THE EFFECT OF USING PICTURE SERIES TO IMPROVE STUDENTS’ WRITING SKILL OF DESCRIPTIVE TEXT
(A Quasi-experimental Study at the Second Grade of SMP Islamiyah Ciputat Tangerang Selatanin in Academic Year 2017/2018)

A Skripsi

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ABSTRACT


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Keywords : Writing, Descriptive Text, Visual Aids, Picture Series

The objective of this research was to get empirical evidence of the effect of using Picture Series on students’ writing of descriptive text at the second grade of SMP Islamiyah Ciputat Tangerang Selatan. The sample of this study were 40 students, which were 20 students as experiment class and 20 students as controlled class. The method used in this research was a quantitative method. The design used was a quasi-experimental study and the instrument of this research was test that consisted of pre-test and post-test form. Based on the results of data analysis from pre-test the average of study result gained in tests with the average value was 50,30 and the average of study result gained in post-tests was 72,64. Whereas in post-test of after applying Picture Series enhanced 22,34 point from pre-test. The calculation of this research was conducted by using SPSS 22. From this research findings, it showed that Picture Series had a large significant effect on students’ writing of Descriptive text.
ABSTRAK


Pembimbing : 1. Dr. Farida Hamid, M.Pd.

Kata Kunci : Menulis, Teks Descriptif, Visual Aids, Picture Series

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Mutia Mulya Fitrani
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CHAPTER I
INTRODUCTION

In this chapter, the researcher would like to introduce her study. It started from background of the study, identification of the problem, formulation of the problem, objective of the study, and significance of the study; those would be explained below.

A. Background of study

In Indonesia, especially in learning English, writing is considered as the most difficult skill to be mastered. The students have been taught how to write well, but they still find difficulties. As Jack C. Richard and Willy A. Renandya stated writing is the most difficult skill for second language learners to master. The difficulties not only in generating and organizing ideas, but also in translating these ideas into text. In absorbing the learning materials especially in writing class. Bryne’s in Ibrahim stated some factors in writing’s difficulties. First, cognitive aspect. As written on Ariyanti’s article Gibbons states the process of writing such as searching a topic, outlining, drafting are complex activities when students do it in short time. Based on the circumstance, students were hard to get ideas to write. They faced the difficulties in pre-writing stage to get a topic that they want to write, they might get struggle when they write, but the students cannot write English spontaneously or easily. In addition, some of students faced the difficulties in organize the ideas. So, it means when some students got a topic to write but they hard to release their imagination into text.

Another problem from psychological aspect. In writing, class students are easy to get bored when they asked to write. They lost interest in writing English because they have perception if English is one of the most difficult subjects in school. So, the students were lazy to participate and did not have motivation. Moreover,

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4 Benjamin M, Perceptions of Subject Difficulty and Subject Choices : Are the Two Linked, and If So, How? (United Kingdom: Ofqual, 2017), p. 10.
Ariyanti stated in teaching writing to EFL students, teachers cannot always use the writing instruction such as asking the students to write one or two paragraphs regarding a certain topic.\textsuperscript{5} In process of teaching writing in the classroom, teachers should know students problems and students need. In this case, teachers are expected to realize their important roles toward students’ development in learning, particularly in writing. Teachers are required to have various strategies and great interest when they are teaching writing to the students. Moreover, the success of students in learning writing is also determined by the teacher’s performance in helping them learn writing. It means in the process of teaching writing, the teacher has to help the students to understand and learn how to write effectively, give clear explanations and instructions and guide the students in each step of the writing process. Moreover, when students faced problem in producing idea the teachers can use alternative activities or media to stimulate students in generating ideas. Moreover, in order to enhance students’ motivations in writing, teachers can create a positive atmosphere that makes students interest to learn the lesson. For example, the teacher can use realia or other media in supporting teaching materials. Thus, it will increase students’ interest in learning English.

Picture series is one of the media that can stimulate students to get ideas and it makes students easily to get inspirations to write. Moreover, picture series gives positive effects such as motivation, enthusiasm, understanding about ideas generation, independence in constructing sentences, high sentence production and cooperative learning.\textsuperscript{6} Furthermore, picture series attracts students attention in engaging the lesson. So, it will arise their curiosity and they will be excited to receive the materials. According to Lindstromberg cited in Yanuarti, by using picture series, the students will be interested and will enjoy the teaching and learning process.\textsuperscript{7} In addition, picture series makes the students analyze the details of the picture and it can attract students become more imaginative and in writing descriptive text.

\textsuperscript{5}Ariyanti, loc.cit.
\textsuperscript{7}Ibid.
From the researcher’s observation during teachers training (PPKT) period. The researcher found similar problems with the explanation that the researcher has explained above in teaching and learning process, especially writing in descriptive text in SMP Islamiyah Ciputat. The writer considers that using picture series for teaching writing, especially writing descriptive text. It is easier for students to express their feeling, ideas, and thought by using picture series. Considering the issues above, it is necessary to conduct a research on students of Eighth Junior High School at SMP Islamiyah Tangerang Selatan by using Picture Series in writing descriptive text. The researcher wants to know whether there is a significant effect on the learner’s writing skill of descriptive text if they learn by using picture series. The researcher chose the study by the title **The Effect of Using Picture Series to Improve Students’ Writing Skill of Descriptive Text** (A quasi experimental study at the second grade of SMP Islamiyah Ciputat in Academic Year 2017/2018).

**B. The Identification of the Problem**

Based on the background of the study above, the identified problems are:
1. Students face the problems in generating for ideas writing descriptive text.
2. Students difficult to organize ideas and release their ideas into text.
3. Students are easy to get bored when they are asked to write.

