THE EFFECTIVENESS OF USING PICTURES IN TEACHING WRITING TO THE EIGHTH GRADE STUDENTS OF SMPN 3 BUA PONRANG

A Thesis

Submitted to the English Education Study Program of Tarbiyah and Teacher Training Faculty of State Islamic Institute of Palopo for Undergraduate Degree in English Education Study Program

IAIN PALOPO

Compiled by:

Astuti M. Junaedi
Reg. Num. 1602020018

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHERS TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
2023

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Supervised by:

Amalia Yahya, S.E, M.Hum.

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ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

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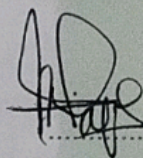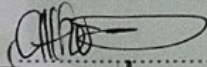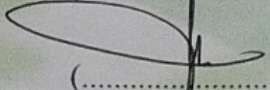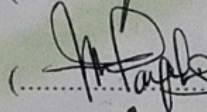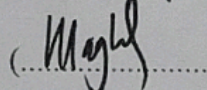
STATE ISLAMIC INSTITUTE OF PALOPO

2023

THESIS APPROVAL

This thesis entitled "**The Effectiveness of Using Pictures in Teaching Writing to the Eight-grade Students of SMPN 3 Bua Ponrang**" was written by **Astuti M. Junaedi**, Reg. Num. 16 0202 0018, English Language Education Study Program of Tarbiyah and Teachers Training Faculty, the State Islamic Institute of Palopo and has been examined and defended in the Munaqasyah examination which was carried out on **Thursday, March 16th 2023 M**, coincided with **Sya'ban 23th 1444 H**; it is authorised and acceptable as fulfilment for the undergraduate degree in English Language Education Study Program.
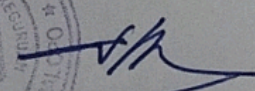
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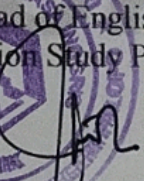
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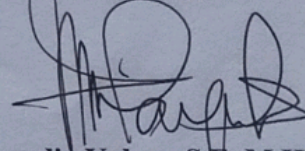Prodi   : Pendidikan Bahasa Inggris
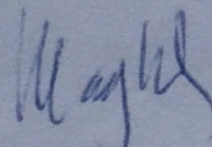
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Thesis Entitled : THE EFFECTIVENESS OF USING PICTURE IN TEACHING WRITING AT THE EIGHTH GRADE STUDENTS AT SMPN 3 BUA PONRANG

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PRONOUNCEMENT

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Stating exactly that:

1. This thesis is originally my own work, not the result of plagiarism or duplication or the work of others that I acknowledge as my own work or thought.

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Palopo, Sept 1st, 2023

The Researcher,

Astuti M. Junaedi
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بِسْمِ ٱللَّهِ ٱلرَّحْمَٰنِ ٱلرَّحِيمِ

اَلْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِيْنَ، وَالصَّلَاةُ وَالسَّلَامُ عَلَى اَشْرَفِ اْلأَنْبِيَاءِ وَالْمُرْسَلِيْنَ سَيِّدِنَا مُحَمَّدٍ وَعَلَى آلِهِ وَاَصْحَابِهِ اَجْمَعِيْنَ.

Alhamdulilahi Rabbil Alamin, Praise and thanks to the Almighty Allah swt. without blessing and mercy, the researcher would have never been able to start and finish this thesis as the requirement for a degree of S.Pd. at the State Islamic Institute of Palopo entitled *"The effectiveness of using pictures in teaching writing to the eighth-grade students of SMP Negeri 3 Bua Ponrang "*. To our prophet, the chosen one Muhammad saw. safety and peace be upon him.

The researcher realizes that the existence of this thesis has received much advice, guidance, encouragement, and comments from many people. Therefore, the researcher would like to express thanks to:

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The researcher admits that this thesis is not perfect so the researcher will accept suggestions from the readers to make it better. The researcher hopes that this thesis would be beneficial to everyone. Finally, may Allah Swt. gives reward to all people who helped the Researcher. The Researcher hopes this thesis will give a positive contribution to the readers, religion, and the state. Aamiin.

Palopo, 20st Nov 2022

The researcher

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ABSTRACT

Astuti M Junaedi, 2022. "*The Effectiveness of Using Picture in Teaching Writing to The Eighth Grade Students of SMP Negeri 3 Bua Ponrang*". Thesis English Education Study Program in the State Islamic Institute of Palopo Supervised by Amalia Yahya and Magfirah Thayyib.

This thesis attempted to find out the effectiveness of using pictures in teaching writing to the Eight grade students of SMP Negeri 3 Bua Ponrang. The research question was "Is using pictures effective in teaching writing to the eighth-grade students of SMPN 3 Bua Ponrang?" This thesis applied the quantitative method. The population of this research was the students in SMPN 3 Bua Ponrang. The sample in this research was 20 eighth-grade students. The researcher got the score of students' writing skills by using a test namely pre-test and post-test. The result of statistical analysis of significance level (0,05) with the degree of freedom (df) = 19 then the t-table was 1,729. The probable value is t-test>t-table (22,075>1,729). In addition, the significance (2-tailed) is 000. So, the value significance < 0,05 means the alternative hypothesis (H1) is accepted and the null hypothesis (Ho) is rejected. This means that using picture media is effective in teaching writing.

Keyword: *Learning Media, Pictures, Writing skill*

CHAPTER I

INTRODUCTION

A. Background

English is an international language that is used by people in almost all countries in the world. People use English as a foreign language that has been learned by students from elementary school up to university. In learning English subject, there are four aspects of skills that are separated to be writing, reading, listening, and speaking. The students must learn all of the English skills to master the English language well, especially the writing skill because it is very useful for the academic purpose of students.

Writing is an important lesson to learn and a communication tool that people use to share information. Harmer states that the writing process is a way of looking at what people do when they are writing the text.[1] Writing is used to communicate indirectly, not face to face with another person, but through the writing media. through writing, we can convey the contents of thoughts and feelings, both imaginary and real conditions. In this case, we can write something based on our experience; funny, weird, thrilling, embarrassing, or the experience of pain.[2]

Based on the result of the preliminary observation and interview conducted by the researcher with class VIII students of SMPN 3 Bua Ponrang on 22 April 2019, the researcher found that the students were difficult in developing

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[1]Harmer, The Practice of English Language Teaching, Essex: Longman (2004), p.15.
[2]Syatriana, Implementing a Design Model in Teaching Writing through Reflection Strategy for Indonesian EFL Students. Retrieved on June 4, 2019.

their ideas when writing. Besides, they also said that learning writing did not bring an interesting atmosphere, so they did not interested in learning writing and make them feel bored.

In order to solve the students' problem, the teacher also hoped to be able to find the solution to make the learning process more effective. The teacher should be able to support the students to expand their writing skills. Using the picture for the teaching-learning process can solve the problem of difficulties in writing and create the students' ideas to make good sentences. Hopefully, this media can solve the student's difficulties in writing which caused the lack of mastery in grammar and vocabulary. It becomes a good influence on their writing.

Valuable resources can be found in pictures such as drawings, comics, graphs, photographs, maps, and, posters. Pictures are valuable resources to ESL teachers as they provide shared knowledge among learners in the classroom, the use of common language forms, the basis for a variety of tasks, and act as a focal point for students. Pictures are an excellent stimulus in foreign language learning. Learning can be effective and fast through the use of good visual materials.[3]

According to the explanation above, the researcher conducts research entitled: "The Effectiveness of Using Picture in Teaching Writing to the Eighth Grade Students of SMPN 3 Bua Ponrang." It is to examine the use of pictures in teaching writing at SMPN 3 Bua Ponrang as the solution for the students' difficulties.

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[3]Raimes, Ann, Technique in Teaching Writing. New York: Oxford University Press. (1983).

B. Research Question

In line with a research background, the researcher formulates the research question as follows: Is using pictures effective in teaching writing to the eighth-grade students of SMPN 3 Bua Ponrang?

C. The objective of the Research

Regarding the research question, this research aims to find out whether using pictures is effective or not in teaching writing to the eighth grade of SMPN 3 Bua Ponrang.

