.
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : MIA 2
Waktu : 2 X 40 menit
Skill : Writing

I. Standar Kompetensi :

1. Mengungkapkan makna dalam teks tulis fungsional dan essei pendek sederhana berbentuk descriptive untuk berinteraksi dengan lingkungan sekitar.

II. Kompetensi dasar :

1.1 Mengungkapkan makna dalam teks tulis fungsional dan essei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar.

III. Indikator pembelajaran

- Siswa dapat membuat kalimat sederhana.
- Siswa dapat mengidentifikasi gambar yang telah disediakan.
- Siswa mampu membuat text descriptive sederhana berdasarkan tema.

IV. Tujuan pembelajaran

- Siswa dapat memahami informasi berdasarkan gambar.
- Menulis kalimat menjadi satu paragraph dengan benar.
- Siswa mampu mendiskripsikan gambar.

V. Materi pembelajaran


1. Ciri kebahasaan teks descriptive.

2. Vocabulary items related to personal appearance:

Height	Body	Age	Hair	Face	Eyes
Tall Short	Slim Thin Fat Muscular	Young Old Teenager	Long Short Bald Straight Curly Wavy Black Blond	Round Oval Square Wrinkles Pale Bearded Shaved	Big Brown Round Blue Green Hazel Bright Slanting

3. Memberikan contoh teks descriptive menggunakan photograph.

e.g :

	<p style="text-align: center;">My Favorite Artist</p> <p>I have a favorite artist. His name is Sule. His true name is Entis Sutisna. Sule has long blond hair. He looks so funny with a flat nose. He is very popular in one of television program “OVJ” as a funny comedian. Besides, He also has a good voice. I like Him very much.</p>
---	---

VI. Karakter siswa yang diharapkan

Dapat dipercaya (Thrust worties), Rasa Hormat dan perhatian (respect), tekun (diligence), tanggung jawab (responsibility), Berani (courage), dan Ketulusan (honesty).

VII. Materi pokok

DESCRIPTIVE TEXT

A descriptive text is a text that describes the features of someone, something, or a certain place.

Generic structure:

- Introduction is the part of the paragraph that introduces the character.

Example: Sule is a famous comedian. He also has a beautiful voice.

- Description is the part of the paragraph that describes the character.

Example: He is a funny person. He has a long blond hair and flat nose.

Language feature:

- Use adjectives and compound adjectives e.g. brown-skinned, attractive and beautiful.
- Use linking verbs appear, am, is, are.
- Use attributes has and have.
- Use question words who, which, how, where, etc.
- Use pronoun I, you, we, they, he, she, it.
- Use possessive pronoun my, your, our, her, his, etc.
- Use simple present tense.

Simple present tense

- Nominal sentence

Formula:

(+) S + To Be (am, is, are) + 3 Complement (ANA).

(-) S + To Be (am, is, are) + not + 3 Complement (ANA).

(?) To Be (am, is, are) + S + Complement (ANA)?

Example:

(+) She is a musician.

(-) She is not a musician.

(?) Is she a musician?

Yes, she is.

No, she is not.

VIII. Metode pembelajaran

Direct method

Use photograph in teaching learning process.

IX. Langkah pembelajaran

Kegiatan dan Langkah Pembelajaran	Waktu
<p>A. Kegiatan Awal</p> <ul style="list-style-type: none">• Greeting (member salam dan saling tegur sapa)• Ice Breaking (pengkondisian kelas)• Memberi pre test• Apersepsi (menyambungkan pelajaran yang sudah pernah dipelajari sebelumnya)• Memberikan motivasi belajar. <p>B. Kegiatan Inti</p> <ul style="list-style-type: none">• Guru menjelaskan kepada siswa tentang teks	25 menit

<p>descriptive (fungsi sosialnya, cirri kebahasaannya, struktur teksnya).</p> <ul style="list-style-type: none"> • Guru memberikan contoh teks descriptive kepada siswa untuk dipelajari. • Guru bersama siswa menganalisa kosakata dan grammar yang digunakan dari teks descriptive tersebut. • Siswa diminta untuk membuat descriptive text berdasarkan photograph yang akan dibagikan. • Guru mengobservasi kegiatan siswa dengan berkeliling kesetiap siswa. • Beberapa siswa diminta untuk membacakan hasil kerjanya di depan kelas untuk diperiksa secara bersama-sama. 	45 menit
<p>C. Kegiatan penutup</p> <ul style="list-style-type: none"> • Siswa diminta untuk mengumpulkan hasil kerjanya • Guru memberikan sedikit catatan • Salam 	15 menit

X. Sumber belajar/ alat/ bahan

1. Buku English in Focus.
2. Spidol, whiteboard.

XI. Rubrik Penilaian

Aspect	Score	Indicator
Content	30-27	Sesuai dengan topik dan mudah dimengerti
	26-22	Cukup sesuai dengan topik dan mudah dimengerti
	21-17	Sesuai dengan topik tetapi tidak mudah dimengerti
	16-13	Cukup sesuai dengan topik tetapi tidak mudah Dimengerti
Organization	20-18	Kebanyakan kalimat berhubungan dengan ide pokok
	17-14	Beberapa kalimat berhubungan dengan ide pokok
	13-10	Sedikit kalimat berhubungan dengan ide pokok
	9-7	Kalimat tidak berhubungan dengan ide pokok
Grammar	25-22	Sedikit kesalahan pada grammar
	21-18	Beberapa kesalahan pada grammar
	17-11	Sering terjadi kesalahan pada grammar
	10-5	Sering sekali terjadi kesalahan pada grammar

Vocabulary	20-18	Sedikit kesalahan pada pilihan kata, spelling dan Punctuation
	17-14	Beberapa kesalahan pada pilihan kata
	13-10	Banyak kesalahan pada pilihan kata
	9-7	Sering sekali terdapat kesalahan pada pilihan kata
Mechanic	5	Sedikit kesalahan pada spelling, punctuation dan capitalization.
	4	Beberapa kesalahan pada spelling, punctuation dan capitaizaton.
	3	Banyak kesalahan pada spelling, punctuation and capitalization.
	2	Sering sekali terdapat kesalahan pada seplling, punctuation dan capitalization.

Jumat, 14 Oktober 2018
Peneliti,

Sufianti
NIM. 15 0202 0040

Rencana Pelaksanaan Pembelajaran (RPP2)

Sekolah : SMA PMDS PI Palopo.
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : X MIA 2
Waktu : 2 X 40 menit
Skill : Writing

I. Standar Kompetensi :

1. Mengungkapkan makna dalam teks tulis fungsional dan essei pendek sederhana berbentuk descriptive untuk berinteraksi dengan lingkungan sekitar.

II. Kompetensi dasar :

1.1 Mengungkapkan makna dalam teks tulis fungsional dan essei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar.

III. Indikator pembelajaran

- Siswa dapat membuat kalimat sederhana.
- Siswa dapat mengidentifikasi gambar yang telah disediakan.
- Siswa mampu membuat text descriptive sederhana berdasarkan tema.

IV. Tujuan pembelajaran

- Siswa dapat memahami informasi berdasarkan gambar.
- Menulis kalimat menjadi satu paragraph dengan benar.
- Siswa mampu mendiskripsikan gambar.

