USING PRINTED PICTURES TO IMPROVE STUDENTS' WRITING DESCRIPTIVE TEXT: THE CASE OF SEVENTH GRADERS OF SMPN 2 KERSANA IN ACADEMIC YEAR 2021/2022

Final Project
Submitted in partial fulfilment of the requirement
For degree of *Sarjana Pendidikan* in English

by:
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ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF LANGUAGE AND ARTS EDUCATION
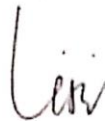**UNIVERSITY OF PGRI SEMARANG**
2022

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I certify that this final project is definitely my own work. I am completely responsible for the content of this final project. Other researchers' opinions or findings included in the final project are quoted or cited in accordance with ethical standards.
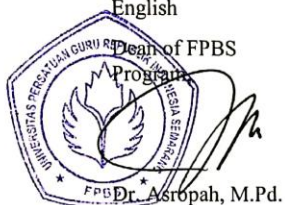
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RATIFICATION

This final project has been ratified by the team of examiners of the Faculty of Language and Arts Education of University of PGRI Semarang:

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MOTTO

"Allah will not change the condition of a people

until they change their own condition"

(Ar-Rad:11)

DEDICATION

I dedicate this final project to:

1. For myself.

2. My beloved parents, thank you for the support and prayers so that this final project can be completed.

3. My roommate, Vika Aprilia, who always supports and exchanges ideas during this final project.

4. My friends who always give support and motivation.

ACKNOWLEDGEMENT

Alhamdulillah first of all, I would like to thank Allah SWT who always gives blessing and guidance, so that I could finish this final project. On this occasion, I would like to express my gratitude and appreciation to:

1. Dr. Asropah, M.Pd., the Dean of Faculty of Language and Arts Education of University PGRI Semarang.

2. Dr. Jafar Sodiq, S.Pd., M.Pd., the Head of English Education Department of University PGRI Semarang.

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5. My beloved family for support, prayer, and advice in finishing study.

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7. All of my friends of the University of PGRI Semarang.

Finally, the researcher realized that nothing is perfect in this world, because perfection only belongs to Allah, as well as in the writing of this final project. Therefore, the researcher hopes that this final project can help increase the reader's knowledge.

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Semarang, 2022

Habibaturrohmah

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ABSTRACT

The aims of this study were to find out significant difference in students' writing descriptive text those taught using pictures and without using pictures. The population of this study was seventh grade students from SMP Negeri 2 Kersana, which consist six classes. The sample of this study were VII E consisting of 25 students as experiment class and VII F consisting of 25 students as control class. This study used quasi-experimental research. The samples were selected by a sample random sampling. The instrument of this study consisted of writing pre-test and post-test. The methods of data collection were a writing test. The data were analysed statistically in the form of t-test, mean and standard deviation. In finding a significant improvement of students' writing descriptive text, the researcher conducted t-test using Paired Sample t-test. It showed that sig. (2-tailed) 0.00<0.05, which means that there is a significant between students writing descriptive text those taught using pictures and without using pictures. The result of this study indicate that there is an effective use of pictures to improve students' writing descriptive text.

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CHAPTER I

INTRODUCTION

This chapter provides background of the study, reason for choosing the topic, statements of the problem, objectives of the study, significances of the study, and outline of research.

A. Background of the study

The Indonesian government chooses English as the first foreign language to be taught in school (Ramelan, 1992:3). The government sets English as a subject in schools in order to prepare the Indonesian generation to compete global. Because English is used as a communication tool in general in a country. English has an important role in education, from junior high school to university level. So that future generations can strengthen and cooperate with other countries.

There are four skills in English namely speaking, writing, reading and listening. Writing is one of the important aspects in learning English. As written Klimova (2014:147) states that in the process of writing, someone has to use cognitive skills to analyse their sources. And then synthesize in a compact piece in writing. Writing is widely recognized as a difficult language skill compared to other language skills. According to Richards & Renadya (2002, p.303), writing is the most difficult skill for second language learners to master. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into

readable text. On the other hands, writing also requires the ability to think harder to produce good ideas, words, sentences and paragraphs.

Writing text there must be a clear explanation. The readers can also what the writers see and feel. With a clear description and choosing the right words, of course the text will be more interesting and comfortable to read. According to Wardiman (2008, p.122) descriptive text is a text that describes the features of someone, something, or a certain place. Descriptive text consists of an introduction and description. The introduction contains the introduction of characters, objects, and places. While the description section describes the special features of the object, place, or person being described. The students can use adjective clause and simple present in writing descriptive text. However, students still lack mastery of vocabulary and put their imaginary ideas into writing.

There are many techniques to improve students' writing skills, especially in descriptive texts. Techniques to improve students' writing skills include discussion, question and answer, and using the media. By using media, students are more enthusiastic and interested in learning. There are two kinds of media, namely online media and print media. Online media is a means to communicate online through websites and applications that can only be accessed by the internet, for examples Facebook, Instagram, and YouTube. While print media is a communication printed on paper and cloth to convey messages, for examples Magazines, newspapers, brochures, and others. One of the print

media is a picture. As Wright (1996, p.22) states that picture can be used to motivate the learner and to remind him or her what to say. In addition, the picture can also attract students' attention so that they can formulate their imagination and be creative in pouring out ideas for writing descriptive text in class.

Based on the statement above, the researcher wants to apply **"Using Pictures to Improve Students' Writing Descriptive Text: The Case of Seventh Graders Students' of SMPN 2 KERSANA in Academic Year 2021/2022".**

B. Reason for choosing the topics

The reasons for choosing topics are as follows:

1. Writing skills are widely recognized for their difficult and complex language skills compared to others. Therefore to find it difficult to put their ideas into paper.

2. In a pandemic right now, students are more interested in learning using media. Here the picture can help students in learning to write descriptive text. By using this picture, students are expected to be more creative and motivated in writing.

3. Researcher want to know the effectiveness of using picture to improve the ability to write descriptive text.

C. **Statement of the Problems**

In this research, the statement of the problem are as follows:

1. To what extent is the students' skill in writing descriptive text of seventh graders of SMP Negeri 2 Kersana those taught using pictures?

2. To what extent is the students' skill in writing descriptive text of seventh graders of SMP Negeri 2 Kersana those taught without using pictures?

3. Is there any significant differences of students' skill in writing descriptive text those taught using pictures and those taught without using pictures?

D. **Objectives of the study**

Based on the statement of the problem above, the objectives of study are as follows:

1. To find out the students' skill in writing descriptive text of seventh graders of SMP Negeri 2 Kersana those taught using pictures.

2. To find out the students' skill in writing descriptive text of seventh graders of SMP Negeri 2 Kersana those taught without using pictures.

3. To find out whether or not there is significant difference of students' skill in writing descriptive text those taught using pictures and without using pictures.

E. Significances of the study

Generally, the significant of the study can be seen 3 (three) aspects as follow:

1. For Teacher

   Teachers can develop various kinds of media to make students enjoy learning more in writing.

2. For Writer

   Can increase knowledge and experience about the writing skill in learning English. The researcher can improve her ability in English especially in writing skill and also get facts that happen in this classroom.

3. For Readers

   By reading this study, the reader will get information about the use picture and parts of descriptive text. Can be used for readers as a reference about the writing skill in learning English.

F. Definition of the Key Terms

The researcher given a simple definition of the key terms in this study.

1. Writing

   Writing is the most difficult skill for students in learning a foreign language. Then the teachers incorporate writing skills into

the syllabus as it is an important element for students' academic success. Writing also helps to strengthen grammatical structures, increase vocabulary and expand ideas(Javed et al., 2013).

2. Descriptive text

In general, descriptive text is a text that tells what they see, feel, smell or taste. Which aims to describe a certain person, place or thing.

3. Pictures

Pictures are one of the most interesting types of media for learning. Pictures can be a common basis that leads to the diversity of languages (Ameliah et al., 2019). By using pictures, students can focus on sentences, structures, and forms of language. In addition, pictures can also be objects that can avoid boring classroom situations to be fun.

4. SMPN 2 Kersana

SMP N 2 Kersana that choosen by the researcher to conduct the research. Especially in seventh grade students. It is located on Jl. Desa Kubangpari, Kec. Kersana, Kab. Brebes 52264 Jawa Tengah

G. **Outline of the study**

This report is organized into five chapters.

Chapter I presents an introduction which consists of the background of the study, reason for choosing the topic, statement of the problem, objectives of the study, significant of the study, and outline of the study.

Chapter II discusses about the related literature which consist of review of related theories and previous of the study.