D. Significance of the Research

The result of the research is expected to give a contribution to the teaching of writing to the students at SMPN 3 Bua Ponrang. The significance of the research can be described as follows:

1. For the teachers

   The results of the research are expected to be an alternative media for teachers to create meaningful and interesting teaching processes.

2. For the students

   The result of the study is hoped to motivate the students to participate in the process of teaching and learning at school, especially in teaching writing.

3. For the next researcher

   This research can be used by other students of the English Education Study Program, especially those who are interested in the same field by

taking its result. For future researchers, this research is expected to be a reference for further research and can be developed to be more perfect.

E. Scope of the Research

The focus of this research was using pictures in learning writing, especially descriptive text at SMPN 3 Bua Ponrang. The researcher measures the students' writing by using the five assessment elements consisting of content, organizing, vocabulary, grammar, and mechanic.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research

Based on the topic of the research, the researcher puts forward the previous studies that are closely related to this research namely:

1. Dwi Nur Indah (2010), Improving Writing Recount Text Using Photos: A Case Study of Class XI Students of SMA Negeri 1 Batangan Pati.[4] The purpose of this study was to improve the writing of recount text for students. The type of research used was experimental research and quantitative approaches. In her research, Dwi found that personal photos were effective in learning to write recount text to students.

   The difference between this research is in the subject of the research. Dwi Nur Indah used the students in the XI grade as the research sample, while in this research the researcher used the VIII grade students as the research sample. Besides, Dwi Nur Indah examined the students' writing in recount text, while in this research the researcher examined descriptive text.

2. Vania Teska Novita (2014), The Effectiveness Of Teaching Writing Through Picture Series To Grade VIII Students Of SMPN 3 Sleman.[5] The purpose of this study was to improve students' writing skills through a series of pictures.

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[4]Dwi Nur Indah, "Improving Writing Recount Text Using Photos: A Case Study of Class XI Students of SMA Negeri 1 Batangan Pati", 2010. Accessed on June 2022. https://andynuriman.files.wordpress.com/2011/10/skripsi_dwi-nur-indah.pdf

[5]Vania Teska Novita, "The Effectiveness of Teaching Writing through Picture Series to Grade VIII Students of Smpn 3 Sleman," 2014.

This research is quasi-experimental research conducted at SMPN 3 Sleman. The data was collected using a test consisting of a pre-test and a final test. They were analyzed using covariance analysis. The results showed that there was a significant difference in writing ability between students of class VIII SMP who were taught with serial pictures and those who were not taught with pictures. These results indicate an increase in the results of the students' pre-test and post-test.

The different between this research is Vania used a quasi-experimental method, where used 2 groups of samples they are class VIII B as the experimental group and class VIII A as the control group. Different with this research, the researcher used a quantitative method.

3. Sofia Winda Nur Fitriani (2009), The Effectiveness of Using Images in Writing Descriptive Text in Class VIII Students of SMPN 26 Semarang.[6] The purpose of this study was to examine the extent to which images as props which can be applied effectively in learning to write descriptive paragraphs. The research method is experimental research conducted in two classes, namely the experimental class (VIII-A) and the control class (VIII B) as the sample. The researcher provided a writing test to collect data. Based on the research results, images are effective as a medium for improving descriptive writing skills at SMPN 26 Semarang. Finally, the researcher suggests the teacher use pictures as a medium in learning to write descriptively.

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[6]Sofia Winda Nur Fitriani, "The Effectiveness of Using Images in Writing Descriptive Text in Class VIII Students of SMPN 26 Semarang", 2009. Accessed on June 2022. http://lib.unnes.ac.id/id/eprint/2489

The researcher found the differences between this research, they are Sofia also used 2 groups of samples they are class VIII A as the experimental group and class VII B as the control group. Different with this research, the researcher used a quantitative method and the sample were the VIII students with the lower score in English.

4. St. Amanah (2016), Use of Picture Word Inductive Model (PWIM) in Writing Descriptive Text for Students.[7] This study aims to identify the use of the Picture Word Inductive Model (PWIM) in improving students 'abilities and attracting students' interest in writing descriptive texts. This study used a quasi-experimental design. The research data were collected using tests and questionnaires. In analyzing the data, the researcher used quantitative data analysis. The results of this study showed (1) the use of the Picture Word Inductive Model (PWIM) improved the ability to write the descriptive text of the tenth-grade students of SMK Negeri 1 Bantaeng; (2) Grade X students of SMK Negeri 1 Bantaeng are interested in learning English using Picture Word Inductive Model (PWIM). Researchers found that all student activities contained in student indicators of interest were achieved which could be seen in student involvement, enjoyment, interest, and attention to the use of the Picture Word Inductive Model (PWIM).

The different between this research is the research from St. Amanah were conducted in vocational school. Different with this research which was conducted in junior school.

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[7]St. Amanah, "Use of Picture Word Inductive Model (PWIM) in Writing Descriptive Text for Students.", 2016.
http://eprints.unm.ac.id/4401/1/ST.%20AMANAH%20SR.pdf.

5. Yasmin Liong Pui Kwan Abdullah and Melor Md. Yunus (2019), The Use of Pictures in Improving Students' Writing.[8] This study aimed to investigate the effectiveness of pictures in helping students to write. This research used a quasi-experimental design. The instrument used in this research are tasks and a Likert scale questionnaire containing 16 items to obtain students' perceptions of the use of pictures. The result showed that there was an improvement when teachers use the picture to teach writing. The students' perception also showed that teachers should use pictures more often during the teaching and learning process.

The different between this research is the research from Yasmin and Melor used a students' perception questionnaire as their research instrument. While in this research, the researcher only used a tests as the research instrument.

From all of the previous studies above, it was shown that through pictures, students' writing ability would improve even though they used different research methods. The teaching-learning process will be more effective by using pictures because pictures can motivate them to learn English.

B. Literature Review

1. Definition of Writing

Writing is one of the language skills besides speaking, listening, and reading. Writing has always occupied a place in most English language courses.

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[8] Yasmin Liong Pui Kwan Abdullah and Melor Md. Yunus, The Use of Pictures in Improving Students' Writing, 2019.
https://mjltm.org/article-1-520-en.pdf

In writing, the teacher needs the concept to start writing. Writing is viewed as a communicative thing.

Writing is an act of creation, which makes writing instruction uniquely different from many other kinds of teaching. Writing teachers impart to the students a body of knowledge, but they also teach habits of mind, choices for self-expression, strategic thinking, and self-awareness.[9] When they do all of this well, their students can assess new situations and call upon their skills to create something new that fully meets expectations.

Based on the theories of writing, it can be concluded that writing is an activity to express an idea in written form.

2. Process in Writing

There are several ways before students write something:

a. Planning

Planning is the process of researchers planning what they are going to write. Before starting to write, they try and decide what it is they are going to say. For some researchers, this may involve making detailed notes as their structure in writing. In planning, three items have to be considered by the researchers. The purpose of their writing consists of the language they use and the information whom they choose, the researchers have to consider the audience they are writing for (how it is laid out, how the paragraph are structured and content structure talk about how best to sequence the fact, ideas or arguments).

b. Drafting

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[9]Dawn Kirby and Darren Crovitz, *Inside out Strategy for Teaching Writing Fourth Edition*, Portsmouth., 2013.