**C. The Limitation of the Problem**

Based on background and identification of the problem, the researcher limits this study into finding the effect of using picture series to improve students’ writing skill of descriptive text. Moreover, the researcher intends to know the effectiveness Picture Series on learners’ Writing of Descriptive Text at Second Grade of SMP Islamiyah Ciputat in academic year 2017/2018.

**D. Formulation of the Problem**

The researcher problem would like to formulate the problem as follows:

“Is there any significant effect of using picture series on students’ writing skill of descriptive text?”
E. The Objective of the Study

Based on the formulation of the problem above, the objective of this research was to get empirical evidence about the effect of using picture series on students’ writing skill of descriptive text.

F. The Significance of the Study

The significance of this writing might be expected as follows:

1. Teachers

   The result of this study hopefully can give a useful contribution to the institution and the practice of foreign language teaching.

2. Students

   The research is expected to be useful input for the learners to encourage them to develop on their English writing skill of descriptive text.

3. Further Researcher

   The researchers who are fascinated by the teaching of English at Junior High School get helpful information from the result of this study and leading them to further research on different aspect field.
CHAPTER II
THEORETICAL FRAMEWORK

A. Writing

1. Writing Skill

Writing skill is an act of forming letters or characters and artfully putting them together so as to express ideas as an essential component of any language learning.\(^1\) Furthermore, Sudaryanto says that writing skill is a person’s ability to express his/her mind and feeling which is expressed in a written language, in graphic symbols so that the readers are able to understand the message inside.\(^2\) So, it can be said that writing is a skill where the writer can set his idea down in the form of words, sentences, and paragraphs which are easy to understand for the readers. In line with this opinion, Tarigan states that writing skill is a process in describing a language that can be understood by others, i.e readers.\(^3\) It means that writing needs a process so that the idea can be understandable and expressed smoothly. Therefore, Stiller cited in Helvira said writing skill is a valuable skill has become an important part of communication.\(^4\) Moreover, Nation added writing skill is an activity that can usefully be prepared for by work in the other skills of listening speaking and reading.\(^5\) So it means writing is one of many ways to communicate with other people besides speaking, reading, and listening. Writing skill can be defined as an ability to communicate all the ideas or imaginations into the form of structured pattern. So that, the readers may understand what the writers mean in their writing. Writing is the skill that

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\(^{2}\) Sudaryanto, Peningkatan keterampilan menyusun wacana narasi melalui penerapan pendekatan ekletik, *Cakrawala Pendidikan*, Th XX, No 1, 2001, p. 64.


\(^{4}\) Helvira Yenita etc., Teaching Writing Descriptive Text by Using Collaborative Technique, *English Department The Faculty of Teacher Training and Education Bung Hatta University*, 2013, p. 2.

\(^{5}\) Ibid.
processed by human being to produce his or her ideas and thought into written-forms, although the ideas or thought can also produce through spoken, forms. Writing skill is not natural skill because it doesn’t acquire this ability automatically and easily. Like Fitzpatrick says that to write well, it a must do a lot of thinking, must begin reflecting on the topic before begin to write.\textsuperscript{6} To acquire it, the students should get enough writing practices. These practices are supposed to stimulate the student’s skill in writing and expressing thoughts in a good passage. In addition, it is learnt in a formal instruction, so it needs specialized skills that not every student can develop it naturally. Myles cited in Ryan states that writing is skill which needs an effort and much practice in composing, developing, and analyzing ideas.\textsuperscript{7} So, writing is a skill that considered as a complicated skill for the students and the teachers.

Writing skill as mentioned as a complex process. Writing is frequently accepted as the last language skill to be mastered. In the teaching writing area, there are some views about writing itself. Writing can be seen as product and process,. These views may influence the teachers’ practice in teaching writing. First, writing skill is viewed as a productive skill. It is considered as a productive skill because its activity refers to the production of written texts. In line with this statement, Harmer cited in Rahayu states that writing is an activity that creates ideas or opinion in written form.\textsuperscript{8} The most important thing from this view is the students' product of writing.\textsuperscript{9} Writing is also viewed as a process. The students need some processes to produce a good written text. Brown states the process of composing written text as the result of thinking, drafting, and revising.\textsuperscript{9} Firstly, students have to think of the topic or theme that they are going to write. Next, they can generate the ideas by making a draft for their writing and finally students can organize and make the revision for the final product. Moreover, writing should be

\textsuperscript{6}Ibid.

\textsuperscript{7}Mochammad Riyan, Fauris Zuhri, The Effectiveness of Using Picture Series as Media to Teach Writing Procedure Text for Tenth Graders of SMA Negeri Bandar kedung mulyo Jombang, 2013. p. 1.

\textsuperscript{8}Rahayu Hesthi Wening, The Role of Picture Series in Improving Students’ Writing Ability, \textit{International Conference On Education}, 2016, p. 33.

\textsuperscript{9}Ibid.
taught through cyclical process, namely planning, drafting, editing, and final version.

Moreover, writing skill is used for wide variety of purposes and it is produces in many different forms. It is means of expressive activity as productive written aspect in language skills. We need to express our thought by writing something. It means that writing skill is the process to break out ideas in mind into a piece of paper. Writing skill is partly a talent, but it’s mostly a skill that will improve by only practice. Writing skill is like speaking to other on the paper; also writing has also become more important as doctrine of communicative language teaching. Rather than becomes an object of study, today writing use as system of communication.

From all the statements above, it can be concluded that writing skill is a skill that people have to be mastered in order to express their thought and transform it into text.