Chapter III presents the research methodology which consist of research design, subject of the research, instrument, method of data collection and method of data analysis.

Chapter VI reports the result of study which consist of the research finding and discussion.

Chapter V deals of conclusion and suggestion.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher discusses the previous studies, review of pictures, teaching writing, and descriptive text.

A. Previous studies

Before conducting the research, the researcher will be present the similar topic to the study.

The first study was written by Yanuarti Apsari published in journal *ELTIN* (2017) entitled *"The Use of Picture Series in Teaching Writing Recount Text"*. The result of her research shows that the teaching writing by using picture series can improve students' ability in writing recount text. Specifically, they showed that there are some benefits, such as of student's writing ability, student's participation in the class, and fun learning's atmosphere of students' writing interest.

The second study was written by Mewa Ameliah et all published in journal *EXPOSURE* (2019) entitled *"Using Picture Media to Enhance Writing Ability in Procedure Text "*. That is a pre-experimental quantitative research. In this research she used test as her instrument to collect data. The mean score of pre-test is 66,45 and the post test is 77,74. It can be concluded that pictures can enhance students writing ability better than before using pictures.

The third study was written by Dezma Yuzahana published in journal *ECOTEL* (2020) entitled *"Improving Students' Writing Skill in Descriptive Text through Animation Pictures at Grade VIII of SMPN 15 Bengkulu".* In the journal, the researcher aim of this study was to investigate animation pictures whether or not can improve students' writing skill in descriptive text at grade VIII A of SMPN 15 Bengkulu. The result of the research showed that animation pictures improved the students' writing skill in descriptive text. Improvement of students' writing skill was significantly good.

The fourth study was written by Desriani Nggolaon and Puput Eka Sari published in journal entitled *"Teaching Descriptive Text using Pictures to Improve Students' Reading Comprehension".* The result of her research showed that teaching descriptive text using pictures can improve students' reading comprehension. This research uses a quasi-experimental using a non-equivalent control group design. The instrument used in this research is a test. There is a significant difference in reading skill which they can comprehend English texts better.

There are some similarities between the three previous studies. The similarities research has in common is that all of them have several topics, they found that using pictures as teaching media can provide several aspects into English language skills. Improving writing skills by using pictures can give students enthusiasm for learning and make it easier for teachers to do learning in class.

This research is different from previous studies as described. In previous studies, most of the picture media played a role in helping students in writing skills. different from previous research, this research was conducted during the Covid-19 pandemic where students were limited to getting ideas to hone their writing skills. Therefore the researcher decided that this research is about 'Using Pictures to Improve Students' Writing Descriptive Text'. Then, the researcher decided to use a test to find out the improvement of students' writing by using pictures.

B. Review of related theories

1. Writing

a. Definition of writing

Writing is a unique and interesting aspect, unlike any other skill in English. Writing also requires a concept and some imagination. As (Redd, 1970) states that writing is one of the major difficulties lies in our approach to developing motivation and experiential background for writing. Writing is a very detailed skill. writing also indirectly we have to capture ideas or feelings according to the specified topic. Writing has rules so that the writing becomes good, such as choosing vocabulary, using punctuation marks, grammar, etc. If do not follow the rules, the reader will be confused about what the author means.

From the above definition it can be concluded that writing is one way to express a language that comes from ideas, feelings and experiences.

b. Teaching writing

Writing is a difficult lesson. Among many different types of writing, Brown (2004:220) there are four categories of written performance they are:

1) Imitative

The students must attain skills in the fundamental, basic task of writing letters, words, punctuation, and very brief sentences. This category includes the ability to spell correctly and to perceive phoneme-grapheme correspondences in the English spelling system. It is a level at which learners are trying to master the mechanics of writing.

2) Intensive

Fundamental of imitative writing are skills in producing appropriate vocabulary within a context, collocations and idioms, and correct grammatical features up to length of a sentence. Meaning and context are of some importance in determining correctness and appropriateness, but most assessment task are more concerned with a focus on form, and are rather activity strictly controlled by design. This category for junior high school.

3) Responsive

This category requires the students to perform a limited discourse level, connecting sentences into a paragraph and creating a logically connected sequence of two or three paragraphs. It is more focused on the discourse conventions that will achieve the objectives of the written text. It has strong emphasis on context and meaning. This category for senior high school.

4) Extensive

Extensive writing implies successful management of all the processes and strategies of writing for all purpose such as an essay, a term paper, a major research project report, or thesis. The writers focus on achieving a purpose, organizing and developing ideas logically, etc. This category for advance learners.

According to Harmer (2004:32), writing is divided into three, namely as follows:

1) Reinforcement writing

Writing has always been used as a means of reinforcing language that has been taught. The teachers often ask students to write sentences using recently learnt grammar. Students can also be asked to write a description of someone they know into paragraph because is a good way of getting them to use the character and physical description vocabulary.

2) Preparation writing

Writing is frequently useful for some other activity especially discussion activities. When a discussion topic is given to a class, the students talk in groups to prepare their arguments. They can make written notes which they may use later during the discussion phrase.

3) Activity writing

Writing as an integral part of a larger activity where the focus is on something else such as language practice, acting out, or speaking. Teachers often ask students to write short dialogues work in pairs which they will then act out. After that the students can read out or act out in the class.

From all types of writing above, it means that SMPN 2 Kersana is in intensive (controlled) level. The students are focused on the grammar, good structure and also the appropriate vocabulary to produce a good written text.

From the statement above, it can be concluded that writing can be used to determine the process of forming ideas and express in writing to be able to communicate with other people. In addition, types of writing above are the way measure how far learner in mastering the ability of writing.

c. Writing Process

Writing is one of the skills that requires a process. As Harmer (2004, p.4) state that writing process has four main elements namely;

1) Plan

Before starting to write, writers try to decide what they are going to say. Some writers may involve making detailed notes. At this stage is that the writer must first consider the purpose of the writing. The second writer must think about audiences. And the last structure of the content of the work.

2) Draft

The writer pours the writing from the list that has been made previously, after writing the draft. The author writes as much as possible without thinking about mistakes.

3) Edit

After writers produce a draft, they usually read what they write. If the order of the explanation is not clear, it can be reduced or added so as not to confuse. The writers must pay attention to grammar, capitalization, punctuation, spelling, and the overall structure of the text before moving on to the next stage.

4) Final

Once writers have edited their draft, making the changes they consider to be necessary, they produce their final version. Things have changed in the editing process. However, the writers can send the written text to the audience.

There is a more complex way to make good writing. According to Meyers Alan (2005, p.3) states there are six steps to write well. There are exploring ideas, prewriting, organizing, writing a fist draft, revising the draft, and producing the final copy.

1) Step 1: Exploring Ideas

Exploring ideas means discovering the ideas. Let your mind explore freely. There are three questions that you can ask.

    a) What is my subject?

    b) What is my purpose?

    c) Who is my audience?

2) Step 2: Prewriting

There are three ways in the prewriting namely:

    a) Brainstorming

       One way to capture your thoughts is by brainstorming, or listing, thoughts as they come to you.

    b) Clustering

       Write subject in the middle of the page and then circle it. You write related ideas around the circle as they occur to you. Then you circle the ideas and connect them to your subject circle. These related ideas are like branches.

    c) Free writing

Another way to get is by freewriting. Simple write about the subject without worrying about sentence structure, spelling, logic, and grammar.

3) Step 3: Organizing

In the organize step there are selecting, subtracting, and adding where you can choose words or writing that are not correct. And can add words or phrases if something is missing.

4) Step 4: Writing a first draft

Tips for drafting:

   a) Say something aloud before you write it.

   b) Write fast by hand or by computer.

   c) Use only one side of the paper.

   d) Leave wide margins and double-space to make room for changes.

   e) Save your work every five or ten minutes on the computer.

5) Step 5: Revising the draft

Revising is among the most important steps of writing, especially for people who write a second language. Is the part of the writing process that may take the most time.

6) Step 6: Producing the final copy

Check the corrections you made. Are they accurate? Are they complete? Did you make any new errors? Read through the paper

slowly. If necessary, make a new, clean copy and the proofread that copy.