V. Materi pembelajaran

1. Ciri kebahasaan teks descriptive.

2. Vocabulary items related to personal appearance:

Height	Body	Age	Hair	Face	Eyes
Tall Short	Slim Thin Fat Muscular	Young Old Teenager	Long Short Bald Straight Curly Wavy Black Blond	Round Oval Square Wrinkles Pale Bearded Shaved	Big Brown Round Blue Green Hazel Bright Slanting

VI. Karakter siswa yang diharapkan

Dapat dipercaya (Thrustworties), Rasa Hormat dan perhatian (respect), tekun (diligence), tanggung jawab (responsibility), Berani (courage), dan Ketulusan (honesty).

VII. Materi pokok

DESCRIPTIVE TEXT

A descriptive text is a text that describes the features of someone, something, or a certain place.

Generic structure:

- Introduction is the part of the paragraph that introduces the character.
Example: Sule is is a famous comedian. He also has a beautiful voice.
- Description is the part of the paragraph that describes the character.
Example: He is a funny person. He has a long blond hair and flat nose.

Language feature:

- Use adjectives and compound adjectives e.g. brown-skinned, attractive and beautiful.
- Use linking verbs appear, am, is, are.
- Use attributes has and have.
- Use question words who, which, how, where, etc.
- Use pronoun I, you, we, they, he, she, it.
- Use possessive pronoun my, your, our, her, his, etc.
- Use simple present tense

Simple present tense

- Nominal sentence

Formula:

(+) S + To Be (am, is, are) + 3 Complement (ANA).

(-) S + To Be (am, is, are) + not + 3 Complement (ANA).

(?) To Be (am, is, are) + S + Complement (ANA)?

Example:

(+) She is a musician.

(-) She is not a musician.

(?) Is she a musician?

Yes, she is.

No, she is not.

VIII. Metode pembelajaran

Direct method

Use photograph in teaching learning process.

IX. Langkah pembelajaran

Kegiatan dan Langkah Pembelajaran	Waktu
A. Kegiatan Awal <ul style="list-style-type: none">• Greeting (member salam dan saling tegur sapa)• Ice Breaking (pengkondisian kelas)• Memberi pre test• Apersepsi (menyambungkan pelajaran yang sudah pernah dipelajari sebelumnya)• Memberikan motivasi belajar.	25 menit
B. Kegiatan Inti <ul style="list-style-type: none">• Guru menjelaskan kepada siswa tentang teks descriptive (fungsi sosialnya, cirri kebahasaannya, struktur teksnya).• Guru memberikan contoh teks descriptive kepada siswa untuk dipelajari.• Guru bersama siswa menganalisa kosakata dan grammar yang digunakan dari teks descriptive tersebut.• Siswa diminta untuk membuat descriptive text berdasarkan photograph yang akan dibagikan.• Guru mengobservasi kegiatan siswa dengan berkeliling kesetiap siswa.• Beberapa siswa diminta untuk membacakan hasil kerjanya di depan kelas untuk diperiksa secara bersama-sama.	45 menit
C. Kegiatan penutup <ul style="list-style-type: none">• Siswa diminta untuk mengumpulkan hasil kerjanya• Guru memberikan sedikit catatan• Salam	15 menit

X. Sumber belajar/ alat/ bahan

1. Buku English in Focus.
2. Spidol, whiteboard.
3. Photograph



XI. Rubrik Penilaian

Aspect	Score	Indicator
Content	30-27	Sesuai dengan topik dan mudah dimengerti
	26-22	Cukup sesuai dengan topik dan mudah dimengerti
	21-17	Sesuai dengan topik tetapi tidak mudah dimengerti
	16-13	Cukup sesuai dengan topik tetapi tidak mudah Dimengerti
Organization	20-18	Kebanyakan kalimat berhubungan dengan ide pokok
	17-14	Beberapa kalimat berhubungan dengan ide pokok
	13-10	Sedikit kalimat berhubungan dengan ide pokok
	9-7	Kalimat tidak berhubungan dengan ide pokok
Grammar	25-22	Sedikit kesalahan pada grammar
	21-18	Beberapa kesalahan pada grammar

	17-11	Sering terjadi kesalahan pada grammar
	10-5	Sering sekali terjadi kesalahan pada grammar
Vocabulary	20-18	Sedikit kesalahan pada pilihan kata, spelling dan Punctuation
	17-14	Beberapa kesalahan pada pilihan kata
	13-10	Banyak kesalahan pada pilihan kata
	9-7	Sering sekali terdapat kesalahan pada pilihan kata
Mechanic	5	Sedikit kesalahan pada spelling, punctuation dan capitalization.
	4	Beberapa kesalahan pada spelling, punctuation dan capitaizaton.
	3	Banyak kesalahan pada spelling, punctuation and capitalization.
	2	Sering sekali terdapat kesalahan pada seplling, punctuation dan capitalization.

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Rencana Pelaksanaan Pembelajaran (RPP 3)

Sekolah : SMA PMDS PI Palopo.
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : X MIA 2
Waktu : 2 X 40 menit
Skill : Writing

I. Standar Kompetensi :

1. Mengungkapkan makna dalam teks tulis fungsional dan essei pendek sederhana berbentuk descriptive untuk berinteraksi dengan lingkungan sekitar.

II. Kompetensi dasar :

1.1 Mengungkapkan makna dalam teks tulis fungsional dan essei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar.

III. Indikator pembelajaran

- Siswa dapat membuat kalimat sederhana.
- Siswa dapat mengidentifikasi gambar yang telah disediakan.
- Siswa mampu membuat text descriptive sederhana berdasarkan tema.

IV. Tujuan pembelajaran

- Siswa dapat memahami informasi berdasarkan gambar.
- Menulis kalimat menjadi satu paragraph dengan benar.
- Siswa mampu mendiskripsikan gambar.

V. Materi pembelajaran

1. Ciri kebahasaan teks descriptive.
2. Vocabulary items related to personal appearance:

Height	Body	Age	Hair	Face	Eyes
Tall Short	Slim Thin Fat Muscular	Young Old Teenager	Long Short Bald Straight Curly Wavy Black Blond	Round Oval Square Wrinkles Pale Bearded Shaved	Big Brown Round Blue Green Hazel Bright Slanting

VI. Karakter siswa yang diharapkan

Dapat dipercaya (Thrustworties), Rasa Hormat dan perhatian (respect), tekun (diligence), tanggung jawab (responsibility), Berani (courage), dan Ketulusan (honesty).

VII. Materi pokok

DESCRIPTIVE TEXT

A descriptive text is a text that describes the features of someone, something, or a certain place.

Generic structure:

- Introduction is the part of the paragraph that introduces the character.
Example: Sule is is a famous comedian. He also has a beautiful voice.

- Description is the part of the paragraph that describes the character.

Example: He is a funny person. He has a long blond hair and flat nose.

Language feature:

- Use adjectives and compound adjectives e.g. brown-skinned, attractive and beautiful.

- Use linking verbs appear, am, is, are.
- Use attributes has and have.
- Use question words who, which, how, where, etc.
- Use pronoun I, you, we, they, he, she, it.
- Use possessive pronoun my, your, our, her, his, etc.
- Use simple present tense.

Simple present tense

- Nominal sentence

Formula:

(+) S + To Be (am, is, are) + 3 Complement (ANA).

(-) S + To Be (am, is, are) + not + 3 Complement (ANA).

(?) To Be (am, is, are) + S + Complement (ANA)?

Example:

(+) She is a musician.

(-) She is not a musician.

(?) Is she a musician?

Yes, she is.

No, she is not.

VIII. Metode pembelajaran

Direct method

Use photograph in teaching learning process.