2. **Writing Skill of Descriptive Text**

Writing skill of descriptive text is a skill of writing in describing about particular person, place, or thing in details so the readers feel about the writer’s thought based on description. Moreover, writing skill in descriptive text is the skill that produced by human being to express his or her ideas and thought into written description forms. So, it means writing skill of descriptive text is a skill that students are needed in order to produce descriptive text.

In writing descriptive text the students have to focus on the rules of writing such as identification and description. Moreover, in writing descriptive text students have to write it clearly and neatly so the reader knows the aim of the contents of the text, because in writing descriptive text involves the sense, such as hearing, seeing, feeling, tasting, and touching. In learning writing of descriptive text in junior high school writing descriptive text should be presented in

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interesting way for student but in fact, the students just feel bored with the lesson. This kind of situation will be happened when the teacher cannot explain the materials in right ways. The teacher cannot show media related to make students easy write descriptive text. So it means, teachers are expected to realize their important roles toward students’ development in learning, particularly in writing.

In writing descriptive text, teachers are required to have various strategies and great interest when they are teaching writing descriptive text to the students. Moreover, the success of students in learning writing is also determined by the teacher’s performance in helping them learn writing.\(^\text{13}\) It means that in the process of teaching writing, the teacher has to help the students to understand and learn how to write effectively, give clear explanations and instructions and guide the students in each step of the writing process. In writing descriptive text the teachers have to be able to apply the various method and media in teaching writing to the students. It purposes to reach the goal in teaching of writing especially in teaching writing descriptive text to the students. To solve these problems, the teachers must realize that they need to use appropriate teaching media to improve students’ writing scores. There are many kinds of media that can be used such as picture, maps, real things, dialogue and tables present the materials. One of the effective ways to help the students in learn how to write procedure text is using picture series. Picture series are the picture that tell a story in a sequence on a one chart.

To sum up, writing skill in writing descriptive text is important that the students have to be mastered and also this is not a simple process of writing. So, the students must put some effort in order to produce a descriptive text.

3. Process Of Writing

Writing process is the stages a writer goes through in order to produce something in its final written form. This process may be affected by the content (subject matter) but in all of these cases it is suggested that the process has four main elements. Oshima and Hogue\(^\text{14}\) state writing process has four steps; prewriting, organizing, writing, polishing: revising and editing.

\(^{13}\)Dwi Pratiwi, Improving the Tenth Grade Students’ Writing Skill by Using Picture Series, *Journal of English Language and Education*, Vol. 2. No.1, 2016, p. 66.

a. Pre-writing

Pre-writing is a way to get ideas. In this step student have to choose a topic and collect ideas to explain the topic. There are several techniques that can use to get ideas. Listing, is a pre-writing technique in which write the topic at the top of a piece of paper and then quickly make a list of the words or phrases that come into our mind. Do not stop to wonder if an idea is good or not. Write down, keep on writing until the flow of ideas stop.

b. Organizing

The next step in the writing process is to organize the ideas into a simple outline. Any ideas that student have in our brain needs to collect and identify them generally to organize them each other.

c. Writing

The next step is to write a rough draft, using outline as a guide. Write rough draft as quickly as we can without stopping to think about grammar, spelling or punctuation. Just get the ideas down in the paper. It will probably see many errors in our rough draft. This is perfectly usual and acceptable –after all, and we will fix it later.

d. Polishing: Revising and Editing

In this step, polish what student have written. This step is also called revising and editing. Polishing is most successful if do it in two steps. First, attack the big issues of content and organization (revising). Then work on the smaller issues of grammar, punctuation, and mechanics (editing).

B. Descriptive Text

1. Definition of Descriptive Text

Descriptive text is a text that describe thing clearly and neatly so the reader knows the aim of the contents of the text. Moreover, writing descriptive text involves the sense, such as hearing, seeing, feeling, tasting, and
touching. Furthermore, Kane cited in Puspita stated that: “Description is about sensory experience how something looks, sounds, tastes. Mostly it is about visual experience, but description also deals with other kinds of perception”. And in specific meaning “Description 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.”\textsuperscript{16} in line with the statement, Gerot et al. cited in Imelda states that descriptive text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, person, or others.\textsuperscript{17} So, it means descriptive text is a text that gives information about particular person, place, or thing. Moreover, Descriptive text can be seen as an adjective here meant “Saying what somebody or something is like.”\textsuperscript{18} It could be said that descriptive text has role to describe someone or something including its physical appearances and characters.

Descriptive text has a function to describe something in detail in order to enable the readers to see, hear, feel and touch it directly involve themselves in the event. The context of this kind of text is the description of particular thing, animal, person, or others, for instance: our pets or person we know well. A good descriptive text includes many vivid sensory details that paint a picture and appeals to all of the reader’s senses of sight, hearing, touch, smell and taste when appropriate. Thus, the writer defines the descriptive text is a text which has a function to describe about people, thing, place, animal and so on specifically involves five sense. So, the readers can imagine the text was read and they will be gotten information from the text.