In this process, the researcher will revise the order of information that is not clear. Perhaps the way something is written is ambiguous or confusing etc. So the reflecting and revising process is often helped by the other readers or editors who comment and make suggestions.

c. Final version

When the researchers have edited their draft, making the changes they consider to be necessary, they produce their final version. This may look considerably different from both the original plant and the first draft because things have changed in the editing process. Even when they get to what they think is the final draft they may find themselves changing their mind and Planning drafting or editing. [10]

3. Components of Writing

Here are five components of writing. They are content, organization, language use, vocabulary, and mechanic.

a. Content

The content of the writing should be clear to the reader. So that reader can understand the message conveyed and gain information from it. There are last things that can be measured in connecting with the component, the composition should contain one central purpose only, and should be developed.

b. Organization

The organization of writing concert with the way, he writes arranges, and organizes the ideas or the message in the writing to organize materials. Writing

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[10]Jeremy Harmer, *How to Teach Writing* (England: Pearson Education Limited, 2008).

involves coherence in order of importance, the general of which happened from the beginning to the end.

c. Vocabulary

The effective use of the words will always result in good writing both specific and technical writing, the dictionary is very considerable. Vocabulary is one of the components of writing. We can express ideas and deal with vocabulary. Vocabulary is all the words that a person knows or uses, all the words in a language, list of their meaning, especially in a book for learning a foreign language.[11]

d. Language Use (Grammar)

Language use in writing descriptions and other writing involves correct language and point of grammar. Adequate grammar should be capable of producing grammar. We should not be able to do anything more than liter separate items of language function. And also grammar can help students improve the use of formal language.

e. Mechanics

There are two parts of mechanics in writing, namely function, and capitalization. The function is important as a way to clarify meaning. In English writing capital letters have to participate first they used to distinguish between particular and thing second, they used adjectives, and act. This aspect is very

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[11]Oxford University Press., *Oxford Learner's Pocket Dictionary* (New York, 2003).

important since it leads the reader to understand or recognize immediately what the writer means to express definitely.[12]

4. Teaching Writing

Writing is an activity that produces something from the mind to become meaningful as a text of the sentence. Make good writing by arranging sequence sentences. Shortly, writing skills are specific abilities that help the writer put their thoughts into words in a meaningful form and mentally interact with the massage. Writing can be interpreted as ideas for activities or ideas by using written language as a medium conveys.[13]

In a discussion of "species-specific" human behavior, human beings universally learn to walk and to talk, but swimming and writing are culturally specific, learned behavior. And writing skills are specific abilities that help the writer put their thoughts into words in a meaningful form and mentally interact with the massage.

Teaching English in Junior High School, like other school levels, is under the control of The Ministry of Education and Culture. Nowadays, Indonesian Government has released 2013 Curriculum that has to be applied in every school in Indonesia. This latest curriculum has to be the guideline for the teacher in conducting teaching and learning process. 2013 Curriculum develops two kinds of learning process; those are direct learning and indirect learning. In this research, the researcher use direct learning. Direct learning is a learning process where the

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[12]Heaton, *Writing English Language Test* (New York language, 1998).
[13]Henry Guntur Tarigan, *Menyimak Sebagai Suatu Keterampilan Berbahasa.* (Bandung: Angkasa Bandung, 1986).

students develop their knowledge and thinking ability through direct interaction with learning sources in the form of learning activities that has been arranged in course grid and lesson plan.

In direct learning the students have five learning activities; observing, questioning, collecting data, analyzing data, communicating and creating. Observing is the first stage of scientific method that drives the students to read, listen, or see with or without equipment. In questioning the students" learning activity is asking question about the information that they do not know from what they have observed. In collecting data, the students suppose doing an experiment or finding more information from other sources. In analyzing data, the students have to analyze the information that they got in to enrich or deepen their knowledge. In the last step, communicating and creating, the students are asked to 19 present the result and sometimes the product of their observation and analysis. As stated on the Pedoman Umum Pembelajaran, direct learning is dealing with Core Competence 3 and 4. According to 2013 Curriculum, there are several Basic Competencies of writing skill for VIII grade Junior High School.

5. Concept of Descriptive Text

a. Definition of Descriptive Text

Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. The description adds an important dimension to our lives because it moves our emotions and expands our experiences. The description expands our experience by taking us to a place we might not otherwise know much about.

The social function of descriptive text is to describe a particular person, place, or thing. The generic structures of this text are: a. Identification: identifies the person, place, or thing to be described. b. Description: describes parts, qualities, and characteristics. [14]

b. 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 attributive verbs to give a detailed description of the features of the object.

5) Use of action verbs related to the topic, especially when describing behaviors or personalities (for a person).[15]

6. Picture Media

a. The Definition of Picture

The picture is one of the learning tools that can be used to explain the subject matter. The picture is a flat visual representation of an object, person, or view and its main purpose is to draw attention to or emphasize a certain thing. A picture is a visual medium produced from photographs. It is everything that is formed visually into two dimensions as the outflow of various think. The picture is one of the media used to create the game. Picture used almost for all levels of

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[14]Barbara fine, *Clouse, The Student Write* (McGraw-Hill Companies, Inc, 2004).

[15] Lilies Setiasih Dadi, *How to Write a Short Essay in English Academic Writing*, (Bandung: Alfabeta, 2015), p. 172.

learning or intelligence. "The use of a picture as a medium or means of delivery of the lesson, not only interesting but also can bind to the attention and clarify ideas or information presented to the students of a teacher."[16]

b. The Advantages and Disadvantages of Using Picture Media

There are several advantages and disadvantages of picture media[17]:

1) The Advantages

   a) Can stimulate and motivate students to become more observant and express themselves.

   b) It is inexpensive, may even be free, and fairly easy to locate.

   c) Can be used by an individual or in groups.

   d) Can be displayed for as long as necessary so pupils can work at their rate.

   e) It is up-to-date and can bring reality into the classroom.

   f) Can be used to introduce, supplement, or summarize a unit.

   g) Enriches reading and can help clarify the misunderstanding.

2) The Disadvantages

   a) Cannot depict motion as fill does.

   b) If not unique can seem uninteresting to pupils.

   c) Depicting a specific purpose might be difficult to locate.

   d) Uneven use of the photo for children and less effective insight.

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[16]Asnawir and Basyiruddin Usman, *Media Pembelajaran.* (Jakarta: Ciputat press, 2002).
[17]K. Sharon Zenger and F. Weldon Zenger, *Ways To Teach* (Los Angeles: California, 1977).

c. The Use of Pictures Media

Teachers have used pictures to engage students and are linguistically useful. Pictures of all kinds can be used in a multiplicity of the following example shows:[18]

1) Drills

   With lower-level students a traditional use for pictures or graphics whether drawn or taken from books, newspapers, magazines, or photographs to facilitate learning.

2) Communication (games)

   Pictures are extremely useful for a variety of communication activities, especially where they have a game-like feel such as description and drawing activities.

3) Understanding

   One of the most appropriate uses for pictures is for presenting and checking for meaning.

4) Ornamentation

   Pictures of various kinds are often used to make work more appealing.

5) Prediction

   The picture is useful for getting students to predict what is coming next in a lesson.

6) Discussion

   Pictures can stimulate questions.

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[18]Jeremy Harmer, *The Practice of English Language Teaching*, Third edit. (Los angles: University of California, 2001).

C. Conceptual Framework

The conceptual framework of this research is as follows:

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┌─────────────────────────────┐
│      Teaching writing of     │
│       Descriptive text       │
└─────────────────────────────┘
              ⇩
┌─────────────────────────────┐
│        Using a picture       │
└─────────────────────────────┘
              ⇩
┌─────────────────────────────┐
│    Students writing ability  │
└─────────────────────────────┘
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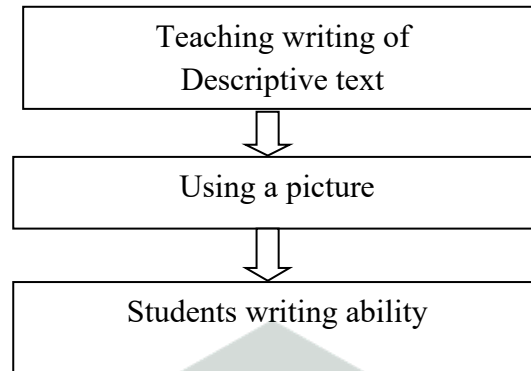
The researcher improved the students' writing by using pictures. It began with input by teaching writing descriptive text through pictures. The second phase was the process. It refers to the implementation of the input in the classroom. In this case, the students had been taught using the teaching in the variable referring to the technique used in teaching writing through pictures. The last phase was output. The students improved their writing ability.

D. Hypothesis

Based on the review of the related literature above, the researcher presents the hypothesis as follows:

1. Null Hypothesis (H0): Using pictures is not effective in teaching writing to the eighth-grade students of SMPN 3 BuaPonrang.

2. Alternative Hypothesis (H1): Using pictures is effective in teaching writing to the eighth-grade students of SMPN 3 BuaPonrang.