2. Picture

a. Definition Picture

In teaching English, visual aids are useful for teachers and students. Visual aids, especially pictures, can help stimulate foreign language learning. In teaching in the classroom, visual aids have a role as learning aids that can attract students' attention. According Brown (1977:179), picture provide for most people with the real word. The use of pictures in teaching writing is intended to help students respond and express their ideas easily. For example, when students are asked to write about an artist or someone, or they are asked to write about an interesting place like Monas or Ancol beach, they will be confused if some of them have never been to that place. They couldn't describe what the place was like. By using pictures, students are helped in getting ideas easily. But if without pictures, they will have difficulty in writing, because students may need a long time to get their ideas according to the topic.

b. Picture as Teaching Media

Gutiérrez et al (2015) states that, through pictures the students can pay attention to an object or other matters that they have not seen before and pictures also give the students a large experience, understanding, and increase their achievement in writing skill. By using pictures as media can make it easier for students to express their ideas. In the picture there

is also a real form of the picture such as a person's face, a good view, a cute cat and others.

c. Picture for Teaching Writing

A good stimulant for learning to write is to use pictures. For example, a teacher shows a picture and students have to imagine and write based on what they see. Based on Wright (1996), there are some ways in using pictures in writing. Those are:

1) To motivate the students to write.

2) To create a context within which his/her response will have meaning.

3) To provide the students with information to use in controlled practice work. Pictures showing objects, actions, events, and relationships can cue answer to questions, substitutions, and sentence completions.

4) To sponsor, stimulate and possibly to guide written description, narrations and journals.

5) To sponsor, stimulate and offer information free writing.

Without using the pictures they will have difficulty in writing sentences. Because students need time to express ideas according to the topic. Therefore, the pictures can help students to write well.

3. Descriptive Text

a. Definition of descriptive text

According to Mark Anderson and Kathy Anderson (1998, p.26) states that descriptive or description is a particular person, place, or thing. Descriptive text can also make students' creativity. To write a good descriptive text, students need to practice a lot and develop broader words so that they continue to innovate and not be monotonous.

As for the generic structure and language features according to Course (2017) :

Generic structure of descriptive text:

1) Identification: Contains about the introduction of a person, place, animal or object will be describe.

2) Description: Contains a description of something such as animal, things, place or person by describing its features, forms, colours, or anything related to what the writer describe.

Language feature of descriptive text:

1) Specific participant: has contain object, is not common and unique (only one). For example: Pangandaran beach, my house, Borobudur temple, etc.

2) The use of the adjective: to clarify the noun, for example a beautiful beach, a handsome man, the famous place in Semarang, etc.

3) The use of simple present tense: the sentence pattern used is simple present because it tells the fact of the object described.

4) Action verb: that show an activity, for example: run, sleep, walk, cut, etc.

Example of descriptive text

<div align="center">Daniel Jacob Radcliffe</div>

Daniel Jacob Radcliffe was born in Fulham, London, 23 July 1989. His nickname is Dan. He is the only child of Alan Radcliffe and Marcia Gresham.

Dan has white skin, dark brown hair, blue eyes, and pointed nose. His height is about 168cm. he is a loyal, shy, down to earth and humorous person. He is also intelligent and somewhat mysterious. He loves football, Formula One racing and gymnastics (Puspita, 2013).

b. Purpose of Descriptive Text

The purpose of descriptive text is to provide information about the characteristics of a particular person, thing or place. Besides that, it's also descriptive text share experiences with everyone by writing and describing things like vacations, historic buildings and people we meet. even by using descriptions we can persuade others to think or act in certain ways such as explaining the promotion of a product to persuade people to buy, or explaining a tourist spot in detail.

4. **Hypothesis**

There are two hypothesis which are used in the hypothesis research as follows:

a. Positive hypothesis (Ha)

There is a difference significant in students writing descriptive text who are taught using picture and those who are thought without using picture.

b. Negative hypothesis (Ho)

There is not a significant difference in students writing descriptive text those who are taught using picture and those who are thought without using picture.

CHAPTER III

METHODOLOGY OF THE RESEARCH

In this chapter, the researcher presents the design of the research, subjects of the research, instruments of the research, methods of collecting data and methods of analyzing data.

A. Research Design

This research used quantitative research in which experimental research design was applied. Walliman (2011, p.106) states that quasi experimental design used when random selection of groups cannot be achieved. However, the control group and the experimental group are matched as nearly as possible. In this study, the researcher used quasi-experimental design.

In conducting the research, the researcher gave a pre-test and post-test into two groups called the experimental class. To find out the extent of students' writing skills in descriptive texts. Compare the results of the pre-test and post-test, then analyzing the data of the two significant differences using t-test.

Table 3.1
Quasi Experimental Design

EG	0_1 x 0_2
CG	0_3 - 0_4

Where:
0_1 : Pre-test of experimental group.

0_3 : Pre-test of control group.

X   : Treatment of experimental group.

0_2 : Post-test of experimental group.

0_4 : Post-test of control group.

(Cohen, 2007:282)

B. Subject of the study

The subjects of this study were students at SMPN 2 Kersana. they are grade 7 students, consisting of 25 students in grade 7 E and 25 students in grade 7 F with a total of 50 students. This subject was selected based on the researcher's observations.

Table 3. 2
The sample of SMP Negeri 2 Kersana

No	Class	Amount
1.	7 E	25
2.	7 F	25
	Amount of samples	50

C. Instrument

In this part, the researcher used test as instrument to get data. According to Brown (2004, p.3) test is method of measuring a person's ability, knowledge, or performance in a given domain. The test used by the researcher is in writing test. The result of the test will be analyzed to find the problem of the teacher in teaching writing using pictures. The test was given after the students being taught using pictures.

D. Methods of Data Collection

Method of data collecting is a process of collecting data. The steps of data collection in this study as follows:

1. The researcher comes to ask permission to headmaster and know the conditions there.

2. The researcher chooses two classes as the sample. One class is experiment class and one control class.

3. In the first meeting, the researcher introduced himself. The researcher checked the attendance list and asked the students' condition. all students gave good responses to the researcher's questions.

4. The researcher gave a worksheet in the form of a pre-test instrument to the students. After that, the researcher explained the instructions more clearly and gave time for students to ask questions. researchers accompany students during the learning process.

5. In the second meeting, the researcher checked the attendance list and asked the students' condition.

6. At this meeting, the researcher gave material about descriptive text, then the researcher explained the meaning, purpose, linguistic elements, generic structure and examples. The researcher gave time for students to ask questions about the material.

7. The third meeting, the researcher only entered class VII E as an experimental class.

8. The researcher checked the attendance list and asked the students' condition. The researcher reminded again about the material discussed at the previous meeting. The researcher showed some pictures as one of the learning methods in the writing class. The researcher asked the students to identify the picture to make several sentences. The researcher gave time for students to discuss and ask questions.

9. The fourth meeting is the last meeting for research. As usual, the researcher checked the attendance list and asked the students' condition.

10. The researcher gave the post-test instrument worksheets to the students.

11. The researcher gave a score the results from the post-test and analyze the data to decide the results of the study.

E. Technique of Data Analysis

After collecting the data, the researcher analyses all the data using spss 25 to present the description statistics result and t-test by following steps:

1. Analysing

To analyse the data, the researcher used T-Test. The researcher collected the pre-test and post-test scores for the experiment class and the control class. The results obtained from pre-test and post-test of the experiment class and the control class

are calculating the average of pre-test and post-test of the experiment class and the control class. After that, the researcher calculated N-Gain value to find out whether there is a difference between the pre-test and post-test. To calculate the N-Gain value formula is:

$$N - Gain = \frac{XPost - XPre}{XMax - XPre}$$

The N-Gain categories are presents as follows:

Table 3. 3
N-Gain Score

N-Gain	Categories
$G > 0.7$	High
$0.3 \leq G \leq 0.7$	Medium
$G < 0.3$	Low

After that, the researcher calculates the normality test. Normality test is a test used to determine the data is distributed normal or not. In this study, the researcher used Kolmogorov-Smirnov spss version 25. The criteria for determining the hypothesis as follows:

a. If significant > 0.05, (H0) is accepted. This means that the data is normally distributed.

b. If significant < 0.05, (H0) is rejected. This means that the data is not normally distributed.

2.   Analysing the significant differences between two groups using t-test in SPSS 25.

After the data is normally distribute, the researcher calculated the T-Test to find a significant difference between the mean of two classes. The criteria for the results of the T-Test are follows:

a.   If significant > 0.05 (H0) is accepted and (Ha) is rejected, this indicates that there is no significant difference in students learning between the experiment class and control class.

b.   If significant < 0.05 (H0) is rejected and (Ha) is accepted, this indicates that there is significant difference in students learning between the experiment class and control class.

3.   Finding the result.

In finding the result, the researcher wants to know writing skill of students who taught with and without using pictures, and whether or not the use pictures are effective in writing skills in learning English.