IX. Langkah pembelajaran

Kegiatan dan Langkah Pembelajaran	Waktu
<p>A. Kegiatan Awal</p> <ul style="list-style-type: none">• Greeting (member salam dan saling tegur sapa)• Ice Breaking (pengkondisian kelas)• Memberi pre test• Apersepsi (menyambungkan pelajaran yang sudah pernah dipelajari sebelumnya)• Memberikan motivasi belajar.	25 menit
<p>B. Kegiatan Inti</p> <ul style="list-style-type: none">• Guru menjelaskan kepada siswa tentang teks descriptive (fungsi sosialnya, ciri kebahasaannya, struktur teksnya).• Guru memberikan contoh teks descriptive kepada siswa untuk dipelajari.• Guru bersama siswa menganalisa kosakata dan grammar yang digunakan dari teks descriptive tersebut.• Siswa diminta untuk membuat descriptive text berdasarkan photograph yang akan dibagikan.• Guru mengobservasi kegiatan siswa dengan berkeliling kesetiap siswa.• Beberapa siswa diminta untuk membacakan hasil kerjanya di depan kelas untuk diperiksa secara bersama-sama.	45 menit
<p>C. Kegiatan penutup</p> <ul style="list-style-type: none">• Siswa diminta untuk mengumpulkan hasil kerjanya• Guru memberikan sedikit catatan• Salam	15 menit

X. Sumber belajar/ alat/ bahan

1. Buku English in Focus.

2. Spidol, whiteb

3. Photograph



XI. Rubrik Penilaian

Aspect	Score	Indicator
Content	30-27	Sesuai dengan topik dan mudah dimengerti
	26-22	Cukup sesuai dengan topik dan mudah dimengerti
	21-17	Sesuai dengan topik tetapi tidak mudah dimengerti
	16-13	Cukup sesuai dengan topik tetapi tidak mudah dimengerti
Organization	20-18	Kebanyakan kalimat berhubungan dengan ide pokok
	17-14	Beberapa kalimat berhubungan dengan ide pokok
	13-10	Sedikit kalimat berhubungan dengan ide pokok
	9-7	Kalimat tidak berhubungan dengan ide pokok
Grammar	25-22	Sedikit kesalahan pada grammar
	21-18	Beberapa kesalahan pada grammar
	17-11	Sering terjadi kesalahan pada grammar
	10-5	Sering sekali terjadi kesalahan pada grammar
Vocabulary	20-18	Sedikit kesalahan pada pilihan kata, spelling dan punctuation
	17-14	Beberapa kesalahan pada pilihan kata
	13-10	Banyak kesalahan pada pilihan kata
	9-7	Sering sekali terdapat kesalahan pada pilihan kata
Mechanic	5	Sedikit kesalahan pada spelling, punctuation dan capitalization.

	4	Beberapa kesalahan pada spelling, punctuation dan capitaizaton.
	3	Banyak kesalahan pada spelling, punctuation and capitalization.
	2	Sering sekali terdapat kesalahan pada sepling, punctuation dan capitalization.

Jumat, 14 Oktober 2018
Peneliti,

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Rencana Pelaksanaan Pembelajaran (RPP 4)

Sekolah : SMA PMDS PI Palopo.
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : X MIA 2
Waktu : 2 X 40 menit
Skill : Writing

I. Standar Kompetensi :

1. Mengungkapkan makna dalam teks tulis fungsional dan essei pendek sederhana berbentuk descriptive untuk berinteraksi dengan lingkungan sekitar.

II. Kompetensi dasar :

1.1 Mengungkapkan makna dalam teks tulis fungsional dan essei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar.

III. Indikator pembelajaran

- Siswa dapat membuat kalimat sederhana.
- Siswa dapat mengidentifikasi gambar yang telah disediakan.
- Siswa mampu membuat text descriptive sederhana berdasarkan tema.

IV. Tujuan pembelajaran

- Siswa dapat memahami informasi berdasarkan gambar.
- Menulis kalimat menjadi satu paragraph dengan benar.
- Siswa mampu mendiskripsikan gambar.

V. Materi pembelajaran

1. Ciri kebahasaan teks descriptive.
2. Vocabulary items related to personal appearance:

Height	Body	Age	Hair	Face	Eyes
Tall Short	Slim Thin Fat Muscular	Young Old Teenager	Long Short Bald Straight Curly Wavy Black Blond	Round Oval Square Wrinkles Pale Bearded Shaved	Big Brown Round Blue Green Hazel Bright Slanting

VI. Karakter siswa yang diharapkan

Dapat dipercaya (Thrustworties), Rasa Hormat dan perhatian (respect), tekun (diligence), tanggung jawab (responsibility), Berani (courage), dan Ketulusan (honesty).

VII. Materi pokok

DESCRIPTIVE TEXT

A descriptive text is a text that describes the features of someone, something, or a certain place.

Generic structure:

- Introduction is the part of the paragraph that introduces the character.
Example: Sule is is a famous comedian. He also has a beautiful voice.

- Description is the part of the paragraph that describes the character.

Example: He is a funny person. He has a long blond hair and flat nose.

Language feature:

- Use adjectives and compound adjectives e.g. brown-skinned, attractive and beautiful.

- Use linking verbs appear, am, is, are.
- Use attributes has and have.
- Use question words who, which, how, where, etc.
- Use pronoun I, you, we, they, he, she, it.
- Use possessive pronoun my, your, our, her, his, etc.
- Use simple present tense.

Simple present tense

- Nominal sentence

Formula:

(+) S + To Be (am, is, are) + 3 Complement (ANA).

(-) S + To Be (am, is, are) + not + 3 Complement (ANA).

(?) To Be (am, is, are) + S + Complement (ANA)?

Example:

(+) She is a musician.

(-) She is not a musician.

(?) Is she a musician?

Yes, she is.

No, she is not.

VIII. Metode pembelajaran

Direct method

Use photograph in teaching learning process.

IX. Langkah pembelajaran

Kegiatan dan Langkah Pembelajaran	Waktu
<p>A. Kegiatan Awal</p> <ul style="list-style-type: none"> • Greeting (member salam dan saling tegur sapa) • Ice Breaking (pengkondisian kelas) • Memberi pre test • Apersepsi (menyambungkan pelajaran yang sudah pernah dipelajari sebelumnya) • Memberikan motivasi belajar. <p>B. Kegiatan Inti</p> <ul style="list-style-type: none"> • Guru menjelaskan kepada siswa tentang teks descriptive (fungsi sosialnya, ciri kebahasaannya, struktur teksnya). • Guru memberikan contoh teks descriptive kepada siswa untuk dipelajari. • Guru bersama siswa menganalisa kosakata dan grammar yang digunakan dari teks descriptive tersebut. • Siswa diminta untuk membuat descriptive text berdasarkan photograph yang akan dibagikan. • Guru mengobservasi kegiatan siswa dengan berkeliling kesetiap siswa. • Beberapa siswa diminta untuk membacakan hasil kerjanya di depan kelas untuk diperiksa secara bersama-sama. <p>C. Kegiatan penutup</p> <ul style="list-style-type: none"> • Siswa diminta untuk mengumpulkan hasil kerjanya • Guru memberikan sedikit catatan • Salam 	<p>25 menit</p> <p>45 menit</p> <p>15 menit</p>