\section*{2. Generic Structure of Descriptive Text}

In writing descriptive text, students need to concentrate on generic structure to make a descriptive text well organized, readable, and comprehensive. Generic structure of descriptive text divided into two parts, first is identification and the

\begin{flushright}
\textsuperscript{15}Nina Puspitaloka, \textit{op.cit.} p. 153.
\textsuperscript{16}\textit{Ibid.}
\textsuperscript{18}Furaidah, \textit{Advanced Writing}, (Jakarta: Universitas Terbuka, 2008), p. 21.
\end{flushright}
last is description\(^9\) (a) Identification in this generic structure introduces to the subject of description. Furthermore, as part identifies phenomenon to be described. Identification usually answering the following questions: what is the topic of the text? What is the text about?\(^{20}\) (b) Description in this part give details of the characteristic features of the subject. Such as: qualities, characteristics, describing the phenomenon in parts, qualities, or/and characteristic, size, physical appearance, ability, habit, daily live, etc. For example: describes about beautiful woman, tiger, or Jakarta. Furthermore, in Identification is about introducing subject or thing that will be described, whereas, description is brief details about who, or what of the subject.\(^{21}\) Moreover, Social Function can be decided as a part of generic structure which contain the purpose of descriptive text is to describe a particular person, place, or thing.\(^{22}\)

From the theories above, writer include that generic structure of descriptive text is guideline that students have to follow in order to write descriptive text correctly which in each part has their own structure. Most of all, generic structure of Descriptive text consist of Identification which is explain as a prolog of the paragraph and Description which is the student describing the object.

3. **The Language Feature of Descriptive Text**

According to Djuharie cited in puspita stated that there are language features of descriptive text. The following describes the characteristics of the language of the descriptive text are:\(^{23}\)

a. Specific Noun, e.g. Father, school, my cat, etc.

b. Simple Present Tense, e.g. I live in Kutabaru; my house is a simple house.

c. Detailed Noun phrase to give information about subject, e.g. Brownie is a cute pet; she has a beautiful skin.

d. **References**


\(^{20}\) Furaidah, *op.cit.*, p. 22.

\(^{21}\) Imelda, *op.cit.*, p. 3.


\(^{23}\) Nina Puspitaloka, *op.cit.* p. 15.
d. Some Adjective (describing, numbering, classifying) e.g. three tall buildings, sharp white fangs.
e. Relating verbs to give information about subject, e.g. he has pointed nose.
f. Figurative language, like simile, metaphor, etc. e.g. her skin is white as cloud.

4. Types of Description Text

There are five types of descriptive text namely, describing process, describing an event, describing personality, describing object and describing place.  

a. Describing Process

Describing a process is not only to explain how something is accomplished, but also to explain on why it is done and what is needed to complete the process.

b. Describing Event

To describe an event, a writer should be able to memorize and remember what happened in that event. As the example, people is going to write about inspection of Virus at vegetable., she/he has to explain all details related to the event, so that the readers can imagine the real situation and condition perfectly.

c. Describing personality

The first thing that we must do in describing a person is recognizing the individual characteristics. We need to describe people occurs fairly areas of physical attribute (hair, eyes, skin), emotional (warm, nervous,), attributes (greedy, honest, humble, trust) and intellectual.

d. Describing a place

Presenting a concrete thing is the way to describe place, for example; a house, library, swimming pool, bus station, and market.

\[24\text{Op.cit., pp. 3—5.}\]
e. Describing an object

To describe an object accurately is done through providing the physical objects’ characteristics such as color, form, shape, and so on.

5. Example of Descriptive Text

**PROF. DR. M. SARDJITO, M.D., M.P.H.**

Prof. Dr. M. Sardjito was born on August 13, 1889 in Magetan, East Java. He is Indonesian. He is a Doctor and also the founding father of Gadjah Mada University. He ever works in Jakarta Laboratory center. He is a great doctor who spends his time mostly in laboratory. He does research about influenza, dysentery bacillary and leprosy. Dr. M. Sardjito help patients sincerely, he is so smart, trust, wise and respect people. He lives to help everyone who needs him. Dr. M. Sardjito is a humble, patient and gentle person. He has a simple personality, he likes to help everyone, no matter who they are. He prefers to give something than asks something from everyone. He is diligent and optimist doing something including research.

C. Picture Series

1. Definition Picture Series

In English Language Teaching, visual aids have been considered as useful tools for both teachers and students. Teaching visual aids, especially pictures, helps stimulating the learning of a foreign language. For example, In teaching visual aids in ESL classroom, visual aids are have a role as support learning tools that can engage students’ attentions.

Picture series are one of the media of communication with two dimensional illustration that can be used as representative of person, place or thing that are far from us. In addition, Yunus stated, picture series are included into picture category which consists of a number of pictures and relate each other in

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sequence. Furthermore, he added there are three types of picture such as composite picture, picture series and individual picture that can be used.\textsuperscript{26} Futhermore, picture series can help a teacher in describing an object in classroom. Furthermore, he added there are three types of picture such as composite picture, picture series and individual picture that can be used.\textsuperscript{27} Moreover, Harmer stated that picture series can also be used for creative language use, whether they are in a book or on cue cards, flashcards or wall pictures.\textsuperscript{28} Therefore, the role of picture series are important as instructional media in helping teacher teaching the subject effectively.

2. Advantages of Using Picture Series

In absorbing teaching materials process, providing visuals or realia may enhances students’ understanding of the subject, which is it help them develop their ideas to improve writing skill.\textsuperscript{29} According to Lindstormberg\textsuperscript{29} cited in Yuniarti by using picture series, the students will be interested and will enjoy the teaching and learning process. The pictures lead the students to focus directly on words.\textsuperscript{30} Furthermore, Le’s added the use of picture series gives positive effects for students such as enhancing motivation and enthusiasm, understanding about ideas generation, and cooperative learning.\textsuperscript{31} Picture series also is recommended for it has many benefits in the writing learning process. The first benefit using picture series is that it will make the students interested in writing English because picture series is one of the visual teaching media. It means that picture series is interesting medium to catch students’ interest in writing. The second benefit is that picture series will stimulate the students to develop and use their imagination so that they will be able to write

\textsuperscript{26}Noor Azilna Yunus, Preparing and Using Aids For English Language, (Kuala Lumpur : Oxford University), 1981, pp. 49—53.
\textsuperscript{27}\textit{Ibid.}
\textsuperscript{31}\textit{Ibid.}
well. The last benefit is that picture series will improve the students’ motivation in writing. Students can construct their knowledge during writing a text easily by using media.\textsuperscript{32}

In sum, the successfulness of applying picture series is not only can be seen by students’ attitudes but also it can be measured on how deep students’ understanding of the subject through picture series.