CHAPTER IV

RESEARCH FINDINGS AND DISSCUSSION

In this chapter, the researcher presents research findings and discussions, which contains the result of research data.

A. Research Findings

The purpose of this study is to analyse the writing skill of students who taught with and without using pictures of seventh graders of SMP Negeri 2 Kersana in academic year 2021/2022. In addition, the purpose of this study also to find out the significant difference in writing skill of students taught with and without using pictures of seventh graders of SMP Negeri 2 Kersana.

1. Students' skill in writing descriptive text of seventh graders of SMP Negeri 2 Kersana those taught using pictures.

   In this study, the first research problem is about how students' writing ability to write descriptive texts using pictures. To find out whether the use of pictures in writing descriptive text is effective or not, the researcher gave pre-test and post-test to students in the experimental class. Students were given treatment about descriptive text material through learning using pictures then students were given pre-test and post-test through tests. The data obtained from the use of images are explained by the researchers as follows:

a. The result of pre-test and post-test in the Experimental Class

Table 4. 1

The result of pre-test and post-test in Experimental Class

No	Name	Experiment Class	
		Pre Test	Post Test
1	APN	40	83
2	ANS	65	95
3	AMZ	50	85
4	AWD	45	90
5	DOY	55	75
6	DWS	68	95
7	DMY	45	85
8	DOL	52	78
9	FKP	55	90
10	FAD	65	85
11	FAZ	60	85
12	FRA	40	72
13	HMD	50	90
14	INS	45	88
15	IZN	55	85
16	MDK	65	90
17	MAM	40	87
18	MFU	50	90
19	RSA	65	85
20	RMN	69	90
21	RDP	50	83
22	RRM	51	77
23	RZA	45	90
24	STA	65	75
25	SHB	55	85

The experiment class consists of 25 students. The researcher gave pre-test and post-test in the experiment class. In the pre-test there are three students who gets the lowest score 40, and there is only one student who get the highest score is 72. While in the post-test there is one student with code name RMN get

the lowest score 69, and the highest score 95 is obtained by student with the code name ANS.

1) After obtaining a score, the researcher calculating the mean of the experiment class with the results in the table 4.2

Table 4. 2
Descriptive Statistics of Experiment Class

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre Experiment	25	40	69	53.80	9.251
Post Experiment	25	72	95	85.32	6.040
Valid N (listwise)	25				

Based on the results of the experimental class above, the researcher can find the lowest score, highest score, mean and standard deviation. In the pre-test the lowest score is 40 and the highest score is 69. The mean of the pre-test is 53.80. Standard deviation is 9.251. In the post-test the lowest score is 72 and the highest score is 95. The mean of post-test is 85.32. Standard deviation is 6.040.

2) Calculating N-Gain score

To find out the students' writing descriptive text taught using pictures, the researcher used the N-Gain score. N-Gain score is the difference between the pre-test and post-test scores. To calculate the N-Gain value following the formula:

$$N - Gain = \frac{XPost - XPre}{XMax - XPre}$$

The results are obtained:

Table 4. 3
Description of N-Gain Data Values for Experiment Class

No	Name	Experiment Class		N-Gain
		Pre Test	Post Test	
1	APN	40	83	.72
2	ANS	65	95	.86
3	AMZ	50	85	.70
4	AWD	45	90	.82
5	DOY	55	75	.44
6	DWS	68	95	.84
7	DMY	45	85	.73
8	DOL	52	78	.54
9	FKP	55	90	.78
10	FAD	65	85	.57
11	FAZ	60	85	.63
12	FRA	40	72	.53
13	HMD	50	90	.80
14	INS	45	88	.78
15	IZN	55	85	.67
16	MDK	65	90	.71
17	MAM	40	87	.78
18	MFU	50	90	.80
19	RSA	65	85	.57
20	RMN	69	90	.68
21	RDP	50	83	.66
22	RRM	51	77	.53
23	RZA	45	90	.82
24	STA	65	75	.29
25	SHB	55	85	.67
Amount		1345	2133	16.92
Average		53.80	85.32	0.67

Table 4.3 shows that the total score of the pre-test is 1345, with the average is 53.80 and the total score of the post-test is 2133, with the average is 85.32. the total value of N-Gain in the experiment class is 16.92, with the average is 0.67. it can be concluded that the average of 0.67 is >0.7. Therefore, students' skill in writing descriptive text taught using pictures is classified in the medium classification.

2. Students' skill in writing descriptive text of seventh graders of SMP Negeri 2 Kersana those taught without using pictures.

In this study, the second research problem is about how students' writing ability to write descriptive text taught without using pictures. Students' were given an explanation of the descriptive text then students were given pre-test and post-test through tests. The data obtained from the explanation of descriptive text material is explained by the researcher as follows:

a. The result of pre-test and post-test in the Control Class

Table 4. 4
The Result of Pre-test and Post-test in the Control Class

No	Name	Control Class	
		Pre Test	Post Test
1	DRS	40	66
2	HZA	60	80
3	KUA	45	65
4	KSO	50	78
5	LHL	55	66
6	MDS	65	85
7	MAF	62	70
8	RAF	58	72
9	RAN	60	80
10	RTN	65	75
11	RSN	70	65
12	RVO	42	60
13	SLF	68	70
14	SOA	63	76
15	SRN	57	65
16	TAY	70	60
17	TDS	60	70
18	TMS	70	90
19	TNH	61	81
20	TAD	52	75
21	UAZ	70	80
22	UFA	59	68
23	WDA	70	75
24	WNE	53	60
25	YRH	67	60

The control class consists of 25 students. The researcher gave pre-test and post-test in the control class. In the pre-test there is only one student who get the lowest score is 40, and there are five students who get the highest score 70. While in post-test there are four students who get the lowest score 60, and the highest score 90 is obtained by student with the code name TMS.

1) After obtaining score, the researcher calculating the mean of control class with the results in the table 4.5

Table 4. 5
Descriptive Statistics of Control Class

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre Test Control	25	40	70	59.68	8.840
Post Test Control	25	60	90	71.68	8.330
Valid N (listwise)	25				

Based on the results of control class, the researcher can find the lowest score, highest score, mean and standard deviation. In the pre-test the lowest score is 40 and the highest score is 70. the mean of pre-test is 59.68. standard deviation is 8.840. in the post-test the lowest score is 60 and the highest score is 90. The mean of post-test is 71.68. Standard deviation is 8.330.

2) Calculating N-Gain score

To find out the students' writing descriptive text taught without using pictures, the researcher used the N-Gain score. To calculate the N-Gain value following the formula:

$$N - Gain = \frac{XPost - XPre}{XMax - XPre}$$

The results are obtained:

Table 4. 6
Description of N-Gain Data Values of Control Class

No	Name	Control Class	N-Gain

		Pre Test	Post Test	
1	DRS	40	66	.43
2	HZA	60	80	.50
3	KUA	45	65	.36
4	KSO	50	78	.56
5	LHL	55	66	.24
6	MDS	65	85	.57
7	MAF	62	70	.21
8	RAF	58	72	.33
9	RAN	60	80	.50
10	RTN	65	75	.29
11	RSN	70	65	-.17
12	RVO	42	60	.31
13	SLF	68	70	.06
14	SOA	63	76	.35
15	SRN	57	65	.19
16	TAY	70	60	-.33
17	TDS	60	70	.25
18	TMS	70	90	.67
19	TNH	61	81	.51
20	TAD	52	75	.48
21	UAZ	70	80	.33
22	UFA	59	68	.22
23	WDA	70	75	.17
24	WNE	53	60	.15
25	YRH	67	60	-.21
Amount		1492	1792	6.97
Average		59.68	71.68	0.27

Table 4.5 shows that the total score of the pre-test is 1492, with the average is 59.68 and the total score of the post-test is 1792, with the average is 71.68. the total value post-test is 1792, with the average is 71.68. the total value of N-Gain in control class is 6.97, with the average is 0.27. it can be concluded that the average of 0.27 is < 0.3. Therefore,

students' skill in writing descriptive text taught without using

pictures is classified in the low classification.

3. Significant differences between students' skill in writing descriptive text

those taught using pictures and those taught without using pictures.

To find a significant difference the researcher calculated the T-test

a. Normality Test

Normality test is present as follows:

Table 4. 7
Test of Normality

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		25
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	8.95314130
Most Extreme Differences	Absolute	.113
	Positive	.113
	Negative	-.093
Test Statistic		.113
Asymp. Sig. (2-tailed)		.200[c,d]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.