CHAPTER III
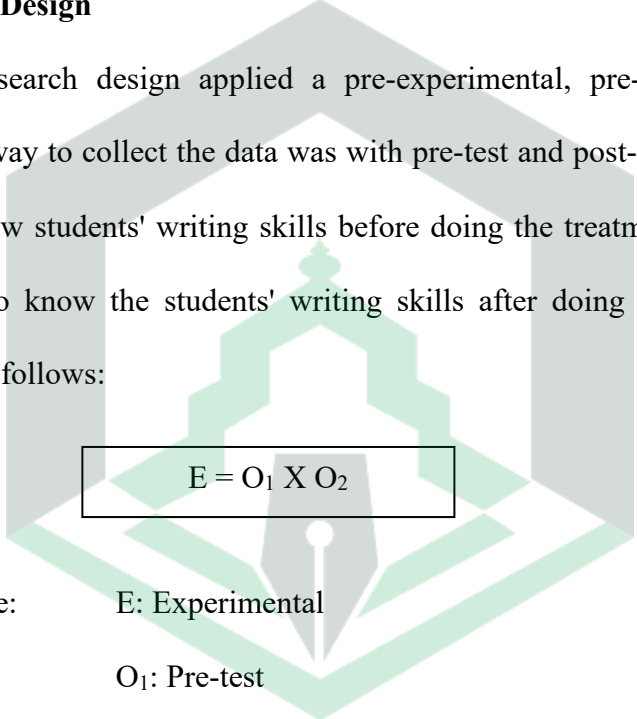
RESEARCH METHOD

A. Method of the Research

This research applied a quantitative method. It aimed to find out the effectiveness of using pictures in teaching writing.

B. Research Design

The research design applied a pre-experimental, pre-test, and post-test design. The way to collect the data was with pre-test and post-test. A pre-test was aimed to know students' writing skills before doing the treatment and a post-test was aimed to know the students' writing skills after doing the treatment. The formula is as follows:

$$E = O_1 \ X \ O_2$$

Where: E: Experimental

O_1: Pre-test

X: Treatment

O_2: Post-test[19]

C. Variable

1. Independent variable: picture media

2. Dependent variable: students' achievement in writing

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[19]Suharsini Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktek* (Edisi Revisi IV: Jakarta: PT. Rineka Cipta, 1998), p.84.

D. Research Setting

The researcher has done the research at SMPN 3 Bua Ponrang which is located in Lanipa, Desa Bakti, Kec. Ponrang Selatan, Kab. Luwu Prov. Sulawesi Selatan. The research was conducted in October, 2022.

E. Population and Sample

1. Population

The population of this research was the eighth-grade students of SMPN 3 BuaPonrang 2019/ 2020. The population consisted of 120 students. The eight-grade consists of 4 classes, and there are 30 students in each class.

2. Sample

The sample used in this research is purposive sampling. The researcher chooses 5 students from all the classes in the eighth grade. It means that the sample in this research was 20 eighth-grade students. The students who were chosen were the students with the lower score in English lessons.

F. Instruments of the Research

The instrument is a writing test that consists of a pre-test and a post-test. It is given to students to determine their ability to write. This test is asking the students to write a descriptive text about "school". They were given 40 minutes. Before treatment, a pre-test was given to determine the student's ability in writing. After treatment, a post-test was conducted to determine the significance of the student's ability before and after treatment. Post-test was given after treatment was done; it aimed at knowing the significance of the student's ability before and after treatment.

G. The Procedure for Collecting Data

The data collecting at this research by using the procedures:

1. Giving Pre-test

    The researcher conducted a pre-test for 40 minutes before providing information and explanations about picture media. The purpose of giving tests to students was to determine how far their writing competence or ability had progressed. The researcher obtained preliminary data from students during the pre-test. To collect data, the students each took a writing test on the same topic (write a descriptive text about school).

2. Giving Treatment

    In treatment, the researcher conducted four meetings, they are:

a. First Meeting

    *   Students were divided into 5 groups, each group consisting of 4 students

    *   The researcher gave the students a series of a picture to the groups about one topic. Every student has one piece picture. The topics are about public places. The topic in the first meeting was about hospital.

    *   The students then wrote the description of the picture that they have.

    *   The group gathered and wrote the description of the picture into a good paragraph.

b. Second Meeting

    *   Students were divided into 5 groups, each group consisting of 4 students

- The researcher gave the students a series of a picture to the groups about one topic. Every student has one piece picture. The topics are about public places. The topic in the second meeting was about zoo.

- The students then wrote the description of the picture that they have.

- The group gathered and wrote the description of the picture into a good paragraph.

c. Third Meeting

- Students were divided into 5 groups, each group consisting of 4 students

- The researcher gave the students a series of a picture to the groups about one topic. Every student has one piece picture. The topics are about public places. The topic in the third meeting was about restaurant.

- The students then wrote the description of the picture that they have.

- The group gathered and wrote the description of the picture into a good paragraph.

d. Fourth Meeting

- Students were divided into 5 groups, each group consisting of 4 students

- The researcher gave the students a series of a picture to the groups about one topic. Every student has one piece picture. The topics are about public places. The topic in the fourth meeting was about bookstore.

- The students then wrote the description of the picture that they have.

- The group gathered and wrote the description of the picture into a good paragraph.

3. Post-test

In the post-test, the researcher repeated the same activities as in the pre-test, testing the students' writing by writing a descriptive text about home for 40 minutes.

H. The Technique of Data Analysis

The procedures of data analysis are as follows:

1. Scoring the Students' Writing

The result was examined and then scored by using assessment elements consisting of content, organizing, vocabulary, grammar, and mechanic. The following table presents the aspects.

Table 3.1 The writing aspects[20]

No.	Aspects	Criteria	Score
1	Content	The substance of the writing, the idea express	20
2	Organization	The form of content (coherence)	20
3	Vocabulary	The selection of words that suitable to the content	20
4	Grammar	The employment of grammatical form and syntactic pattern	20
5	Mechanic	Mastery writing focus on spelling and punctuation	20

a. Content

Table 3.2 The students' classification score of content in writing

Classification	Score	Criteria
Excellent	20	The information is very clear, and the idea of the problem development is very clear, the development of the idea is perfect, very relevant to the problem, and thorough.
Very Good	15-19	Clear, substantive information, the development

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[20] Nawira Ayu Insani, *The Use of Instagram to Improve Students' Writing Skills in Descriptive Text*, 2020.

		of a complete idea, relevant to the problem, and thorough.
Good	11-14	The information is clear but there is some confusion, good substance, the development of a complete idea, is relevant to the problem, and is thorough.
Fair	6-10	Information is almost enough, enough substance, thesis development is very limited, less relevant to the problem but not complete.
Poor	<5	Information is very limited, with no substance, no idea development, and no problems.

b. Organization

Table 3.3 The students' classification score of Organization in writing

Classification	Score	Criteria
Excellent	20	Expression is very smooth, ideas are expressed very clearly, well-ordered, logical, and coherent.
Very Good	15-19	Expressions are very smooth, ideas are clearly expressed, well order, logical, and cohesive.
Good	11-14	Expression is smooth, expressionless clear, and arrange with almost good, logical sequence.
Fair	6-10	The expression is substandard and less organized, the main idea is invisible, and the sequence is almost logical and incomplete.
Poor	<5	Not communicative, chaotic ideas, sequences, and problems are illogical.

c. Vocabulary

Table 3.4 The students' classification score of Vocabulary in writing

Classification	Score	Criteria
Excellent	20	Utilization of word potential is very precise, word choice and expression very precise, mastering word formation.
Very Good	15-19	Utilization of word potential is very precise, choice of words and phrases appropriate, very controlling the formation of words.

Classification	Score	Criteria
Good	11-14	Utilization of word potential rather precisely, word choice and expression almost right, almost mastering the formation of words.
Fair	6-10	The utilization of the word good, choice of words and phrases are less precise.
Poor	<5	Utilization of word potential is very limited, vocabulary is low.

d. Grammar

Table 3.5 The students' classification score of Grammar in writing

Classification	Score	Criteria
Excellent	20	The employment of grammatical form and syntactic patterns
Very Good	15-19	Complex and effective construction has only a few grammar and syntactic patterns of mastery
Good	11-14	Construction is simple and effective, grammar error occurs but is not disturbing
Fair	6-10	There is a grammar error but not annoying
Poor	<5	Slightly controlling syntactic rules, confusing meanings.

e. Mechanic

Table 3.2 The students' classification score of Mechanic in writing

Classification	Score	Criteria
Excellent	20	Mastering the entire writing
Very Good	15-19	Mastering the entire writing, there are only a few spelling errors
Good	11-14	Sometimes spelling errors occur but they do not obscure meaning
Fair	6-10	Often spelling errors, and confusing meanings.
Poor	<5	Not mastering the rule of writing, there are many spelling errors, unreadable, and unworthy of value.