X. Sumber belajar/ alat/ bahan

1. Buku English in Focus.

2. Spidol, whiteboard

3. Photograph



XI. Rubrik Penilaian

Aspect	Score	Indicator
Content	30-27	Sesuai dengan topik dan mudah dimengerti
	26-22	Cukup sesuai dengan topik dan mudah dimengerti
	21-17	Sesuai dengan topik tetapi tidak mudah dimengerti
	16-13	Cukup sesuai dengan topik tetapi tidak mudah dimengerti
Organization	20-18	Kebanyakan kalimat berhubungan dengan ide pokok
	17-14	Beberapa kalimat berhubungan dengan ide pokok
	13-10	Sedikit kalimat berhubungan dengan ide pokok
	9-7	Kalimat tidak berhubungan dengan ide pokok
Grammar	25-22	Sedikit kesalahan pada grammar
	21-18	Beberapa kesalahan pada grammar
	17-11	Sering terjadi kesalahan pada grammar
	10-5	Sering sekali terjadi kesalahan pada grammar
Vocabulary	20-18	Sedikit kesalahan pada pilihan kata, spelling dan punctuation
	17-14	Beberapa kesalahan pada pilihan kata
	13-10	Banyak kesalahan pada pilihan kata
	9-7	Sering sekali terdapat kesalahan pada pilihan kata
Mechanic	5	Sedikit kesalahan pada spelling, punctuation dan capitalization.
	4	Beberapa kesalahan pada spelling, punctuation dan

		capitaizaton.
	3	Banyak kesalahan pada spelling, punctuation and capitalization.
	2	Sering sekali terdapat kesalahan pada seplling, punctuation dan capitalization.

Jumat, 14 Oktober 2018
Peneliti,

Sufianti
NIM. 15 0202 0040

Rencana Pelaksanaan Pembelajaran (RPP 5)

Sekolah : SMA PMDS PI Palopo.
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : X MIA 2
Waktu : 2 X 40 menit
Skill : Writing

I. Standar Kompetensi :

1. Mengungkapkan makna dalam teks tulis fungsional dan essei pendek sederhana berbentuk descriptive untuk berinteraksi dengan lingkungan sekitar.

II. Kompetensi dasar :

1.1 Mengungkapkan makna dalam teks tulis fungsional dan essei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar.

III. Indikator pembelajaran

- Siswa dapat membuat kalimat sederhana.
- Siswa dapat mengidentifikasi gambar yang telah disediakan.
- Siswa mampu membuat text descriptive sederhana berdasarkan tema.

IV. Tujuan pembelajaran

- Siswa dapat memahami informasi berdasarkan gambar.
- Menulis kalimat menjadi satu paragraph dengan benar.
- Siswa mampu mendiskripsikan gambar.

V. Materi pembelajaran

1. Ciri kebahasaan teks descriptive.
2. Vocabulary items related to personal appearance:

Height	Body	Age	Hair	Face	Eyes
Tall Short	Slim Thin Fat Muscular	Young Old Teenager	Long Short Bald Straight Curly Wavy Black Blond	Round Oval Square Wrinkles Pale Bearded Shaved	Big Brown Round Blue Green Hazel Bright Slanting

VI. Karakter siswa yang diharapkan

Dapat dipercaya (Trustworthies), Rasa Hormat dan perhatian (respect), tekun (diligence), tanggung jawab (responsibility), Berani (courage), dan Ketulusan (honesty).

VII. Materi pokok

DESCRIPTIVE TEXT

A descriptive text is a text that describes the features of someone, something, or a certain place.

Generic structure:

- Introduction is the part of the paragraph that introduces the character.
Example: Sule is a famous comedian. He also has a beautiful voice.

- Description is the part of the paragraph that describes the character.

Example: He is a funny person. He has a long blond hair and flat nose.

Language feature:

- Use adjectives and compound adjectives e.g. brown-skinned, attractive and beautiful.
- Use linking verbs appear, am, is, are.

- Use attributes has and have.
- Use question words who, which, how, where, etc.
- Use pronoun I, you, we, they, he, she, it.
- Use possessive pronoun my, your, our, her, his, etc.
- Use simple present tense.

Simple present tense

- Nominal sentence

Formula:

(+) S + To Be (am, is, are) + 3 Complement (ANA).

(-) S + To Be (am, is, are) + not + 3 Complement (ANA).

(?) To Be (am, is, are) + S + Complement (ANA)?

Example:

(+) She is a musician.

(-) She is not a musician.

(?) Is she a musician?

Yes, she is.

No, she is not.

VIII. Metode pembelajaran

Direct method

Use photograph in teaching learning process.

IX. Langkah pembelajaran

Kegiatan dan Langkah Pembelajaran	Waktu
<p>A. Kegiatan Awal</p> <ul style="list-style-type: none">• Greeting (member salam dan saling tegur sapa)• Ice Breaking (pengkondisian kelas)• Memberi pre test• Apersepsi (menyambungkan pelajaran yang sudah pernah dipelajari sebelumnya)• Memberikan motivasi belajar. <p>B. Kegiatan Inti</p> <ul style="list-style-type: none">• Guru menjelaskan kepada siswa tentang teks descriptive (fungsi sosialnya, cirri kebahasaannya, struktur teksnya).• Guru memberikan contoh teks descriptive kepada siswa untuk dipelajari.• Guru bersama siswa menganalisa kosakata dan grammar yang digunakan dari teks descriptive tersebut.• Siswa diminta untuk membuat descriptive text berdasarkan photograph yang akan dibagikan.• Guru mengobservasi kegiatan siswa dengan berkeliling kesetiap siswa.• Beberapa siswa diminta untuk membacakan hasil kerjanya di depan kelas untuk diperiksa secara bersama-sama. <p>C. Kegiatan penutup</p> <ul style="list-style-type: none">• Siswa diminta untuk mengumpulkan hasil kerjanya• Guru memberikan sedikit catatan• Salam	<p>25 menit</p> <p>45 menit</p> <p>15 menit</p>

X. Sumber belajar/ alat/ bahan

1. Buku English in Focus.
2. Spidol, whiteboard

3. Photograph



XI. Rubrik Penilaian

Aspect	Score	Indicator
Content	30-27	Sesuai dengan topik dan mudah dimengerti
	26-22	Cukup sesuai dengan topik dan mudah dimengerti
	21-17	Sesuai dengan topik tetapi tidak mudah dimengerti
	16-13	Cukup sesuai dengan topik tetapi tidak mudah Dimengerti
Organization	20-18	Kebanyakan kalimat berhubungan dengan ide pokok
	17-14	Beberapa kalimat berhubungan dengan ide pokok
	13-10	Sedikit kalimat berhubungan dengan ide pokok
	9-7	Kalimat tidak berhubungan dengan ide pokok
Grammar	25-22	Sedikit kesalahan pada grammar
	21-18	Beberapa kesalahan pada grammar
	17-11	Sering terjadi kesalahan pada grammar
	10-5	Sering sekali terjadi kesalahan pada grammar
Vocabulary	20-18	Sedikit kesalahan pada pilihan kata, spelling dan punctuation
	17-14	Beberapa kesalahan pada pilihan kata
	13-10	Banyak kesalahan pada pilihan kata
	9-7	Sering sekali terdapat kesalahan pada pilihan kata
Mechanic	5	Sedikit kesalahan pada spelling, punctuation dan capitalization.
	4	Beberapa kesalahan pada spelling, punctuation dan

		capitaizaton.
	3	Banyak kesalahan pada spelling, punctuation and capitalization.
	2	Sering sekali terdapat kesalahan pada sepling, punctuation dan capitalization.