3. Procedure of Applying Picture Series in Classroom

According to Wright of pictures series are potentially useful.\textsuperscript{33} The pictures series can be kept as they are and used to contextualize a story or description of process. The writer arrange the procedure in applying Picture Series according to John, Smaldino, E. Sharon, Instructional Technology and Media for Learning (8th edition). (New Jersey: Pearson), 2005, p. 9.


3.4 Ibid.

3. According to Wright of picture series are potentially useful. The pictures series can be kept as they are and used to contextualize a story or description of process. The writer arrange the procedure in applying Picture Series according to Wright.\textsuperscript{34}

The procedures of using picture series in classroom are presented bellow:

a. In pre-writing stage, teacher are asked students to answer some questions based on given pictures.

Example:

\textit{Who is the cartoon character name?}

\textit{Why do you love it?}

\textit{What do you think about their physical appearance?}

b. Students are asked to identify the pictures and answer with complete sentence.

Example:

\textit{He is Spongebob (Right)}

\textit{Spongebob (Wrong)}

c. Teacher are asked to every student in group to re-check each other’s answer.

d. Every group present their assignment in front of class.
Based on the explanation above, the writer concludes that the procedure is done according to the picture guided is proposed by Wright. Individual or pair work, a sequence of pictures is given and the students write the story without any other assistance or guidance.

In conclusion, picture series are a kind of media used by the teachers due to their benefits of using pictures. Furthermore, they can provide various activities to support the teaching and learning process.

4. Thinking Framework

The teaching of writing is not successful yet although the goal of teaching writing has been set up. It can be seen from the students writing performances and their responses toward writing. Most of the students agree that writing is the most difficult skill to master. Writing is considered as the most complicated and more difficult to learn. From the information obtained in the observations during PPKT, the researcher found similar problem related to the teaching and learning process of writing also happens in SMP Islamiyah Ciputat. The students’ achievement in writing is not successful yet. Students’ low ability of composing and organizing story, low interest and motivation, are being main problems that should be solved. Picture series are decided to be used as one of the best solutions to solve those problems since it has many benefits in the teaching and learning process of writing.

5. Previous Study

There is a research conducted by Puspitaloka about the effectiveness of using picture series in classroom. She found Picture Series media has an effect toward students’ writing descriptive skill with the effect size 0.0485 comparing to free-writing technique. Moreover, referring to the application Picture Series media has an effect of 23.20% towards the students’ descriptive writing skill. Additionally, Puspitaloka was used questionnaire to reinforce the research. It is showed that almost all of the students had positive responses in writing ability of descriptive text by using Picture Series media and they felt enjoyable and interested with the

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used Picture Series as media in learning writing descriptive text. Thus, the Picture Series could be applied as media in learning process in order for helping students to be able to write descriptive text using good content, systematical organization, appropriate vocabulary choices, and grammar usage.

Another study by Riyan revealed that there is a significant difference between the students who have been taught procedure text by using picture series and those who have not been taught by using picture series. It was proved by the score and mean of experimental group was higher than control group. The score of experimental group was 2385 and control group was 2055.\textsuperscript{36} It can be concluded that the using picture series is effective in Teaching Writing Procedure Text. First, picture series was easy to use so they could write with picture series easily. Second, writing procedure through picture series brought the students to new kind of situation. So, pictures series would help both the teacher and students to revise the students’ writing and made writing more fun than the way it used to be.

From the research above, using visual aids in ESL Classroom give a positive response in classroom especially in the writing learning process. Using picture series as one of the visual teaching media are helpful to get students’ interest in writing.\textsuperscript{37} The second benefit is that picture series will stimulate the students to develop and to use their imagination so that they will be able to write well. The last benefit is that picture series will improve the students’ motivation in writing.

\textsuperscript{36}Mochammad Riyan, The Effectiveness of Using Picture Series as Media to Teach Writing Procedure Text, \textit{English Education Faculty of Languages and Arts, State University of Surabaya}, Vol.3, No.5, 2013, p. 3.

CHAPTER III
RESEARCH METHODOLOGY

This chapter presents about the research methodology consists of place and time of the research, method, and design of the research, population, and sample of the research, instrument of the research, technique of data collection, technique of data analysis.

A. Place and Time of the Research
The research of this study conducted at Eighth Grade of SMP Islamiya Tangerang Selatan which located at Jl. Kihajar Dewantara No.23 Ciputat Tangerang Banten. The research conducted in 5 meetings include the conduction of pre-test for a meeting, treatments for 3 meetings and post-test for a meeting from April 27th up to May 10th 2018.

B. Method and Design of the Research
The researcher used quantitative as her research method and quasi-experimental as the design. In this quantitative research, the writer has used a quasi-experimental study by using pre-test and post-test. In this research, the researcher wants to see whether picture series is effective in teaching writing descriptive text for second grade students of a junior high school. There are two classes in this research namely experimental class and controlled class. Experimental class; where picture series applied in learning descriptive text and controlled class; where the conventional technique was used by the teacher in teaching the descriptive text. This research conducted in five meetings. The first meeting for giving pre-test, 3 meetings (second meeting to fourth meeting) for giving the treatments by using picture series, and one last meeting for giving post-test.