2. Computing the frequency of the rate percentage, the researcher applied the following formula:

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

Where:

P = Percentage

F = Frequency

N = the number of samples (total respondents)[21]

3. Classifying the students' scores the following classification was used:

   a. 96 – 100 is classified as excellent

   b. 86 – 95 is classified as very good

   c. 76 – 85 is classified as good

   d. 66– 75 is classified as fairly good

   e. 56 – 65 is classified as fairly

   f. 36 – 55 is classified as poor

   g. 0 – 35 is classified as very poor[22]

4. Calculating the mean score and standard deviation of students, the paired sample statistic and the paired sample correlation of pre-test and post-test, and the pairs sample test by using SPSS 20.

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[21]Ridwan, *Dasar-Dasar Statistika* (Bandung: Alfabeta, 2003), 41.
[22] Muhammad Zuhri and Asmayanti, "Applying Student Talking Time (STT) in Communicative Activity to Improve the Students' Speaking Skill at Pesantren Putri Al-Manawwarah Panyili", *Dadikta Jurnal Kependidikan* 11, no. 2. (December 2017):276.

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

The result of this research explains the data that had been statistically analyzed. It includes the teenagers' pre-test and post-test scores, the classification percentage of students' scores in the pre-test and post-test, and the mean score and standard deviation of the student's scores in the pre-test and post-test.

1. The analysis of the student's score in the pre-test

The pre-test has done before the treatment. It aimed to identify the students' writing ability before doing the treatment by using pictures. The students' scores showed in the table below:

Table 4.1 The Students' Score in Pretest

No.	Name	Score					Pre-test
		Con.	Org.	Vocab.	Gram.	Mech.	
1	R1	10	9	9	5	5	38
2	R2	9	8	9	6	4	36
3	R3	9	9	8	7	4	37
4	R4	7	4	9	7	5	32
5	R5	6	4	7	6	8	31
6	R6	9	7	8	5	7	36
7	R7	7	6	8	6	5	32
8	R8	9	7	7	8	6	37
9	R9	6	8	6	7	8	35
10	R10	5	4	6	6	6	27
11	R11	9	8	8	6	8	39
12	R12	10	7	7	5	6	35
13	R13	7	4	6	5	7	29

14	R14	7	6	9	5	5	32
15	R15	8	5	8	6	7	34
16	R16	9	9	9	7	7	41
17	R17	10	8	9	7	6	40
18	R18	6	4	6	6	5	27
19	R19	7	4	7	5	6	29
20	R20	8	9	7	6	6	36

The table showed the students' score in writing before doing the treatment. All of the students have made the descriptive text about school, and then the researcher gave them the score based on their writing. Next, the researcher analyzed the mean of the students' score in pre-test. The result presented in the table below.

Table 4.2 The Mean of the total pre-test score

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	20	27	41	34.15	4.146
Valid N (listwise)	20				

Based on the data above, the mean of the total pre-test score was 34.15 with the minimum score is 27, the maximum score is 41, and the standard deviation is 4.146. Next, the researcher rates the percentage of the student's writing score in the pre-test in the table below:

Table 4.3 The percentage of the student's writing scores in the pre-test

Score	Classification	Frequency	Percentage
96 – 100	Excellent	0	0
86 – 95	Very Good	0	0
76 – 85	Good	0	0

66–75	Fairly good	0	0
56 – 65	Fairly	0	0
36 – 55	Poor	9	45%
0 – 35	Very Poor	11	55%
	Total	20	100%

The table above showed the frequency and percentage of the student's writing in the pre-test from 20 students. As clearly presented, the highest percentage of the students (55%) was in very poor classification. Meanwhile, 9 of the students (45%) got a poor ability in writing. In addition, there were no students who got fairly, fairly good, good, very good, or even excellent. In conclusion, the student's ability in writing, especially in the descriptive text before the treatment was very poor.

2. The analysis of students' scores in post-test

The post-test has done after the treatment. This test aimed to measure the students' writing ability, especially descriptive text. The student's scores in the post-test are presented in the table below:

Table 4.4 The Students' Scores in Post-test

No.	Name	Score					Post-test
		Con.	Org.	Vocab.	Gram.	Mech.	
1	R1	12	11	11	8	7	49
2	R2	11	10	10	9	8	48
3	R3	10	12	11	9	6	48
4	R4	9	7	12	10	6	44
5	R5	9	8	11	9	10	47
6	R6	11	9	12	8	9	49
7	R7	9	9	12	9	8	47

8	R8	13	9	9	12	11	54
9	R9	9	11	9	11	12	52
10	R10	7	9	8	9	9	42
11	R11	13	11	10	7	11	52
12	R12	14	9	11	8	9	51
13	R13	11	8	11	9	11	50
14	R14	9	8	11	8	7	43
15	R15	11	6	9	11	9	46
16	R16	13	13	12	9	11	58
17	R17	14	13	13	10	9	59
18	R18	11	8	9	9	7	44
19	R19	11	8	11	8	9	47
20	R20	11	13	12	11	8	55

The table showed the students' score in writing after doing the treatment. All of the students have made the descriptive text about a house, and then the researcher gave them the score based on their writing. Next, the researcher analyzed the mean of the students' score in pre-test. The result presented in the table below.

Table 4.5 The Mean of the total post-test score

	N	Minimum	Maximum	Mean	Std. Deviation
Posttest	20	42	59	49.25	4.711
Valid N (listwise)	20				

Based on the data above, the mean of the total post-test score was 49.25 with a minimum score was 42, a maximum score was 59, and a standard deviation

was 4.711. Next, the researcher rates the percentage of the student's writing score in the post-test in the table below:

Table 4.6 The percentage of the student's writing scores in post-test

Score	Classification	Frequency	Percentage
96 – 100	Excellent	0	0
86 – 95	Very Good	0	0
76 – 85	Good	0	0
66– 75	Fairly good	0	0
56 – 65	Fairly	2	10%
36 – 55	Poor	18	90%
0 – 35	Very Poor	0	0
	Total	20	100%

The table above showed the frequency and percentage of the student's writing scores in the post-test from 20 students. As presented in the table, none of the students got very poor category and increase into the poor category with a percentage was 90%. Besides, there were 2 or 10% of students who got a fair category. It means that the student's writing ability was improved even though none of the students got fairly good, good, very good, and excellent categories.

The researcher also showed the descriptive statistic of the pre-test and post-test in the table below:

Table 4.7 The mean score of the students in the pre-test and post-test

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	20	27	41	34.15	4.146
Posttest	20	42	59	49.25	4.711
Valid N (listwise)	20				

The table above showed the mean score of the students on the pre-test was 34,15 and the mean score on the post-test was 49,25. The standard deviation of the pre-test was 4.146 and the standard deviation of the post-test was 4.711.

3. The hypothesis testing

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

Assuming a significance level of (p) = 0,05 with the degree of freedom (df) = N-1, where N = a number of subjects (20 students) then the t-test is presented in the table below:

Table 4.8 The paired sample test

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pretest - posttest	-15.100	3.059	.684	-16.532	-13.668	-22.075	19	.000

From the analysis, the researcher concluded that there was a significant difference between the pre-test and post-test in teaching writing. The result of statistical analysis of significance level (0,05) with the degree of freedom (df) = 19 then the t-table was 1,729. The probable value is t-test>t-table (22,075>1,729). In addition, the significance (2-tailed) is 000. So, the value significance < 0,05 means the alternative hypothesis (H1) is accepted and the null hypothesis (Ho) is rejected. This means that using picture media is effective in teaching writing.