Jumat, 14 Oktober 2018
Peneliti,

Sufianti
NIM. 15 0202 0040

Lesson Plan in Control Class

Rencana Pelaksanaan Pembelajaran

(RPP PERTEMUAN 1-5)

Sekolah : SMA PMDS PI Palopo.

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : X IPA 1

Waktu : 10 X 40 menit

Skill : Writing

I. Standar Kompetensi :

1. Mengungkapkan makna dalam teks tulis fungsional dan essei pendek sederhana berbentuk descriptive untuk berinteraksi dengan lingkungan sekitar.

II. Kompetensi dasar :

1.1 Mengungkapkan makna dalam teks tulis fungsional dan essei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar.

III. Indikator pembelajaran

- Siswa dapat membuat kalimat sederhana.
- Siswa dapat mengidentifikasi gambar yang telah disediakan.
- Siswa mampu membuat text descriptive sederhana berdasarkan tema.

IV. Tujuan pembelajaran

- Siswa dapat memahami informasi berdasarkan gambar.
- Menulis kalimat menjadi satu paragraph dengan benar.
- Siswa mampu mendiskripsikan gambar.

V. Materi pembelajaran

1. Ciri kebahasaan teks descriptive.

2. Vocabulary items related to personal appearance:

Height	Body	Age	Hair	Face	Eyes
Tall Short	Slim Thin Fat Muscular	Young Old Teenager	Long Short Bald Straight Curly Wavy Black Blond	Round Oval Square Wrinkles Pale Bearded Shaved	Big Brown Round Blue Green Hazel Bright Slanting

3. Memberikan contoh teks descriptive menggunakan photograph.

VI. Karakter siswa yang diharapkan

Dapat dipercaya (Trustworthy), Rasa Hormat dan perhatian (respect), tekun (diligence), tanggung jawab (responsibility), Berani (courage), dan Ketulusan (honesty).

VII. Materi pokok

DESCRIPTIVE TEXT

A descriptive text is a text that describes the features of someone, something, or a certain place.

Generic structure:

- Introduction is the part of the paragraph that introduces the character.

Example: Sule is a famous comedian. He also has a beautiful voice.

- Description is the part of the paragraph that describes the character.

Example: He is a funny person. He has a long blond hair and flat nose.

Language feature:

- Use adjectives and compound adjectives e.g. brown-skinned, attractive and beautiful.
- Use linking verbs appear, am, is, are.
- Use attributes has and have.
- Use question words who, which, how, where, etc.
- Use pronoun I, you, we, they, he, she, it.
- Use possessive pronoun my, your, our, her, his, etc.
- Use simple present tense.

Simple present tense

- Nominal sentence

Formula:

(+) S + To Be (am, is, are) + 3 Complement (ANA).

(-) S + To Be (am, is, are) + not + 3 Complement (ANA).

(?) To Be (am, is, are) + S + Complement (ANA)?

Example:

(+) She is a musician.

(-) She is not a musician.

(?) Is she a musician?

Yes, she is.

No, she is not.

VIII. Metode pembelajaran

Ceramah

Tanya jawab

Pertemuan 1

IX. Langkah pembelajaran

Kegiatan dan Langkah Pembelajaran	Waktu
<p>A. Kegiatan Awal</p> <ul style="list-style-type: none">• Greeting (member salam dan saling tegur sapa)• Ice Breaking (pengkondisian kelas)• Memberi pre test• Apersepsi (menyambungkan pelajaran yang sudah pernah dipelajari sebelumnya)• Memberikan motivasi belajar. <p>B. Kegiatan Inti</p> <ul style="list-style-type: none">• Guru menjelaskan kepada siswa tentang teks descriptive (fungsi sosialnya, cirri kebahasaannya, struktur teksnya).• Guru memberikan contoh teks descriptive kepada siswa untuk dipelajari.• Guru bersama siswa menganalisa kosakata dan grammar yang digunakan dari teks descriptive tersebut.• Siswa diminta untuk membuat descriptive text berdasarkan tema telah diberikan yaitu teman kelas.• Guru mengobservasi kegiatan siswa dengan berkeliling kesetiap siswa.• Beberapa siswa diminta untuk membacakan hasil kerjanya di depan kelas untuk diperiksa secara bersama-sama. <p>C. Kegiatan penutup</p> <ul style="list-style-type: none">• Siswa diminta untuk mengumpulkan hasil kerjanya• Guru memberikan sedikit catatan• Salam	<p>25 menit</p> <p>45 menit</p> <p>15 menit</p>

Pertemuan Kedua

Kegiatan dan Langkah Pembelajaran	Waktu
<p>A. Kegiatan Awal</p> <ul style="list-style-type: none">• Greeting (member salam dan saling tegur sapa)• Ice Breaking (pengkondisian kelas)• Memberi pre test• Apersepsi (menyambungkan pelajaran yang sudah pernah dipelajari sebelumnya)• Memberikan motivasi belajar. <p>B. Kegiatan Inti</p> <ul style="list-style-type: none">• Guru menjelaskan kepada siswa tentang teks descriptive (fungsi sosialnya, cirri kebahasaannya, struktur teksnya).• Guru memberikan contoh teks descriptive kepada siswa untuk dipelajari.• Guru bersama siswa menganalisa kosakata dan grammar yang digunakan dari teks descriptive tersebut.• Siswa diminta untuk membuat descriptive text berdasarkan tema telah diberikan yaitu guru favorit .• Guru mengobservasi kegiatan siswa dengan berkeliling kesetiap siswa.• Beberapa siswa diminta untuk membacakan hasil kerjanya di depan kelas untuk diperiksa secara bersama-sama. <p>C. Kegiatan penutup</p> <ul style="list-style-type: none">• Siswa diminta untuk mengumpulkan hasil kerjanya• Guru memberikan sedikit catatan• Salam	<p>25 menit</p> <p>45 menit</p> <p>15 menit</p>

Pertemuan ketiga

Kegiatan dan Langkah Pembelajaran	Waktu
<p>A. Kegiatan Awal</p> <ul style="list-style-type: none">• Greeting (member salam dan saling tegur sapa)• Ice Breaking (pengkondisian kelas)• Memberi pre test• Apersepsi (menyambungkan pelajaran yang sudah pernah dipelajari sebelumnya)• Memberikan motivasi belajar. <p>B. Kegiatan Inti</p> <ul style="list-style-type: none">• Guru menjelaskan kepada siswa tentang teks descriptive (fungsi sosialnya, cirri kebahasaannya, struktur teksnya).• Guru memberikan contoh teks descriptive kepada siswa untuk dipelajari.• Guru bersama siswa menganalisa kosakata dan grammar yang digunakan dari teks descriptive tersebut.• Siswa diminta untuk membuat descriptive text berdasarkan tema telah diberikan penyanyi favorit.• Guru mengobservasi kegiatan siswa dengan berkeliling kesetiap siswa.• Beberapa siswa diminta untuk membacakan hasil kerjanya di depan kelas untuk diperiksa secara bersama-sama. <p>C. Kegiatan penutup</p> <ul style="list-style-type: none">• Siswa diminta untuk mengumpulkan hasil kerjanya• Guru memberikan sedikit catatan• Salam	<p>25 menit</p> <p>45 menit</p> <p>15 menit</p>