C. Population and Sample of the Research
The populations of the study are Eighth Grade of SMP Islamiyah Tangerang Selatan. There are five classes in second grade; VIII 1, VIII 2, VIII 3, VIII 4, VIII
5. In this research took two classes for sampling; class 8.1 for Experimental class and Class 8.2 for Controlled class. In each class contains 20 students. It means the number of populations from the two classes is 40 students.

In this research, the writer used purposive sampling; purposive sampling technique is a technique which selects the sample based on the purpose of the research.

D. Instrument of the Research

In this research, the main instrument was test. The researcher chose the test as the instrument because it was a suitable instrument to gather the data in this research. The outcomes of the data result related to statistical analysis. In this case, the test was mean; the students asked to write descriptive text. It administered twice: pre-test and post-test. Pre-test has done before the treatment gave to students. Post-test gave to students after the treatments; the purpose was to see whether or not there was any progress in students’ writing of descriptive text between students in the experimental class and students in the controlled class. To see the differences, the writer used the following grading rubric to assess students’ writing skill in descriptive text. The scale of rubric consists of the scale from 1 to 5. Furthermore, the rubric consists of five aspects such as the text followed the generic structure of the descriptive text, the text used simple present tense, personal adjective, pronoun, and the last is spelling and punctuation.

<table>
<thead>
<tr>
<th>ASPECTS</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>The text follows Generic Structure</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The text uses Simple Present Tense</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The text uses</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The writer assessed the students’ writing skill of descriptive text by the rubric. It was made by the writer. Furthermore, the writer created the rubric based on the syllabus of KTSP 2008. Furthermore, the aspects that the writer mentioned in descriptive grading rubric above is the skill that students have to achieve in national curricullum. The rubric made to determine students’ skill based on the score of the rubric between students in experimental class and controlled class. In addition, the rubric used to assess pre-test and post-test in both classes.

### E. Technique of Data Collection

The test was the main instrument in this research. The writer chose to test as the main instrument because the data outcomes of test technique related to statistical analysis and it would measure the result of students’ skill in writing of the descriptive text. In this research, the researcher conducted pre-test and post-test in experimental class and controlled class. The research conducted the research in five meetings include the conduction of pre-test and post-test.
Table 3.2

<table>
<thead>
<tr>
<th>Meeting</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st meeting</td>
<td>The researcher applied pre-test in both classes</td>
</tr>
<tr>
<td></td>
<td>(experimental class &amp; controlled class)</td>
</tr>
<tr>
<td>2nd meeting</td>
<td>Treatment used picture series in experimental class</td>
</tr>
<tr>
<td>3rd meeting</td>
<td>Treatment used picture series in experimental class</td>
</tr>
<tr>
<td>4th meeting</td>
<td>Treatment used picture series in experimental class</td>
</tr>
<tr>
<td>5th meeting</td>
<td>The researcher applied post-test in both classes (experimental class &amp; controlled class)</td>
</tr>
</tbody>
</table>

a. Pre-test

Pre-test applied in experimental class and controlled class. It was conducted in the first meeting before picture series given by the writer in experimental class. The students asked to write descriptive text at least 250 words for each student.

b. Post Test

Post-test applied for both classes and it conducted after the treatments in experimental class. The purpose of post-test was to measure the effectiveness of applying picture series on students’ writing of text by looking at students’ post-test score. In post-test, the students asked to write descriptive text at least 250 words for each student.

F. Technique of Data Analysis

The data analysis is the final steps in the procedure of experiment. After the data has been collected, the researcher processed and analyzed them. Analyzing the data was done by using IBM SPSS Statistics (Special Package of the Social Sciences) version 22 software. On analyzing the data, the researcher used t-test formula. The t-test is one of a number of hypothesis tests. Before calculated t-test, the researcher did normality and homogeneity tests first.
a. Normality Test

Normality test was one of the essential requirements that might be followed in analyzing the data of the research. Normality tests are used to determine whether the data has been normally distributed. Normality test will be done towards two classes, they are experimental class and control class. This test is used to find out whether the distribution of the data from the sample is normal. The data could be said normal, if the normality score was more than 0.05. Meanwhile, if the score of normality test showed less than 0.05, it could be said that the data distributions were not normal. In this study, the analysis of normality test in this research used Kolmogorov Smirnov by using SPSS version 22 software. This is Lilliefors test (by significant α 0.05) using the following formula is used to know the normality of the data.¹

\[ L_o = F(Z_i) - S(Z_i) \]

Specification:

\[ L_o = \text{the highest absolute value} \]
\[ F(Z_i) = \text{opportunities figure raw} \]
\[ S(Z_i) = \text{proportions figure raw} \]

Normality testing criteria:

If \( L_{\text{table}} > L_{\text{observe}} \), so the data distribution are normal.

If \( L_{\text{table}} < L_{\text{observe}} \), so the data distribution are not normal.

b. Homogeneity Test

After the normality test, another important step was to determine the homogeneity test. Homogeneity test is performed to know the similarity of the two conditions or population. This study uses Barlet test on Riduwan² with significance level \( \alpha = 0.05 \), with \( db1 = (N1 -1) \) and \( db2 = (N2 -1) \).