B. Discussion

Based on the result of the data analysis, the researcher found an improvement in students' writing ability by using pictures in their learning activity. Based on the data collected, the use of pictures in teaching writing was effective to improve the student's writing ability toward five focused components: contents, organization, grammar, vocabulary, and mechanics. The content of writing should be clear to the reader. So that reader can understand the message conveyed and gain information from it. In the organization of writing concert with

the way, he writes arrange and organize the ideas or the message in the writing the purpose of organizing materials. Vocabulary is one of the components of writing. We can express ideas deal with vocabulary. Adequate grammar should be one that capable of producing grammar. We should not be able to do anything more than liter separate items of language function. Besides that, the use of pictures and media can also improve students' learning motivation. This is evidenced by the students' scores on each component of the focus.

The result of this research showed that the mean score on the pretest was 34,15 (very poor) with a standard deviation was 4,146 and in the posttest was 49,25 (poor) with a standard deviation was 4,711. The result of statistical analysis of significance level (0,05) with the degree of freedom (df) = 19 then the t-table was 1,729. The probable value is t-test>t-table (22,075>1,729). In addition, the significance (2-tailed) is 000. So, the value significance < 0,05 means the alternative hypothesis (H1) is accepted and the null hypothesis (Ho) is rejected. This means that using picture media is effective in teaching writing.

Based on the description above, the researcher concludes that one of the important things that a teacher must have is to give full attention and understand the potential of students, especially in teaching writing. Therefore, the teacher can use one of these media in teaching writing, especially in writing or developing ideas, which can greatly facilitate students in generating and expressing their ideas. Several techniques can be used to teach writing, but here the researcher used the picture in teaching writing. Moreover, the application of pictures in teaching writing has a good influence on improving students' abilities.

Moreover, this research has the same result as the previous research, those from Dwi Nur Indah (2010) who found that the personal photo was effective in learning recount text. It shows that the photo or picture can be effectively used in the learning activity, especially in writing both descriptive and recount text. Next, the researcher from Vania Teska Novita (2014) found that the picture series was effective in teaching writing. Sofia Winda Nur Fitriani (2009) has examined the medium that can be applied effectively in learning to write descriptive paragraphs and she suggests the teacher use pictures. From all of the previous studies above, it was shown that through pictures, students' writing ability would improve even though they used different research methods. The teaching-learning process will be more effective by using pictures because pictures can motivate them to learn English.

Meanwhile, there are some obstacles to conducting this research. In the pretest that students have done, there are several student's weaknesses in this process such as the mechanic's point. At this point most students have low scores, this is evidenced by the presence of pretest scores on five components in this test including content, organization, vocabulary, grammar, and mechanics. The students have many mistakes in grammar to express their ideas. They a lack vocabulary so they have difficulty in grammar. Some of them are confused about exploring their own opinion.

Then in the posttest, the students' weaknesses has been reduced. In this final test, students tried to express their ideas or opinions based on the picture that

have been given. It can be seen by looking at their scores on the post-test, that

most students experienced an improvement in their scores for each component.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The result of this research showed that the mean score on the pretest was 34,15 (Very poor) with a standard deviation was 4,146 (Poor) and in the posttest was 49,25 with a standard deviation was 4,711. The result of statistical analysis of significance level (0,05) with the degree of freedom (df) = 19 then the t-table was 1,729. The probable value is t-test>t-table (22,075>1,729). In addition, the significance (2-tailed) is 000. So, the value significance < 0,05 means the alternative hypothesis (H1) is accepted and the null hypothesis (Ho) is rejected. This means that using picture media is effective in teaching writing.

B. Suggestion

Based on the result of the data analysis and conclusion, the researcher would like to give some suggestion to be considered by the English teacher as follow:

1. For teacher

   a. Should be able to use an appropriate methods, techniques, or media, so they can change the students' minds that English is boring, but it is fun and interesting.

   b. The teacher should be flexible and understand the student's needs, so the teaching-learning process can be fun, enjoyable, and interesting.

   c. Pictures should be considered as an alternative g media to be used in teaching writing skills and it may be effective to improve students' writing

skills.

2. For students

   a. The students should try contributing ideas and becoming active participants in the learning process.

   b. The students can be more interested in English and should pay attention to the teacher's explanation. Therefore, they could catch the material given by the teacher.

   c. The students should also have high motivation to learn English, especially in writing skills by using pictures.

3. For another research

   They can make this study a reference to conduct other researcher in the same field.
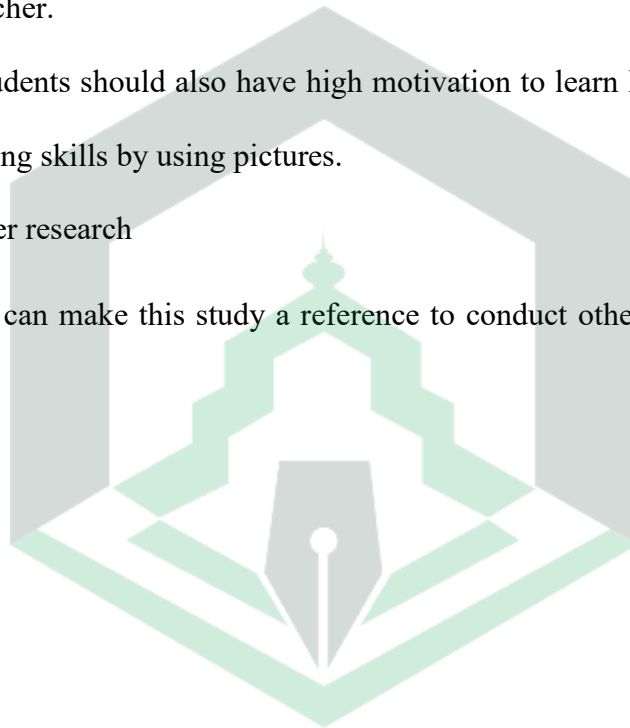
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APPENDICES
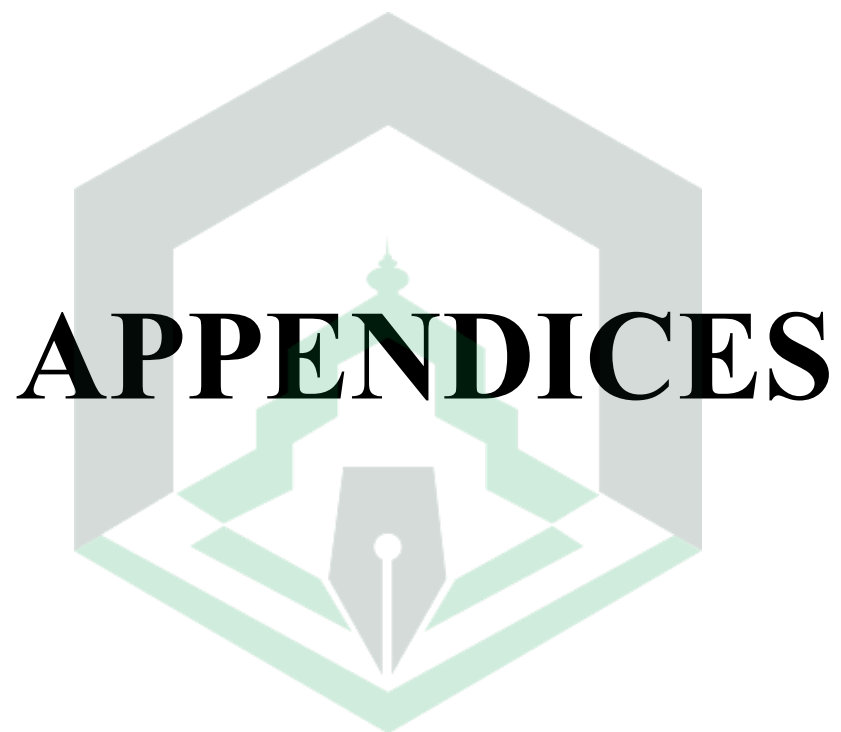
Appendix 1: Pre-test

Task activity in Pre-test

- Write one paragraph of descriptive text about school in 40 minutes.

Appendix 2: Post-test

Task activity in Post-test
- Write one paragraph of descriptive text about home in 40 minutes.

Appendix 3: Student's result in pretest

Name: Syahida Umi
Class: VIII B

Teks Text Description about School:

My School

My beloved school has a very clean enfironment with ample parking speic and ceremonial grounds. My school is located right in the midei of the rice fields, making the school atmospher cool and free.

All floors are classy using ceramiks. My school has a large room whic is usually used for certain events suc as competitions, sport, and so on.