The results of the output above show a significance value of

.200 > 0.05. So, it can be concluded that the value is normally

distribute.

b. The researcher calculated T-test Paired Sample

Based on the normality test above, it concluded that the

data is paired and normally distribute. To find out the significant

difference between students' skill in writing descriptive text those

taught using pictures and those taught without using pictures of the seventh grades students at SMP Negeri 2 Kersana. The table show the result of T-Test Paired Sample:

Table 4. 8
T-Test Paired Sample
Paired Samples Test

| | | Paired Differences | | | | | | | |
| | | | | | 95% Confidence Interval of the Difference | | | | |
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Pre Test Experiment - Post Test Experiment	-31.520	9.692	1.938	-35.520	-27.520	-16.262	24	.000
Pair 2	Pre Control - Post Control	-21.080	11.202	2.240	-25.704	-16.456	-9.409	24	.000

Based on the output pair 1 obtained the value of sig. (2-tailed) of experiment class is 0.000. if significance < 0.05 (H0) is rejected and (Ha) is accepted, it can be concluded that there is a difference in the average students learning between pre-test and post-test. Then, the output of pair 2 obtained the value of sig. (2-tailed) of control class is 0.000. if significance < 0.05 (H0) is rejected and (Ha) is accepted, it can be concluded that there is a difference in the average students between pre-test and post-test.

Based on the discussion of the output of pair 1, it can be concluded that there are differences in the learning writing in descriptive text those taught using pictures.

Table 4. 9
T-Test Paired Samples Statistics

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre Test	53.80	25	9.251	1.850
	Post Test	85.32	25	6.040	1.208

Based on the Paired Samples Statistics above, the mean of pre-test is 53.80 and post-test is 85.32. So, it can be concluded that the post-test result is higher than the pre-test result.

4. Students' writing skill for seventh grade of SMP Negeri 2 Kersana.

Table 4. 10
Distribution Frequency of Pre-Test

No	Class Interval	Category	Frequency	%
1	81-100	Very Good	0	0.00%
2	61-80	Good	8	32%
3	41-60	Poor	14	56%
4	21-40	Very Poor	3	12%
5	0-20	Extremely Poor	0	0.00%
			25	100%

From the data above that the highest score of students writing skill is 69, and the lowest score is 40. From the table above, the category of students writing skill pre-test can be describe there are 8

students get good score. There are 14 students get poor score. There

are 3 students get very poor score.

Table 4. 11
Distribution Frequency of Post-Test

No	Class Interval	Category	Frequency	%
1	81-100	Very Good	20	80%
2	61-80	Good	5	20%
3	41-60	Poor	0	0.00%
4	21-40	Very Poor	0	0.00%
5	0-20	Extremely Poor	0	0.00%
			25	100%

From the data above that the highest score of students writing

skill is 95, and the lowest score is 72. From the table above, the

category of students writing skill post-test can be describe there are

20 students get the very good score and there are 5 students get good

the score.

B. Discussion

In this section, the researcher describes the results of the research findings

above as follows:

Teaching writing using pictures shows a significant increase, it can

be seen in the pre-test and post-test scores of the experiment class.

Statistical calculation shows that the average pre-test in experiment

class is 53.80, with the lowest score is 40 and the highest score is 69.

The average post-test is 85.32, with the lowest score is 72 and the

highest score is 95. The average post-test score in experiment class is

higher than the control class. The results of this study are also related

to the theory of Gutiérrez et al (2015) which states that "through pictures the students can pay attention to an object and give the students a large experience, understanding, and increase their achievement in writing skill". This shows that using pictures students are easier to express and develop ideas in writing and can understand their writing.

Based on the result of analysis above, there are differences in the average scores in each class. The average score obtained in the pre-test control class is 59.68, with the lowest score is 40 and the highest score is 70. The post-test average score is 71.68, with the lowest score is 60 and the highest score is 90. The average post-test in control class is lower than the experiment class. This is due to the lack of enthusiasm for students learning which is done conventionally. Students still have not mastered writing skill, because many students have difficulty expressing their ideas in writing and their writing cannot be understood. Therefore, they have difficulty in writing and the results are far from what is expected.

Based on the result of the study, there is a significant difference in students' skill in writing descriptive text between taught using pictures and without using pictures. The use of pictures in descriptive text is quite effective for the learning process. Because students can learn easily to use pictures and express the ideas they get. In addition, it can be seen from the responses of students who feel interest and happy using pictures as learning media. The results of learning to write

descriptive text can be seen from the statistical sig. (2-tailed) the experiment class is 0.000 <0.05 and the control class is 0.000 < 0.05. in conclusion, the Alternative Hypothesis (Ha) is accepted and the Null Hypothesis (Ho) is rejected. Based on the results of data analysis on the pre-test that the use of pictures on students' ability to write descriptive text can be categorize into low frequency. There are 8 students (32%) get a good frequency score (score around 61-80), 14 students (56%) get a poor frequency score (score around 41-60), and there are 3 students (12%) get extremely poor frequency score (score around 21-40). While in data analysis in the post-test can be categorize into high frequency. There are 20 students (80%) get a very good frequency score (score around 81-100), and there are 5 students (20%) get a good frequency score (score around 61-80). The result of post-test score of the control class is 90 and the post-test of the experiment class is 95. This shows that the score of experiment class is higher than the control class.

The results of this study are also related theory Wright (1996) which states that "using pictures in writing can motivate the students and create a meaningful context". This shows that the use of pictures in descriptive text is quite effective in improving students' writing skills. Therefore, the use of pictures can make it easier for students to develop ideas into writing and be able to understand the content of the writing.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter, the researcher presents the conclusions and suggestions about the research.

A. Conclusion

Based on the result of writing test, there are two conclusions as follow:

1. Learning to write descriptive text using pictures gets a higher score than learning to write descriptive text without pictures. This can be seen in the average of pre-test is 53.80 while the average of post-test is 85.32. N-Gain value is 0.67. Therefore, learning to write descriptive text using pictures is quite effective for seventh graders of SMP Negeeri 2 Kersana.

2. Based on the result and discussion of the research, the seventh graders' learning to write descriptive text without using pictures is lower than of students who were taught using pictures. It can be seen from the average of the pre-test is 59.68 and the average of the post-test is 71.68. N-Gain values is 0.27. based on the category of interpretation of the effectiveness of the N-Gain value, it can be concluded that learning without using pictures (conventional learning) is not effective for seventh graders of SMP Negeri 2 Kersana.

3. Based on the result of the study, there is significant difference in students writing skill in descriptive text between taught using pictures and without using pictures. The use of pictures in descriptive text is quite effective for the learning process. Using pictures can make easier for students to develop ideas into writing.

B. Suggestion

Based on conclusion above, the researcher has some suggestions, which are for teacher, for students, and for readers.

1. For the teacher

The researcher suggests that the teacher should try to motivate students to improve their English language skills by providing creative method and interesting media. The teacher can use one or more ways using media or games during learning.

2. For the students

Students should be more interest in learning English on writing skill. Because writing skill is a difficult. By doing a lot of practice students can understand the function of writing is to communicate or convey messages. The more practice students will get corrections and be able to improve their English skill during learning. In addition, students can also

improve their English language skill by utilizing social media in new era.

3. For the readers

Researcher suggest readers to use pictures as media to improve writing descriptive text. Thus, readers can learn and also can improve the ability to write descriptive text in other ways. I hope this research can be useful for everyone in improving the ability teaching English, especially in writing skill.

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APPENDICIES

Appendix 1: *Kartu Bimbingan*

KARTU BIMBINGAN FINAL PROJECT
MAHASISWA UNIVERSITAS PGRI SEMARANG

Nama : HABIBATURROHMAH
NPM : 17420147
Fakultas/Progdi : FPBS/PENDIDIKAN BAHASA INGGRIS
Dosen Pembimbing I : Dr. Listiyaning S.M.Hum.

NO	WAKTU BIMBINGAN	MATERI YANG DIKONSULTASIKAN	TANDA TANGAN PEMBIMBING
1.	10 February 2021	Title	
2.	12 April 2021	Title revision and proposal	
3.	27 July 2021	Revisi proposal	
4.	7 September 2021	Revisi proposal	
5.	6 Oktober 2021	Revisi proposal	
6.	16 November 2021	Acc Proposal	
7.	24 Maret 2022	Skripsi bab I, II, III	
8.	18 April 2022	Revisi bab I, II, III, lanjut IV, V	
9.	20 April 2022	Revisi Chapter IV, V	
10.	2 Juni 2022	Revisi Chapter IV, V	
11.	13 Juni 2022	FPR - approved	

KARTU BIMBINGAN FINAL PROJECT
MAHASISWA UNIVERSITAS PGRI SEMARANG

Nama   : Habibaturrohmah

NPM   : 17420147

Fakultas/Progdi   : FPBS/Pendidikan Bahasa Inggris

Dosen Pembimbing II : Dra. Maria Y.W.L., M.Pd.