To know the effectiveness of picture series in writing descriptive text, the writer used statistics analysis with the formula of t-test to determine the final calculation. In this study, the writer used t-test to find out the differences between students’ score which are taken from pre-test and post-test in experimental class and control class.

c. Hypothesis Test

In the research pre-test and post-test were done to know the different score between before and after conducted treatment. After the normality and homogeneity were collected, the researcher calculated the data to test the hypothesis that whether there is significant difference between learners’ vocabulary retention in experimental class and learners’ vocabulary retention in controlled class. The researcher calculated the data by using t-test because the data obtained was normal and homogeneous. T-test is used to find out whether picture series affect students’ writing descriptive text skill. After gaining the t-value, the writer compares T-value and T-table using formula for the manual calculation as Sudjiono stated on his book as follows:

\[
t_o = \frac{M_1 - M_2}{SE_{M1-M2}}
\]

\(t_o\) = The value of “t observe”
\(M_1\) = Mean of the difference of experimental class
\(M_2\) = Mean of the difference of controlled class
\(SE_{M1}\) = Standard error of experimental class
\(SE_{M2}\) = Standard error of controlled class

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Before accounting the data using t-test, the procedure of calculation will be as follows:

a) Determining mean of variable X:
\[ M_1 = \frac{\Sigma X}{n} \]

b) Determining mean of variable Y:
\[ M_2 = \frac{\Sigma Y}{n} \]

c) Determining standard of deviation score of variable X:
\[ SD_1 = \sqrt{\frac{\Sigma X^2}{n}} \]

d) Determining standard of deviation score of variable Y:
\[ SD_2 = \sqrt{\frac{\Sigma Y^2}{n}} \]

e) Determining standard error of mean of variable X:
\[ SE_{M1} = \frac{SD_1}{\sqrt{N_1-1}} \]

f) Determining standard error of mean of variable Y:
\[ SE_{M2} = \frac{SD_2}{\sqrt{N_2-1}} \]

g) Determining standard error of difference of mean of variable X and Y:
\[ SE_{M1-M2} = \sqrt{SE_{M1}^2 + SE_{M2}^2} \]

h) Determining \( t_0 \):
\[ t_0 = \frac{M_1 - M_2}{SE_{M1-M2}} \]

i) Determining \( t_{table} \) in significant level 5%, with degree of freedom:
\[ df = (N_1 + N_2) - 1 \]

**Specification:**

- **\( M_1 \)**: The mean of gain score of experimental class.
- **\( M_2 \)**: The mean of gain score of controlled class.
- **\( \Sigma X \)**: The total score of experimental class’ gain score.
- **\( \Sigma Y \)**: The total score of controlled class’ gain score.
\[ \Sigma X^2 \] : The total of experimental class’ gain score minus \( M' \).
\[ \Sigma Y^2 \] : The total of controlled class’ gain score minus \( M' \).
\( SD_1 \) : The standard deviation of gain score of experimental class.
\( SD_2 \) : The standard deviation of gain score of controlled class.
\( SE_{m1} \) : The standard error mean of experimental class.
\( SE_{m2} \) : The standard error mean of controlled class.
\( N^1 \) : The total number of students in experimental class.
\( N^2 \) : The total number of students in controlled class.

**d. Effect Size Formulation**

The last step is to measure of effect size. It still needed to prove scientifically how strong the effect of using Picture Series in Writing Skill of Descriptive Text. The researcher was using Cohen’s \( d \) to measure this effect.\(^4\) The formula for measuring the effect size could be seen as follows:

\[
d = \frac{(\text{Mean for group } A - \text{Mean for group } B)}{\text{Pooled standard deviation}}
\]

**Explanation:**

- \( d \) : effect size
- Mean for group A : Mean for experimental class
- Mean for group B : Mean for controlled class
- Pooled standard deviation : \( \frac{(\text{Standard deviation of group 1} + \text{standard deviation of group 2})}{2} \)

After calculating the data by the formula, the result could be defined whether it would give strong effect or not could be guided as follows:\(^5\)

- \( 0 – 0.20 \) : weak effect
- \( 0.21 – 0.50 \) : modest effect
- \( 0.51 – 1.00 \) : moderate effect
- \( > 1.00 \) : strong effect


\(^5\)Ibid.
G. **Statistical Hypothesis**

The statistical hypotheses of this research are:

H$_a$: There is an effect of the Picture Series on Students’ writing descriptive text skill

H$_0$: There is no effect of the Picture Series on Students’ writing descriptive text skill

And then, the criteria used as follows:

1. If t-test (t$_o$) > t-table (t$_t$) in significant degree of 0.05, H$_0$ (null hypothesis) is rejected. It means that the rates of the mean score of the experimental group are higher than the controlled group. The use of the picture series is effective to enhance Students’ writing descriptive text skill.

2. If t-test (t$_o$) < t-table (t$_t$) in significant degree of 0.05, H$_0$ (null hypothesis) is accepted. It means that the rates of the mean score of the experimental group are same as or lower than the controlled group. The use of the picture series is not effective to enhance Students’ writing descriptive text skill.
CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

In this chapter, the writer presents the description of pre-test and post-test data. The data was collected from students’ pre-test and post-test in both classes; experiment class and controlled class. The experimental class and controlled class were taught differently. In the experimental class, the students were taught by Picture Series, meanwhile, in the controlled class, the students were taught without Picture Series. In order to find out the effect of using picture series in teaching descriptive text, the data were collected by using test as a main instrument. The data were gathered from the result of pre-test and post-test that were conducted in the beginning and at the end of meeting.