Also, my school has enough speis ink the computer lab. The red coror with the grey combination becoms the eramatik dominans which is veri surprising in my school. The mosque and canteen do not forget to add to the com plet beauty of my school.

Appendix 4: Student's result in posttest

Nama : Ahmad
Kelas : VIII B

Text Description about ~~Detailed~~ My house !

I Live in my house With my grandparents
and my brother. my house is quite large, only
consisting of a living room, betroom, kitcen,
then there are two bathrooms and two
bedrooms.

Although not too broad I really like my house.
not much stuff in the living room just a
bookcase and shoe rack. I plant flowers in potr
to meih the room look green and presh.

in the bedroom tere is a bed, there is
Also a wardrobe and a study table I really
like my house.

3

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Satuan Pendidikan   : SMP NEGERI 3 BUA PONRANG

Mata Pelajaran   : Bahasa Inggris

Kelas/semester   : VIII (delapan)

Materi Pokok   : Descriptive text

Alokasi Waktu   : 45 menit

A. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik mampu membuat teks yang mendeskripsikan suatu tempat (hospital).

B. Materi Pembelajaran

Descriptive Text

C. Metode dan Media Pembelajaran

1. Metode : Group learning
2. Media : Picture

D. Sumber Pembelajaran

1. Buku Pelajaran Bahasa Inggris Kelas VIII, K13
2. Sumber dari internet

E. Langkah-langkah Kegiatan Pembelajaran

1. **Kegiatan Pendahuluan**

   a. Salam dan doa.

   b. Guru mengecek kesiapan siswa belajar baik secara fisik maupun psikologis

   c. Memberikan apersepsi berupa pertanyaan sesuai dengan manfaat pembelajaran ungkapan menyatakan dan menanyakan kemampuan dalam kehidupan sehari-hari .

   d. Menjelaskan tujuan pembelajaran yang akan dicapai.

   e. Menyampaikan penjelasan tentang kegiatan yang akan dilakukan

2. **Kegiatan Inti**

   a. Guru menjelaskan tentang pengertian deskriptif teks, ciri, dan contohnya.

   b. Guru mempersilahkan kepada siswa untuk mengajukan pertanyaan terkait dengan deskriptif teks.

   c. Siswa dibagi menjadi beberapa kelompok

   d. Guru menyiapkan beberapa gambar tentang rumah sakit atau hospital kemudian memberikan kepada tiap kelompok. 1 orang dalam 1 kelompok mendapatkan 1 gambar.

   e. Siswa kemudian diminta untuk mengamati secara seksama gambar tersebut kemudian mendeskripsikannya dalam bentuk tulisan.

f. Setiap kelompok menggabungkan hasil deskripsi gambar masing-masing kemudian menyusunnya menjadi 1 paragraf deskriptif teks yang mendeskripsikan tentang hospital.

3. **Kegiatan Penutup**

   a. Dengan bimbingan guru, siswa membuat rangkuman/simpulan pelajaran.

   b. Siswa dan guru melakukan refleksi pembelajaran

   c. Guru menutup kelas dengan membaca doa.

F. RubrikPenilaian

No.	Aspects	Criteria	Score
1	Content	The substance of the writing, the idea express	20
2	Organization	The form of content (coherence)	20
3	Vocabulary	The selection of words that suitable to the content	20
4	Grammar	The employment of grammatical form and syntactic pattern	20
5	Mechanic	Mastery writing focus on spelling and punctuation	20

Luwu,   Juli 2021

Astuti M. Junaedi
NIM: 16 0202 0018

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan   : SMP NEGERI 3 BUA PONRANG

Mata Pelajaran   : Bahasa Inggris

Kelas/semester   : VIII (delapan)

Materi Pokok   : Descriptive text

Alokasi Waktu   : 45 menit

A. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik mampu membuat teks yang mendeskripsikan suatu tempat (zoo).

B. Materi Pembelajaran

Descriptive Text

C. Metode dan Media Pembelajaran

1. Metode : Group learning
2. Media : Picture

D. Sumber Pembelajaran

1. Buku Pelajaran Bahasa Inggris Kelas VIII, K13
2. Sumber dari internet

E. Langkah-langkah Kegiatan Pembelajaran

1. Kegiatan Pendahuluan

a. Salam dan doa.

b. Guru mengecek kesiapan siswa belajar baik secara fisik maupun psikologis

c. Memberikan apersepsi berupa pertanyaan sesuai dengan manfaat pembelajaran ungkapan menyatakan dan menanyakan kemampuan dalam kehidupan sehari-hari .

d. Menjelaskan tujuan pembelajaran yang akan dicapai.

e. Menyampaikan penjelasan tentang kegiatan yang akan dilakukan

2. Kegiatan Inti

a. Guru menjelaskan tentang pengertian deskriptif teks, ciri, dan contohnya

b. Guru memberikan kesempatan kepada siswa untuk mengajukan pertanyaan terkait materi deskriptif teks

c. Siswa dibagi menjadi beberapa kelompok

d. Guru menyiapkan beberapa gambar tentang kebun binatan atau *zoo* kemudian memberikan kepada tiap kelompok. 1 orang dalam 1 kelompok mendapatkan 1 gambar.

e. Siswa kemudian diminta untuk mengamati secara seksama gambar tersebut kemudian mendeskripsikannya dalam bentuk tulisan.

f. Setiap kelompok menggabungkan hasil deskripsi gambar masing-masing kemudian menyusunnya menjadi 1 paragraf deskriptif teks yang mendeskripsikan tentang *zoo*.

3. Kegiatan Penutup

a. Dengan bimbingan guru, siswa membuat rangkuman/simpulan pelajaran.

b. Siswa dan guru melakukan refleksi pembelajaran

c. Guru menutup kelas dengan membaca doa.

F. Rubrik Penilaian

No.	Aspects	Criteria	Score
1	Content	The substance of the writing, the idea express	20
2	Organization	The form of content (coherence)	20
3	Vocabulary	The selection of words that suitable to the content	20
4	Grammar	The employment of grammatical form and syntactic pattern	20
5	Mechanic	Mastery writing focus on spelling and punctuation	20

Luwu,   Juli 2021

Astuti M. Junaedi
NIM: 16 0202 0018

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan   : SMP NEGERI 3 BUA PONRANG

Mata Pelajaran   : Bahasa Inggris

Kelas/semester   : VIII (delapan)

Materi Pokok   : Descriptive text

Alokasi Waktu   : 45 menit

A. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik mampu membuat teks yang mendeskripsikan suatu tempat (restaurant).

B. Materi Pembelajaran

Descriptive Text

C. Metode dan Media Pembelajaran
1. Metode : Group learning
2. Media : Picture

D. Sumber Pembelajaran

1. Buku Pelajaran Bahasa Inggris Kelas VIII, K13

2. Sumber dari internet

E. Langkah-langkah Kegiatan Pembelajaran

    1. Kegiatan Pendahuluan

        a. Salam dan doa.

        b. Guru mengecek kesiapan siswa belajar baik secara fisik maupun psikologis

        c. Memberikan apersepsi berupa pertanyaan sesuai dengan manfaat pembelajaran ungkapan menyatakan dan menanyakan kemampuan dalam kehidupan sehari-hari .

        d. Menjelaskan tujuan pembelajaran yang akan dicapai.

        e. Menyampaikan penjelasan tentang kegiatan yang akan dilakukan

    2. KegiatanInti

        a. Guru menjelaskan tentang pengertian deskriptif teks, ciri, dan contohnya.

        b. Guru memberikan kesempatan kepada siswa untuk mengajukan pertanyaan terkait materi deskriptif teks

        c. Siswa dibagi menjadi beberapa kelompok

        d. Guru menyiapkan beberapa gambar tentang *restaurant* kemudian memberikan kepada tiap kelompok. 1 orang dalam 1 kelompok mendapatkan 1 gambar.

        e. Siswa kemudian diminta untuk mengamati secara seksama gambar tersebut kemudian mendeskripsikannya dalam bentuk tulisan.

f. Setiap kelompok menggabungkan hasil deskripsi gambar masing-masing kemudian menyusunnya menjadi 1 paragraf deskriptif teks yang mendeskripsikan tentang *restaurant*.