NO	WAKTU BIMBINGAN	MATERI YANG DIKONSULTASIKAN	TANDA TANGAN PEMBIMBING
1.	1 February 2021	Title	
2.	6 February 2021	Title revisi	
3.	14 July 2021	Title and proposal	
4.	13 September 2021	Revisi proposal	
5.	1 November 2021	Revisi proposal	
6.	15 November 2021	Acc Proposal	
7.	2 Maret 2022	Skripsi Bab I, II, III	
8.	11 Maret 2022	Revisi Chapter I, II, III	
9.	2 Juni 2022	Revisi Chapter IV, V	
10.	8 Juni 2022	Revisi Chapter IV, V	
11.	21 Juni 2022	Acc ujian skripsi	

Appendix 2: *Surat Ijin Penelitian TU*

UNIVERSITAS PGRI SEMARANG
FAKULTAS PENDIDIKAN BAHASA DAN SENI

Program Studi :
- Pendidikan Bahasa dan Sastra Indonesia
- Pendidikan Bahasa Inggris
- Pendidikan Bahasa dan Sastra Daerah

Alamat :
Jalan Gajah Raya Nomor 40
Telepon (024) 8316377 – Faksimile (024) 8448217
Semarang - 50125

Nomor : 157/IP/FPBS/XI/2021
Lampiran : 1 (satu) berkas
Perihal : **Permohonan izin penelitian**

Semarang, 24 November 2021

Yth. Kepala Dinas Pendidikan dan Kebudayaan Kab. Brebes
di Brebes

Kami beritahukan dengan hormat, bahwa mahasiswa kami :

N a m a : Habibaturrohmah
N P M : 17420147
Fak. / Program Studi : FPBS / Pendidikan Bahasa Inggris

akan mengadakan penelitian dengan judul :

Using Pictures To Improve Students' Writing Descriptive Text: The Case Of Seventh Graders Of SMPN 2 Kersana In Academic Year 2021/2022

Sehubungan dengan hal tersebut, kami mohon Bapak/Ibu berkenan memberikan izin kepada mahasiswa tersebut untuk melakukan penelitian.

Atas perkenan dan kerjasama yang baik, kami ucapkan terima kasih.

Dekan,

Dr. Asropah, M.Pd.
NPP 936601104

Appendix 3: *Surat Keterangan Telah Melaksanakan Penelitian*

PEMERINTAH KABUPATEN BREBES
DINAS PENDIDIKAN PEMUDA DAN OLAH RAGA
UPT SATUAN PENDIDIKAN
SMP NEGERI 2 KERSANA
KECAMATAN KERSANA
Jalan Kubangpari Kersana Kab. Brebes Telp. (0283) 4582631 Kode Pos 52264

SURAT IZIN KEPALA SEKOLAH
Nomor : 420/ 011/ 2022

TENTANG
IZIN PENELITIAN

Dasar : a. Surat Pengantar dari Dinas Pendidikan Pemuda dan Olah Raga Kabupaten Brebes.
     b. Surat Permohonan Izin penelitian dari Fakultas Pendidikan Bahasa dan Seni Universitas PGRI Semarang No : 157/IP/FPBS/XI?2021 tanggal 24 November 2021

MENGIZINKAN :

Kepada
N a m a : Habibaturrohmah
N P M   : 17420147
FAK./ Prodi : FPBS/ Pendidikan Bahasa Inggris
Alamat   : Desa Cikandang Kecamatan Kersana Kabupaten Brebes.
Untuk   : Mengadakan penelitian dengan judul : **Using Pictures To Improve Students' Writing Descriptive Text : The Case Of Seventh Graders Of SMPN 2 Kersana In Academic Year 2021/2022.**

Ditetapkan di : Kersana
Pada Tanggal : 10 Januari 2022
Kepala SMP Negeri 2 Kersana

DARTO HADI, S.Pd. M.Pd.
NIP 196608171988061003

Tembusan :
Yth. 1. Kepala Dindikpora Kab.Brebes
   2. Arsip

Appendix 4: *Lesson Plan*

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah   : SMP Negeri 2 Kersana

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : VII/Genap

Materi Pokok   : *Descriptive Text*

Alokasi Waktu   : 2 x 45 menit

A. Tujuan Pembelajaran

1. Peserta didik mampu mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan yang benar sesuai dengan konteks.
2. Peserta didik mampu menyusun teks secara sederhana.

B. Langkah-Langkah Pembelajaran

Pertemuan Pertama

Pendahuluan		- Melakukan pembukaan dengan salam pembuka dan berdoa bersama - Memeriksa kehadiran peserta didik sebagai sikap disiplin - Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai - Menyampaikan materi pelajaran yang akan dibahas
Kegiatan Inti	Kegiatan Literasi	Peserta didik mencermati materi yang sudah diberikan oleh pendidik melalui PPT dengan seksama
	Critical Thingking	Pendidik memberikan pertanyaan kepada peserta didik seputar materi yang telah diberikan, kemudian berdiskusi bersama terkait materi deskriptif teks
	Collaboration	Peserta didik diminta mendiskusikan dan saling bertukar informasi mengenai pengertian dan struktur teks dalam teks deskriptif
	Communication	Peserta didik menyampaikan hasil diskusi

	Creativity	Peserta didik dan pendidik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait materi deskriptif teks.
Penutup		• Pendidik memberikan umpan balik terhadap proses pembelajaran. • Pendidik menyampaikan rencana pembelajaran yang akan dilaksanakan untuk pertemuan berikutnya.

Pertemuan Kedua

Pendahuluan		• Melakukan pembukaan dengan salam pembuka dan berdoa bersama • Memeriksa kehadiran peserta didik sebagai sikap disiplin • Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu
Kegiatan Inti	Kegiatan Literasi	Peserta didik diminta meilhat dan mengamati contoh tentang teks deskriptif dan menganalis terkait Struktur Teks dan Unsur Kebahasaan dalam teks deskriptif.
	Critical Thingking	Peserta didik mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan contoh yang diberikan mengenai Struktur Teks dan Unsur Kebahasaan dalam teks deskriptif.
	Collaboration	Peserta didik mendiskusikan dan saling bertukar informasi mengenai Struktur Teks dan Unsur Kebahasaan dalam teks deskriptif.
	Communication	Peserta didik mengemukakan hasil diskusi terkait Struktur Teks dan Unsur Kebahasaan salam teks deskriptif.
	Creativity	Pendidik dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait materi Struktur dan Unsur Kebahasaan dalam teks deskriptif.
Penutup		• Pendidik memberikan umpan balik kepada peserta didik terhadap proses pembelajaran. • Pemberian tugas kepada peserta didik untuk belajar mandiri dirumah.

C. Penilaian

1. Teknik Penilaian
   a. Pengetahuan   :   Tes Tertulis
   b. Keterampilan   :   Unjuk Kerja/Praktik
   c. Sikap   :   Observasi selama proses pembelajaran

2. Instrument Penilaian (terlampir)

The Writing Elements		
1. **Organization** : Introduction, body, and conclusion		
20-18	**Excellent**	Appropriate, tittle, effective introductory paragraph, topic is stated. Leads to the body transition expressions used: arrangement of material shows plan (could be outlined by reader, supporting evidence given for generalization, conclusion logical and complete.
17-15	**Good**	Adequate tittle, and introduction and conclusion : body of essay is acceptable, but some evidence may be lacking, some ideas aren't fully developed, sequence is logical but transitional expression may be absent or misused.

14-12	**Adequate**	Mediocre or scant introduction or conclusion: problems with the order if ideas in body: the generalization may not be fully supported by the evidence given; problems of organization interfere.
11-6	**Inadequate**	Shaky or minimally recognizable introduction: organization can barely be seen, severe problems with ordering of ideas : lack of supporting evidence, conclusion weak or illogical; inadequate effort at organization.
5-1	**Falling**	Absence of introduction or; no apparent organization of body; serve lack of supporting; writer has not made any effort to organize the composition (could not be outlined by reader).