Pertemuan ke empat

Kegiatan dan Langkah Pembelajaran	Waktu
<p>A. Kegiatan Awal</p> <ul style="list-style-type: none">• Greeting (member salam dan saling tegur sapa)• Ice Breaking (pengkondisian kelas)• Memberi pre test• Apersepsi (menyambungkan pelajaran yang sudah pernah dipelajari sebelumnya)• Memberikan motivasi belajar. <p>B. Kegiatan Inti</p> <ul style="list-style-type: none">• Guru menjelaskan kepada siswa tentang teks descriptive (fungsi sosialnya, cirri kebahasaannya, struktur teksnya).• Guru memberikan contoh teks descriptive kepada siswa untuk dipelajari.• Guru bersama siswa menganalisa kosakata dan grammar yang digunakan dari teks descriptive tersebut.• Siswa diminta untuk membuat descriptive text berdasarkan tema telah diberikan Artis favorit.• Guru mengobservasi kegiatan siswa dengan berkeliling kesetiap siswa.• Beberapa siswa diminta untuk membacakan hasil kerjanya di depan kelas untuk diperiksa secara bersama-sama. <p>C. Kegiatan penutup</p> <ul style="list-style-type: none">• Siswa diminta untuk mengumpulkan hasil kerjanya• Guru memberikan sedikit catatan• Salam	<p>25 menit</p> <p>45 menit</p> <p>15 menit</p>

Pertemuan kelima

Kegiatan dan Langkah Pembelajaran	Waktu
A. Kegiatan Awal <ul style="list-style-type: none">• Greeting (member salam dan saling tegur sapa)• Ice Breaking (pengkondisian kelas)• Memberi pre test• Apersepsi (menyambungkan pelajaran yang sudah pernah dipelajari sebelumnya)• Memberikan motivasi belajar.	25 menit
B. Kegiatan Inti <ul style="list-style-type: none">• Guru menjelaskan kepada siswa tentang teks descriptive (fungsi sosialnya, cirri kebahasaannya, struktur teksnya).• Guru memberikan contoh teks descriptive kepada siswa untuk dipelajari.• Guru bersama siswa menganalisa kosakata dan grammar yang digunakan dari teks descriptive tersebut.• Siswa diminta untuk membuat descriptive text berdasarkan tema telah diberikan pahlwan favorit.• Guru mengobservasi kegiatan siswa dengan berkeliling kesetiap siswa.• Beberapa siswa diminta untuk membacakan hasil kerjanya di depan kelas untuk diperiksa secara bersama-sama.	45 menit
C. Kegiatan penutup <ul style="list-style-type: none">• Siswa diminta untuk mengumpulkan hasil kerjanya• Guru memberikan sedikit catatan• Salam	15 menit

X. Sumber belajar/ alat/ bahan

1. Buku English in Focus.
2. Spidol, whiteboard.

XI. Rubrik Penilaian

Aspect	Score	Indicator
Content	30-27	Sesuai dengan topik dan mudah dimengerti
	26-22	Cukup sesuai dengan topik dan mudah dimengerti
	21-17	Sesuai dengan topik tetapi tidak mudah dimengerti
	16-13	Cukup sesuai dengan topik tetapi tidak mudah Dimengerti
Organization	20-18	Kebanyakan kalimat berhubungan dengan ide pokok
	17-14	Beberapa kalimat berhubungan dengan ide pokok
	13-10	Sedikit kalimat berhubungan dengan ide pokok
	9-7	Kalimat tidak berhubungan dengan ide pokok
Grammar	25-22	Sedikit kesalahan pada grammar
	21-18	Beberapa kesalahan pada grammar
	17-11	Sering terjadi kesalahan pada grammar
	10-5	Sering sekali terjadi kesalahan pada grammar
Vocabulary	20-18	Sedikit kesalahan pada pilihan kata, spelling dan Punctuation
	17-14	Beberapa kesalahan pada pilihan kata
	13-10	Banyak kesalahan pada pilihan kata
	9-7	Sering sekali terdapat kesalahan pada pilihan kata
Mechanic	5	Sedikit kesalahan pada spelling, punctuation dan capitalization.
	4	Beberapa kesalahan pada spelling, punctuation dan capitaizaton.
	3	Banyak kesalahan pada spelling, punctuation and capitalization.
	2	Sering sekali terdapat kesalahan pada seplling, punctuation dan capitalization.

Jumat, 14 Oktober 2018
Peneliti,

Sufianti
NIM. 15 0202 0040

Appendix 2 Students' Score Control Class and Experimental Class in Pretest and Posttest

a. Students' Pretest Score in Control Class

Respondent	Content	Organization	Vocabulary	Language use	Mechanic	Score
R1	20	14	10	11	2	57
R2	14	11	10	11	2	48
R3	14	13	11	11	2	48
R4	14	9	8	10	2	43
R5	17	13	14	11	2	57
R6	14	12	11	10	2	51
R7	14	10	9	9	2	44
R8	16	13	12	10	3	54
R9	16	13	11	10	2	52
R10	15	9	8	11	2	45
R11	20	14	13	14	3	64
R12	22	14	14	18	3	71
R13	17	11	14	11	2	55
R14	22	14	14	12	2	64
R15	20	14	13	12	2	61
R16	14	12	8	9	2	45
R17	15	10	9	10	3	47
R18	18	13	12	11	2	56
R19	15	9	8	9	2	43
R20	20	13	14	14	3	64
Total						1069

b. Students' Pretest Score in Experimental Class

Respondent	Content	Organization	Vocabulary	Language use	Mechanic	Score
R1	20	16	17	17	3	65
R2	22	10	18	19	4	73
R3	17	14	10	17	3	61
R4	16	9	13	11	2	51
R5	21	14	10	10	2	57
R6	27	18	14	17	4	80
R7	15	12	9	11	2	49
R8	14	10	10	8	3	45
R9	22	17	14	15	3	71
R10	22	13	14	11	2	62
R11	25	20	14	18	3	80
R12	22	15	14	11	3	65
R13	22	14	10	14	3	63
R14	20	13	12	12	2	59
R15	22	13	14	13	3	65
R16	20	12	10	10	2	54
R17	17	13	10	10	2	52
R18	17	10	10	10	2	49
R19	20	13	10	14	2	59
R20	14	10	10	9	2	45
Total						1205

c. Students' Posttest Score in Control Class

Respondent	Content	Organization	Vocabulary	Language use	Mechanic	Score
R1	21	16	14	13	3	67
R2	17	13	10	12	2	54
R3	16	13	14	12	3	58
R4	16	7	8	10	2	43
R5	20	13	14	15	3	65
R6	16	12	13	12	3	56
R7	16	11	10	10	3	50
R8	17	14	12	11	2	56
R9	15	10	10	8	2	45
R10	14	8	10	11	2	45
R11	18	13	14	15	4	64
R12	22	14	14	18	4	72
R13	18	14	14	11	2	59
R14	17	13	12	11	2	55
R15	19	13	14	13	3	62
R16	20	13	8	10	2	53
R17	14	12	9	10	2	47
R18	17	14	14	13	3	61
R19	17	13	12	10	2	54
R20	24	17	14	13	2	70
Total						1136

d. Students' Posttest Score in Experimental Class

Respondent	Content	Organization	Vocabulary	Language use	Mechanic	Score
R1	22	17	17	20	4	80
R2	27	20	15	17	5	84
R3	27	17	17	20	4	85
R4	25	17	14	14	3	73