3. Kegiatan Penutup

a. Dengan bimbingan guru, siswa membuat rangkuman/simpulan pelajaran.

b. Siswa dan guru melakukan refleksi pembelajaran

c. Guru menutup kelas dengan membaca doa.

F. Rubrik Penilaian

No.	Aspects	Criteria	Score
1	Content	The substance of the writing, the idea express	20
2	Organization	The form of content (coherence)	20
3	Vocabulary	The selection of words that suitable to the content	20
4	Grammar	The employment of grammatical form and syntactic pattern	20
5	Mechanic	Mastery writing focus on spelling and punctuation	20

Luwu,   Juli 2021

Astuti M. Junaedi
NIM: 16 0202 0018

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Satuan Pendidikan   : SMP NEGERI 3 BUA PONRANG

Mata Pelajaran   : Bahasa Inggris

Kelas/semester   : VIII (delapan)

Materi Pokok   : Descriptive text

Alokasi Waktu   : 45 menit

A. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik mampu membuat teks yang mendeskripsikan suatu tempat (*bookstore*).

B. Materi Pembelajaran

Descriptive Text

C. Metode dan Media Pembelajaran

1. Metode : Group learning
2. Media : Picture

D. Sumber Pembelajaran

1. Buku Pelajaran Bahasa Inggris Kelas VIII, K13
2. Sumber dari internet

E. Langkah-langkah Kegiatan Pembelajaran

1. Kegiatan Pendahuluan

a. Salam dan doa.

b. Guru mengecek kesiapan siswa belajar baik secara fisik maupun psikologis

c. Memberikan apersepsi berupa pertanyaan sesuai dengan manfaat pembelajaran ungkapan menyatakan dan menanyakan kemampuan dalam kehidupan sehari-hari .

d. Menjelaskan tujuan pembelajaran yang akan dicapai.

e. Menyampaikan penjelasan tentang kegiatan yang akan dilakukan

2. Kegiatan Inti

a. Guru memberikan penjelasan tentang pengertian deskriptif teks, ciri, dan contohnya

b. Guru memberikan kesempatan kepada siswa untuk mengajukan pertanyaan terkait materi deskriptif teks

c. Siswa dibagi menjadi beberapa kelompok

d. Guru menyiapkan beberapa gambar tentang *bookstore* kemudian memberikan kepada tiap kelompok. 1 orang dalam 1 kelompok mendapatkan 1 gambar.

e. Siswa kemudian diminta untuk mengamati secara seksama gambar tersebut kemudian mendeskripsikannya dalam bentuk tulisan.

f. Setiap kelompok menggabungkan hasil deskripsi gambar masing-masing kemudian menyusunnya menjadi 1 paragraf deskriptif teks yang mendeskripsikan tentang *bookstore*.

3. Kegiatan Penutup

    d. Dengan bimbingan guru, siswa membuat rangkuman/simpulan pelajaran.

    e. Siswa dan guru melakukan refleksi pembelajaran

    f. Guru menutup kelas dengan membaca doa.

F. Rubrik Penilaian

No.	Aspects	Criteria	Score
1	Content	The substance of the writing, the idea express	20
2	Organization	The form of content (coherence)	20
3	Vocabulary	The selection of words that suitable to the content	20
4	Grammar	The employment of grammatical form and syntactic pattern	20
5	Mechanic	Mastery writing focus on spelling and punctuation	20

Luwu, Juli 2021

Astuti M. Junaedi
NIM: 16 0202 0018

Appendix 6: Documentation

Picture 1: Pre-test

Picture 2: The researcher gave explanation about descriptive text before the treatment.

Picture 3: The students made descriptive text based on the picture

Picture 4: The students made descriptive text based on the picture

Picture 5: The researcher help students in finishing their task

Post-test

Appendix 7: Research Permit

PEMERINTAH KABUPATEN LUWU
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Alamat : Jl. Opu Daeng Risaju No. 1, Belopa Telpon (0471) 3314115

Nomor : 447/PENELITIAN/10.09/DPMPTSP/IX/2022
Lamp : -
Sifat : Biasa
Perihal : *Izin Penelitian*

Kepada
Yth. Ka. SMPN 3 Bua Ponrang
di -
Tempat

Berdasarkan Surat Dekan Institut Agama Islam Negeri (IAIN) Palopo 1852/in.19/F.TIK/HM,01/09/2022 tanggal 02 September 2022 tentang permohonan Izin Penelitian. Dengan ini disampaikan kepada saudara (i) bahwa yang tersebut di bawah ini

Nama   : Astus M Junaedi
Tempat/Tgl Lahir : Tarramatekkeng / 29 Agustus 1996
Nim   : 16.0202.0015
Jurusan   : Pendidikan Bahasa Inggris
Alamat   : Tarramatekkeng
                              Desa Tarramatekkeng
                              Kecamatan Ponrang Selatan

Bermaksud akan mengadakan penelitian di daerah/instansi Saudara (i) dalam rangka penyusunan "Skripsi" dengan judul :

THE EFFECTIVENESS OF USING PICTURE IN TEACHING WRITING AT THE EIGHTH GRADE STUDENTS OF SMPN 3 BUA PONRANG

Yang akan dilaksanakan di SMP NEGERI 3 BUA PONRANG, pada tanggal 08 September 2022 s/d 08 Oktober 2022

Sehubungan hal tersebut di atas pada prinsipnya kami dapat menyetujui kegiatan dimaksud dengan ketentuan sbb :

1. Sebelum dan sesudah melaksanakan kegiatan, kepada yang bersangkutan harus melaporkan kepada Bupati Luwu Up. Dinas Penanaman Modal dan PTSP Kab. Luwu.
2. Penelitian tidak menyimpang dari izin yang diberikan.
3. Mentaati semua peraturan perundang-undangan yang berlaku
4. Menyerahkan 1 (satu) examplar copy hasil penelitian kepada Bupati Luwu Up. Dinas Penanaman Modal dan PTSP Kab. Luwu.
5. Surat Izin akan dicabut dan dinyatakan tidak berlaku apabila ternyata pemegang surat izin tidak mentaati ketentuan-ketentuan tersebut di atas.

Diterbitkan di Kabupaten Luwu
Pada tanggal 08 September 2022
Kepala Dinas

Drs. H. RAHMAT ANDI PADANA
Pangkat . Pembina Tk. I IV/b
NIP : 19641231 199403 1 079

Tembusan :
1. Bupati Luwu sebagai Laporan (di Belopa,
2. Kepala Kesbangpol dan Linmas Kab. Luwu di Belopa
3. Dekan Institut Agama Islam Negeri (IAIN) Palopo.
4. Mahasiswa (i) Astuti M Junaedi
5. Arsip

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Appendix 8: Research Certificate

PEMERINTAH KABUPATEN LUWU
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 3 BUA PONRANG
Alamat : Lanipa, Desa Bakti Kec. Ponrang Selatan Kab.Luwu

KETERANGAN PENELITIAN
NOMOR : 176 / DIKBUD / SMP 16 / XI /2022

Yang bertanda tangan dibawah ini Kepala SMP Negeri 3 Bua Ponrang, menerangkan bahwa

Nama	: ASTUTI M JUNAEDI
Nim	: 16.0202.0018
Tempat/Tgl Lahir	: Tarramatekkeng, 29 Agustus 1996
Program Studi	: S1 Pendidikan Bahasa Inggris
Fakultas	: Tarbiah dan Ilmu Keguruan
Tempat Penelitian	: SMP Negeri 3 Bua Ponrang
Alamat	: Lanipa, Desa Bakti, Kec Ponrang Selatan Kab Luwu

Yang bersangkutan benar telah melaksanakan penelitian pada SMP Negeri 3 Bua Ponrang. Selama 1 Bulan, TMT 08 September s.d 08 Oktober 2022 dalam penulisan Skripsi S1 dengan judul :

"THE EFFECTIVENESS OF USING PICTURE IN TEACHING WRITING AT THE EIGHTH GRADE STUDENTS SMP NEGERI 3 BUA PONRANG, KAB LUWU"

Demikian surat keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk digunakan sebagaimana mestinya.

Lanipa, 1 November 2022

Kepala Sekolah,

Drs. MUKHLIS
NIP. 19631211 199802 1 002

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