2. **Logical Development of Ideas: Content**

20-18	**Excellent**	Essay addresses are the assigned topic: the ideas are concert and thoroughly developed: no extraneous material :essay reflects thought.
17-15	**Good**	Essay addresses the issues but misses some points: ideas could be more fully development: some extraneous material is present.
14-12	**Adequate**	Development of ideas no complete or essay is somewhat off the topic; paraghraphs aren't dived exactly right.
11-16	**Inadequate**	Ideas incomplete essay does not reflect careful thingking or was hurriedly written; inadequate effort in area to content.
5-1	**Falling**	Essay is completely inadequate and does not reflect college-level work; no apparent effort to consider the topic carefully.

3. Grammar

20-18	**Excellent**	Native-like fluency in English grammar, correct use of relative clause, preposition, modals, articles, verb forms and tense sequencing' no fragments or run-on sentence.
17-15	**Good**	Advance proficiency in English grammar, some grammar problems don't influence communication, although the reader is aware of then; no fragments or run-on sentences.
14-12	**Adequate**	Ideas are getting through to the reader, but grammar problems are apparent and have negative effect on communication, run-on sentences or fragments present.
11-6	**Inadequate**	Numerous serious grammar problems interfere with communication of the writer's ideas; grammar

		review of some areas clearly needed; difficult to read sentence.
5-1	**Falling**	Severe grammar problems interfere greatly with the message; reader can't understand what the writer was trying to say; unintelligible sentence structure.

4. Punctuation, spelling and mechanic

20-18	**Excellent**	Correct use of English writing convention; left and right margins, all needed capitals, paragraphs intended, punctuation and spelling; very neat
17-15	**Good**	Some problems with writing conventions or punctuation; occasional spelling errors; left margin correct; paper is neat and legible
14-12	**Adequate**	Use general writing conventions but has errors; spelling problems distract reader; punctuation errors interfere with ideas
11-6	**Inadequate**	Serious problems with format of paper; parts of essay not legible; errors in sentence punctuation final

		punctuation; unacceptable to educated readers
5-1	**Falling**	Complete disregard for English writing conventions; paper illegible; obvious capitals missing, no margins, severe spelling problems.

5. **Style, and quality of expression**

20-18	**Excellent**	Precise vocabulary usage; use of parallel structure, concise' register good
17-15	**Good**	Attempts variety; good vocabulary misused; lacks awareness of register; may be too wordy
14-12	**Adequate**	Some vocabulary misused; lack awareness of register; may be too wordy
11-6	**Inadequate**	Poor expression of ideas; problems in vocabulary; lacks variety of structure
5-1	**Falling**	Inappropriate use of vocabulary; no concept of register or sentence variety

(Brown, 2004:244)

a. **Pedoman Penskoran**

Konversi Kompetensi Pengetahuan, Keterampilan dan Sikap

Excellent	90-100
Good	80-89
Adequate	70-79
Inadequate	60-69
Failing	Below 60

Brebes, januari 2022

Guru Kelas   Peneliti

Ade Agil Santoso, S.Pd, M.Pd   Habibaturrohmah

NIP. 19820708 200904 1 002   17420147

Appendicies 5: Documentation

Appendix 6: *Instrument of Pre-Test*

Instrument of the Research

Pre-Test of Experiment Class and Control Class

School   : SMPN 2 Kersana

Grade/Semester   : VII/II

Subject   : English

Name	:
Class	:
Number	:

Directions:

- Write your name and your class on the paper.
- Write a descriptive text that consists of 100 words or more.
- Write your descriptive text by choosing one of the topics below:
    1. Best Friend
    2. Father
    3. Mother
    4. Favourite public figure
    5. Favourite food
    6. Favourite place

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Appendix 7: *Instrument of Post Test*

Instrument of the Research

Post-Test of Experiment Class and Control Class

School   : SMPN 2 Kersana

Grade/Semester   : VII/II

Subject   : English

Name	:
Class	:
Number	:

Directions:

- Write your name and your class on the paper.
- Write a descriptive text that consists of 100 words or more.
- Write your descriptive text by choosing one of the topics below:
    1. Best Friend
    2. Father
    3. Mother
    4. Favourite public figure
    5. Favourite food
    6. Favourite place

GENERIC STRUCTURE	TEXT
IDENTIFICATION	
DESCRIPTION	

Appendix 8: *Students' Worksheet*

Instrument of the Research

Pre-Test of Experiment Class and Control Class

School : SMPN 2 Kersana

Grade/Semester : VII/II

Subject : English

Name	: Ferdi audiansjaH
Class	: 7E
Number	: 11

76

Directions:

- Write your name and your class on the paper.
- Write a descriptive text that consists of 100 words or more.
- Write your descriptive text by choosing one of the topics below:
    1. Best Friend
    2. Father
    3. Mother
    4. Favourite public figure
    5. Favourite food
    6. Favourite place

organization 11
content · V
langunge 11
Puctuation 11
Style 1

76

my Bast of friend is dimas Hobies dimas is Playing fut cool
Bal
Favorite food dimas is meei ball. gers pin dimas is barown.
Favorite color dimas dis black favorite place dimas is Holme
gerhair color is black Favorite animal dimas is Fish

Instrument of theResearch

Post-Test of Experiment Class and Control Class

School	: SMPN 2 Kersana
Grade/Semester	: VII/II
Subject	: English

Name	: Fardi ardiansJaH
Class	: 7E
Number	:

89

Directions:

- Write your name and your class on the paper.
- Write a descriptive text that consists of 100 words or more.
- Write your descriptive text by choosing one of the topics below:
  1. Best Friend
  2. Father
  3. Mother
  4. Favourite public figure
  5. Favourite food
  6. Favourite place

organization : 19
content : 18
Grammar : 17
Punctuation : 17
Style = 18

GENERIC STRUCTURE	TEXT 89
IDENTIFICATION	I have a Best Friend
DESCRIPTION	dimas likes meat ballps. favorite color balack, Dimus's Hobi) is playing Football. Favourite place is Beach, lovely animal fish, hair color is Black. skin color is Brown, age dimas is 12.

Instrument of the Research

Pre-Test of Experiment Class and Control Class

School   : SMPN 2 Kersana

Grade/Semester   : VII/II

Subject   : English

Name	: Mohammad ALFIN Mashur
Class	: 7E
Number	: 17

73

Directions:

- Write your name and your class on the paper.
- Write a descriptive text that consists of 100 words or more.
- Write your descriptive text by choosing one of the topics below:
    1. Best Friend
    2. Father
    3. Mother
    4. Favourite public figure
    5. Favourite food
    6. Favourite place

organization 17
conteal   17
Grammar   14
Punctuation   14
Style   1

my Best Friend is AFnan. hobis Playing gamer
Her Body is thint
Favorite colors is red
Favorite fool is chiken
Favorite place is garden

Instrument of theResearch

Post-Test of Experiment Class and Control Class

School · : SMPN 2 Kersana

Grade/Semester : VII/II

Subject : English

Name	: Muhammad ALFin Mashur
Class	: 7 E
Number	: 17

85 .

Directions:

- Write your name and your class on the paper.
- Write a descriptive text that consists of 100 words or more.
- Write your descriptive text by choosing one of the topics below:
  1. Best Friend
  2. Father
  3. Mother
  4. Favourite public figure
  5. Favourite food
  6. Favourite place

Organization ≤ 20

Content · 17

Grammar · 17

Punctuation · 14

Style · 17

85

GENERIC STRUCTURE	TEXT
IDENTIFICATION	I like to eat meatballs
DESCRIPTION	meatballs made of beef, round in shape. my family's favorite food, every year my family gathers to eat Meatballs together. in the bowl of metballs there are vegetables, eggs, meat balls, gravy, sauce/chili

Instrument of the Research

Pre-Test of Experiment Class and Control Class

School	: SMPN 2 Kersana		Name	: Allea Najwa Salumi
Grade/Semester	: VII/II		Class	: VII E
Subject	: English		Number	: 02

55

Directions:

- Write your name and your class on the paper.
- Write a descriptive text that consists of 100 words or more.
- Write your descriptive text by choosing one of the topics below:
  1. Best Friend
  2. Father
  3. Mother
  4. Favourite public figure
  5. Favourite food
  6. Favourite place

Organization li
Content li
Grammar li
Punctuation li
Style li
55

~~6.~~ ~~strikethrough~~

1. Best Friend is
   Faiha naifatu sahada
   Fair skin
   body thin bodyi
   She is very beautiful ✓
   Love Black

Instrument of theResearch

Post-Test of Experiment Class and Control Class

School   : SMPN 2 Kersana

Grade/Semester   : VII/II

Subject   : English

Name	: Hllea Nyajwa salumi
Class	: VII E
Number	: 02

84

Directions:

- Write your name and your class on the paper.
- Write a descriptive text that consists of 100 words or more.
- Write your descriptive text by choosing one of the topics below:
    1. Best Friend
    2. Father
    3. Mother
    4. Favourite public figure
    5. Favourite food
    6. Favourite place

organization - 18
context - 18
Grammar : 14
Punctuation : 17
Style : 17 +
· 84

GENERIC STRUCTURE	TEXT
IDENTIFICATION	Best Frend is, Deca Olivia youlanda
DESCRIPTION	She is so beautiful. he is very tall. brow skin She is very (cil). he is Fun. he if so Anneging. She is very emotional. he is so cool. he is very quiet.