R5	25	17	14	13	2	71
R6	27	18	17	21	4	87
R7	20	13	14	15	3	65
R8	28	20	18	18	3	87
R9	22	17	15	14	3	71
R10	28	20	17	18	4	87
R11	26	18	17	18	3	82
R12	28	17	16	18	4	83
R13	27	18	17	19	4	85
R14	29	17	17	20	3	86
R15	27	17	16	15	3	78
R16	27	18	15	16	3	79
R17	27	20	14	14	3	78
R18	25	15	14	16	4	74
R19	27	16	14	17	3	77
R20	22	16	14	12	3	67
Total						1579

Appendix 3 The Mean Score of Students' Pretest in Experimental Class

Descriptive Statistics						
	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pre-test Experiment Class	20	45.00	80.00	1205.00	60.2500	10.41696
Valid N (listwise)	20					

Appendix 4 The Mean Score of Students' Posttest in Experimental Class

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Post-test Experiment class	20	65.00	87.00	1579.00	78.9500	6.87846
Valid N (listwise)	20					

Appendix 5 The Mean Score Students' Pretest in Control Class

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pre-test Control Class	20	43.00	71.00	1069.00	53.4500	8.24924
Valid N (listwise)	20					

Appendix 6 The Mean score of Students' Posttest in Control Class

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Post-test Control Class	20	43.00	72.00	1136.00	56.8000	8.35149
Valid N (listwise)	20					

Appendix 7 The Mean Score and Standard Deviation of Students' Pretest and Posttest in Control Class

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Pretest	20	43.00	71.00	1069.00	53.4500	1.84459	8.24924
Posttest	20	43.00	72.00	1136.00	56.8000	1.86745	8.35149
Valid N (listwise)	20						

Appendix 8 The mean score and standard deviation of Students' Pretest and Posttest in Experimental class

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Pretest	20	45.00	80.00	1205.00	60.2500	2.32930	10.41696
Posttest	20	65.00	87.00	1579.00	78.9500	1.53807	6.87846
Valid N (listwise)	20						

Appendix 9 The Students' Result of T-Test from Pre-Test score of Experiment and Control Class

Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
Score	Control	20	53.4500	8.24924	1.84459
	Experiment	20	60.2500	10.41696	2.32930

Appendix 10 The Students' Result T-Test from Pre-Test Score of Control and Experiment Class

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Score	Equal variances assumed	.706	.406	-2.289	38	.028	-6.80000	2.97122	-12.81492	-.78508
	Equal variances not assumed			-2.289	36.104	.028	-6.80000	2.97122	-12.82531	-.77469

Appendix 11 The Students' Result of T-Test from Post-Test score of Experiment and Control Class

Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
Score	Control	20	56.8000	8.35149	1.86745
	Experiment	20	78.9500	6.87846	1.53807

Appendix 12 The Students' Result T-Test from Post-Test Score of Control and Experiment Class

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
Score	Equal variances assumed	.577	.452	9.156	38	.000	22.15000	2.41930	27.04762	17.25238
	Equal variances not assumed			9.156	36.654	.000	22.15000	2.41930	27.05354	17.24646

Appendix 13 Pretest And Posttest

Pre-Test

School :

Day and Date :

Name :

Class :

Instruction:

1. Chose one your favorite celebrity and write a descriptive text about the celebrity!
2. Pay attention to the generic structure and language feature of descriptive text.
3. Develop and complete the content of the text.
4. Please do it by yourself because „**God**“ knows everything you do.

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Post-Test

School :

Day and Date :

Name :

Class :

Instruction:

1. Identify and write a descriptive text based on photograph bellow.
2. Pay attention to the generic structure and language features of descriptive text.
3. Develop and complete the content of the text.
4. Please do it by yourself because „**God**“ knows everything you do.



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Post-Test

School :
Day and Date :
Name :
Class :

Instruction:

1. Identify and write a descriptive text based on photograph bellow.
2. Pay attention to the generic structure and language features of descriptive text.
3. Develop and complete the content of the text.
4. Please do it by yourself because „**God**“ knows everything you do.



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Appendix 14 Students' Worksheet

a. Respondent who got higher score of pretest in control class

School : SMA Datok Sulaiman Palopo
Day and Date : Saturday, 20 April 2019
Name : Nur Wildah Kaharuddin
Class : X IPA 1

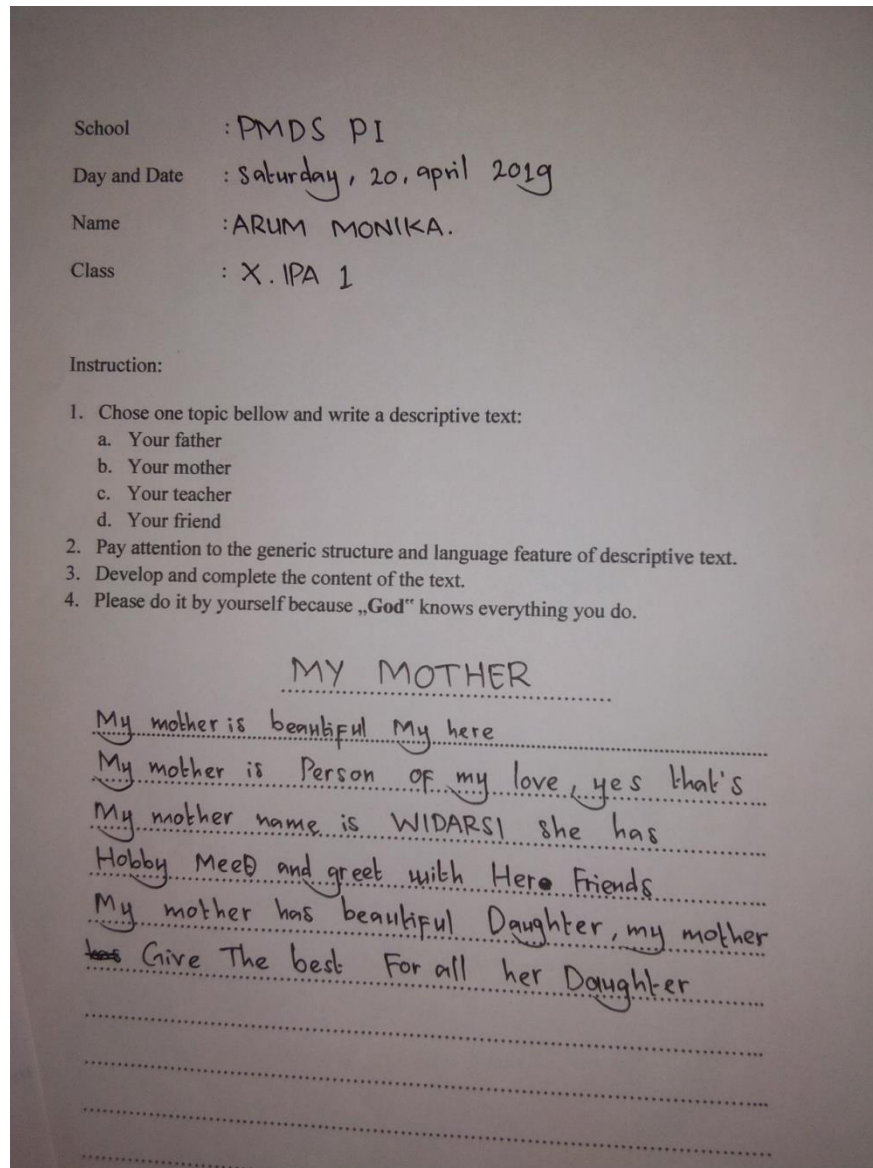
Instruction:

1. Chose one topic bellow and write a descriptive text:
 - a. Your father
 - b. Your mother
 - c. Your teacher
 - d. Your friend
2. Pay attention to the generic structure and language feature of descriptive text.
3. Develop and complete the content of the text.
4. Please do it by yourself because „God“ knows everything you do.

My Father

I have a person that one of my first love, that is my father, his name is Kaharuddin. He is a lecturer on one of universities in Palopo. He is skilled on arabic language. He has pointed nose, and black skin. He likes blue and red colour, and he likes to eat kaporung. Every Sunday, he goes to his garden to refreshing and sometimes he invite his friends to make kaporung together. He never angry to us, but he always warn us to do positive ~~every~~ things and avoid the negative things. He is very busy ~~but~~ but in Saturday and Sunday he always ^{spend his time} with his family. I'm so proud to be his daughter.

b. Respondents who got the lower score of pretest in control class



c. Respondent who got higher score of posttest in control class

School : SMA Dabok sulaiman
Day and Date : Senin, 22 April 2019
Name : Nur Wildah K
Class : X IPA 1

Instruction:

1. Identify and write a descriptive text based on photograph bellow.
2. Pay attention to the generic structure and language features of descriptive text.
3. Develop and complete the content of the text.
4. Please do it by yourself because „God” knows everything you do.



Ustad Solmed

He is the one of popular ustad in Indonesia. He has pointed nose, white skin, small eyes and small lips. He has oval face, his cheeks rather chubby. He has thin mustache and beard on his face. His body is big and tall. On Ramadhan he always performs on the tv channel to bring his religion speech/dakwah and be the Jury of memorizing Qur'an competition. He has so many fans because his skill on deliver his speech is so interest.

d. Respondent who got lower score of posttest in control class

School : Senior high school
Day and Date : Senior, 22 April 2019
Name : Nurkhalifa
Class : X IPA I

Instruction:

1. Identify and write a descriptive text based on photograph below.
2. Pay attention to the generic structure and language features of descriptive text.
3. Develop and complete the content of the text.
4. Please do it by yourself because „God“ knows everything you do.



~~HAERUN~~ khoirunnisa

nisa ~~is~~ beautiful in face.. nisa one of personil
from Gambus. she is lips smaal and wears glasses.
she is eyes Big eye. and then singer Reliji start
a fame. she is cheek beautiful. she is voice Good.
she is small body. she has song start a fame ^{her} song
fameuse until in the world overseas.

e. Respondent who got higher score of pretest in experiment class

School : PMDS putri palopo
Day and Date : Monday and 15-04-2019
Name : Lisa Magfirah
Class : X IPA 2

Instruction:

1. Chose one topic bellow and write a descriptive text:
 - a. Your father
 - b. Your mother
 - c. Your teacher
 - d. Your friend
2. Pay attention to the generic structure and language feature of descriptive text.
3. Develop and complete the content of the text.
4. Please do it by yourself because „God“ knows everything you do.

My friend

I have a friend. Her name is Nuvul Khacamah. She is from Makassar. She is 15 years old, she is student from SMAN 1 Makassar. I am going to tell you about her physical appearance and personality traits. She is a beautiful girl with a flat nose. Her eyes small and blue. She has white skin and smooth. She is of average height of average medium height. She is about 155 cm. She is a cheery and friendly. She looks a chubby. And she is one of the smartest student in her school. I am happy to be her friend.

f. Respondents who got lower score of pretest in experimental class

School : Pesantren modern Dabik sulaiman.
Day and Date : senin 15/09/19.
Name : Mirna
Class : X IPA 2.

Instruction:

1. Chose one topic bellow and write a descriptive text:
 - a. Your father
 - b. Your mother
 - c. Your teacher
 - d. Your friend
2. Pay attention to the generic structure and language feature of descriptive text.
3. Develop and complete the content of the text.
4. Please do it by yourself because „God“ knows everything you do.

..... Friendi


I have a friend : her name is. Azizah Arafah. she her school
pesantren modern daitik sulaiman. & her body is big
she is blac ^{wait} ~~with~~. she is beautiful face a oval
she is about 164 cm tall. she his choerful and friendly.
she is also helpul Azizah is a girl smart. she is slender long
her eyes is slanted
I am happy to be her friend. v
.....
.....
.....
.....
.....

g. Respondent who got higher score of posttest in experimental class

School : Islamic Boarding school of Datuk sulaiman palopo
Day and Date : saturday, 20/04/19
Name : Afiyyah Mawackbh
Class : X exact 2

Instruction:

1. Identify and write a descriptive text based on photograph below.
2. Pay attention to the generic structure and language features of descriptive text.
3. Develop and complete the content of the text.
4. Please do it by yourself because „God“ knows everything you do.



Oval ← face
white ← complexion
smooth
looks
attractive
short ← Height
Eye → Big and Black
Nose → flat
cheeks → chubby
lip → thick
Shoulder → broad
Figure → ~~body~~ of average

NISA SABYAN

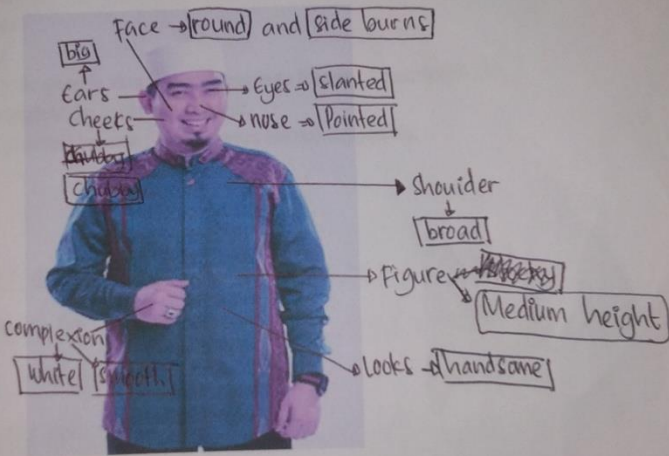
I want to tell you about artist in Indonesia. Her name is Khoirunnisa you can call her Nisa sabyan. She was born on Mei, 23 - 1999. She is from Surabaya. She is nineteen years old. She has oval face with a flat nose. Her eyes are Big and Black. She has smooth and white skin. She is short girl. Her body is of average. She has attractive and beautiful looks. She has chubby cheek with a thick lip. Nisa is girl a girl with good personality traits. She is cheerful and friendly to be a singer.

h. Respondent who got lower score of posttest in experimental class

School : Islamic Boarding ~~sekolah~~ school Datok Sulaiman (PMPs) Palopo
Day and Date : Saturday, 20 April 2019
Name : Nurcaeni N.
Class : X IPA 2

Instruction:

1. Identify and write a descriptive text based on photograph bellow.
2. Pay attention to the generic structure and language features of descriptive text.
3. Develop and complete the content of the text.
4. Please do it by yourself because „God“ knows everything you do.



Ust. Soleh Mahmud

I want to tell about his physical appearance Ust. Soleh Mahmud. ~~He~~ He has round and side burns face. ~~He~~ He has pointed nose and big ears. His eyes are slanted. His cheeks is chubby. He is white and smooth complexion. He was a man ~~and~~ with of Medium height. He has handsome looks. And last, he was a shoulder ~~too~~ broad.

Appendix 15 Documentations