Instrument of the Research

Pre-Test of Experiment Class and Control Class

School : SMPN 2 Kersana

Grade/Semester : VII/II

Subject : English

Name	: Sofi arham
Class	: 7F
Number	: 14

55

Directions:

- Write your name and your class on the paper.
- Write a descriptive text that consists of 100 words or more.
- Write your descriptive text by choosing one of the topics below:
  1. Best Friend
  2. Father
  3. Mother
  4. Favourite public figure
  5. Favourite food
  6. Favourite place

Organization - 14
Content - 14
Grammar : 15
Punctuation - 11
Style : 11
55

my Best Friend IS SaeFul. dis body IS Sholt
Hair IS Black
Hobi bermain bola (bahasa Indonesia)
FaFoti dFood Cihakan
FdFotid Fublik massi

Instrument of theResearch

Post-Test of Experiment Class and Control Class

School	: SMPN 2 Kersana			

Grade/Semester : VII/II

Subject : English

Name	: SoFiarhom
Class	: 7F
Number	: 14

80

Directions:

- Write your name and your class on the paper.
- Write a descriptive text that consists of 100 words or more.
- Write your descriptive text by choosing one of the topics below:
  1. Best Friend
  2. Father
  3. Mother
  4. Favourite public figure
  5. Favourite food
  6. Favourite place

organization = 20
Content = 16
Grammar = 16
Punctuation = 16
Style = 12 +
80

GENERIC STRUCTURE	TEXT
IDENTIFICATION	I have Best Friend /Bastia
DESCRIPTION	His Name IS SaiFul. The color hair Is black. He have shaped Face oval. He 13 Years old. He very handsome and kind to everyone. He Has brown skin and the body is slim.

Instrument of theResearch

Post-Test of Experiment Class and Control Class

School · : SMPN 2 Kersana

Grade/Semester : VII/II

Subject : English

Name	: Titin nur Hera wati
Class	: 7F
Number	: 19

83

Directions:

- Write your name and your class on the paper.
- Write a descriptive text that consists of 100 words or more.
- Write your descriptive text by choosing one of the topics below:
    1. Best Friend
    2. Father
    3. Mother
    4. Favourite public figure
    5. Favourite food
    6. Favourite place

organization = 17
Context = 17
Grammar = 17
Punctuation = 15
Style = 17 +
83

GENERIC STRUCTURE	TEXT
IDENTIFICATION	I have a father ~~I have a very good father~~ I have a ver ~~good father she is very handsome~~ ~~whose name is nastadjo~~ I have a very good father, whose name is nastadja Nasladja
DESCRIPTION	MY dad is so handsome, and kind, her skin is brown her hair is a little white. MY Father is fifty MY dad likes black color, MY father's Favorite Food is Fish, MY Father's job is office,

)

Instrument of the Research

Pre-Test of Experiment Class and Control Class

School   : SMPN 2 Kersana

Grade/Semester : VII/II

Subject   : English

Name	: Tata nur Hera wati
Class	: 7F
Number	: 19

.76

Directions:

- Write your name and your class on the paper.
- Write a descriptive text that consists of 100 words or more.
- Write your descriptive text by choosing one of the topics below:
  1. Best Friend
  2. Father
  3. Mother
  4. Favourite public figure
  5. Favourite food
  6. Favourite place

Organization = 17
Context   : 17
Grammar   = 14
Punctuation = 11
Style   : 17
_____
            76

Best Friend is willy , it is handsome

favourite : color : Black

favourite Food : Chicken

his Hoby : Play food (Boll)

his body is white

his ambotion is a Player games

Instrument of the Research

Pre-Test of Experiment Class and Control Class

School	: SMPN 2 Kersana
Grade/Semester	: VII/II
Subject	: English

Name	: Yesi Rizqi
Class	: VII F
Number	: 25

77

Directions:

- Write your name and your class on the paper.
- Write a descriptive text that consists of 100 words or more.
- Write your descriptive text by choosing one of the topics below:
    1. Best Friend
    2. Father
    3. Mother
    4. Favourite public figure
    5. Favourite food
    6. Favourite place

Organization - 18
Context : 17
Grammer 17
Punctuation : 11
Style 14
―――
77

Best Friend

I Have A Best Friend . She's zafira. She's live in Cikandang . zafira's favorite food is fried rice. She Is favorite colour are blue and purple . and she's like english lesson in class room.

Instrument of theResearch

Post-Test of Experiment Class and Control Class

School   : SMPN 2 Kersana

Grade/Semester : VII/II

Subject   : English

Name	: Yesi Rizqi
Class	: VII F
Number	: 25

88

Directions:

- Write your name and your class on the paper.
- Write a descriptive text that consists of 100 words or more.
- Write your descriptive text by choosing one of the topics below:
    1. Best Friend
    2. Father
    3. Mother
    4. Favourite public figure
    5. Favourite food
    6. Favourite place

Favorite public Figure

organization = 20
Context = 18
Grammar = 18
Punctuation = 15
Style = 17
88

GENERIC STRUCTURE	TEXT
IDENTIFICATION	my Favorite public Figure is Huang Renjun
DESCRIPTION	He come from ~~south~~ south korea. the hobbies are Drawing, Singing and dance. He have moomin doll, and he's So like moomin doll. He Always wear Hoodie. the Favorite Food is Ramen. He's So handsome and Cute. and He's So tall. He have white skin. He have pointed nose and He have Sweet Smile.

Appendix 9: *Berita Acara Ujian Skripsi*

YAYASAN PEMBINA LEMBAGA PENDIDIKAN PERGURUAN TINGGI PGRI SEMARANG
FAKULTAS PENDIDIKAN BAHASA DAN SENI
UNIVERSITAS PGRI SEMARANG
Kampus : Jalan Sidodadi Timur Nomor 24 Semarang Indonesia. Telp. (024) 8448217, 8316377
Faks. (024)8448217 Website: www.upgris.ac.id

BERITA ACARA UJIAN SKRIPSI

Pada hari ini Selasa 09 Agustus 2022, berdasarkan susunan tim penguji Skripsi :

1. Nama : Dr. Asropah, M.Pd.
   Jabatan : Ketua

2. Nama : Dr. Jafar Sodiq, S.Pd, M.Pd.
   Jabatan : Sekretaris

3. Nama : Dr. Listyaning Sumardiyani, M.Hum
   Jabatan : Anggota (Penguji I)

4. Nama : Dra. Maria Yosephin, M.Pd
   Jabatan : Anggota (Penguji II)

5. Nama : Faiza Hawa, S.Pd, M.Hum
   Jabatan : Anggota (Penguji III)

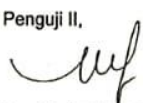Dengan ini menyatakan bahwa mahasiswa yang tersebut di bawah telah diuji skripsinya.
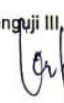
Nama	: Habibaturrohmah	Fakultas	: FPBS
N.P.M	: 17420147	Program Studi	: Pendidikan Bahasa Inggris
		Program Pendidikan	: Strata 1

Judul Skripsi :
USING PRINTED PICTURES TO IMPROVE STUDENTS' WRITING DESCRIPTIVE TEXT: THE CASE OF SEVENTH GRADERS OF SMPN 2 KERSANA IN ACADEMIC YEAR 2021/2022

Nilai :

Demikian berita Acara Ujian Skripsi dibuat untuk diketahui dan dipergunakan seperlunya oleh pihak-pihak yang berkepentingan.

Ketua,

Dr. Asropah, M.Pd.

Sekretaris,

Dr. Jafar Sodiq, S.Pd, M.Pd.

Penguji I,

Dr. Listyaning Sumardiyani, M.Hum

Penguji II,

Dra. Maria Yosephin, M.Pd

Penguji III,

Faiza Hawa, S.Pd, M.Hum

Mengetahui,
Dekan

Dr. Asropah, M.Pd.
NPP/NIP 936601104