A. Research Findings
1. Data Descriptions

Test is the main instrument of this research. There are two test results from experimental class and controlled class. As showed below:

a. Students’ Scores of Experimental Class

The experimental class in the research was students of class VIII 3 at SMP Islamiyah Ciputat Tangerang Selatan. There are 20 students in this class; 16 of them are female students, and the rest of them are male students. The pre-test was given to this class was a descriptive essay. The pre-test was done in order to see the students’ writing score of descriptive text before they were taught by Picture Series. After the data were obtained from pre-test, the treatments for the experimental class were conducted by using Picture series. After the treatment was done, the post-test was conducted. From the post-test that was done, the result of the post-test showed that there was a difference compared to the result of the pre-test. After the data were obtained from the pre-test and post-test, it was found that the range of the mean score from the pre-test to post-test was 22.34. The summary result could be seen as follows:
Table 4.1
The Scores of Pre-test and Post-test in Experimental Class

<table>
<thead>
<tr>
<th></th>
<th>PRE-TEST</th>
<th>POST-TEST</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEAN SCORE</td>
<td>50.30</td>
<td>72.64</td>
</tr>
<tr>
<td>MEDIAN</td>
<td>50.00</td>
<td>66.00</td>
</tr>
<tr>
<td>MINIMUM SCORE</td>
<td>32</td>
<td>52</td>
</tr>
<tr>
<td>MAXIMAL SCORE</td>
<td>80</td>
<td>86</td>
</tr>
</tbody>
</table>

From the table 4.1 shows the different scores obtained from the pre-test and post-test. On pretest, the mean score was 50.30 with the lowest score was 32 and the highest was 80. Meanwhile, the result of the post-test showed that there was a difference compared to the result of the pre-test. The mean score of the students increase to be 72.64 with the lowest score was 52, while the highest score was 86. It was found that the range of the mean score from the pre-test to post-test is 22.34. Furthermore, the range between a minimum score from the pre-test to post-test is 20, which shows there is an increasing point. Meanwhile, the maximum score of both pre-test is 80 and post-test is 86. Those scores increase after using Picture Series as a treatment in teaching writing of the descriptive text. In sum, there was a significant effect on the students’ achievement in writing of the descriptive text by using picture series.

b. Students’ Scores of Controlled Class

In this research, the controlled class was VIII 2 at SMP Islamiyah CiputatCiputatTangerang Selatan. The controlled class in this research was 20 students. The pre-test was done in order to know the students’ writing score of the descriptive text.
Table 4.2
The Scores of Pre-test and Post-test in Controlled Class

<table>
<thead>
<tr>
<th></th>
<th>PRE-TEST</th>
<th>POST-TEST</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEAN SCORE</td>
<td>52.30</td>
<td>61.44</td>
</tr>
<tr>
<td>MEDIAN</td>
<td>53.00</td>
<td>60.00</td>
</tr>
<tr>
<td>MINIMUM SCORE</td>
<td>38</td>
<td>80</td>
</tr>
<tr>
<td>MAXIMAL SCORE</td>
<td>44</td>
<td>80</td>
</tr>
</tbody>
</table>

From table 4.2, it could be seen that the mean score was the total of all students’ score in a class and divided with the total of the students in a group, the mean score of pre-test was 52.30 and post-test was 61.44. Median of the data was the value that separated between the highest and the lowest data. In this pre-test, the median of pre-test was 53, and post-test was 60. Meanwhile, the maximum score of both pre-test and post-test was 80.

c. Data Analysis

In data analysis, the data was gathered from pre-test in both classes, experimental class and controlled class. However, there are two things that needed to analyze before calculating statistical hypothesis; test of normality and test of homogeneity.

a. Data Normality Test

1) Pre-test Normality Test

Before calculating the t-test to examine the hypothesis of the research, we need to conduct the normality test to know whether the data from the two classes has been normally distributed or not. The researcher used Kolmogorov-Smirnov and Shapiro-Wilk to do the normality test. SPSS was used to analyze the data. The results of normality of the data were presented as follow:
Table 4.3
Normality Test Result of Pre-test in Experimental Class and Controlled Class

This is a lower bound of the true significance.

a. Lilliefors Significance Correction

<table>
<thead>
<tr>
<th>Tests of Normality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kolmogorov-Smirnov*</td>
</tr>
<tr>
<td>Statistic</td>
</tr>
<tr>
<td>.149</td>
</tr>
<tr>
<td>.134</td>
</tr>
</tbody>
</table>

Based on table 4.3, the test indicates the significance of the experimental class was 0.200 and the controlled class is 0.200. If the data was higher than a significance (α = 0.05), it means that the data was normally distributed. It can be concluded that the data was normally distributed because both classes’ significances were above 0.05. Afterwards, the result of normality test of post test as follows:

2). Post-test Normality Test

TABLE 4.4
Normality Test Result of Post-test in Experimental Class and Controlled Class

<table>
<thead>
<tr>
<th>Tests of Normality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kolmogorov-Smirnov*</td>
</tr>
<tr>
<td>Statistic</td>
</tr>
<tr>
<td>.157</td>
</tr>
<tr>
<td>.140</td>
</tr>
</tbody>
</table>

* This is a lower bound of the true significance.
a. Lilliefors Significance Correction

From table 4.4, the significance of the experimental class is 0.200 and the controlled class is 0.200. If the data is higher than a significance (α = 0.05), it means that the data was normally distributed. It can be concluded that the data was normally distributed because the two classes’ significances were higher than significance α = 0.05.

b. Data Homogeneity Test
a) Pre-test Homogeneity Test

After doing the normality test, the writer did the homogeneity test in order to examine the similarity of the sample in both classes. The writer used Levene statistic test to calculate the homogeneity of pre-test with significance level 0.05. The descriptions are presented as follows:

<table>
<thead>
<tr>
<th>Levene Statistic</th>
<th>df1</th>
<th>df2</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>.638</td>
<td>1</td>
<td>38</td>
<td>.430</td>
</tr>
</tbody>
</table>

The result on the table 4.5 shows that the significance of pre-test between experimental class and controlled class were 0.430. Therefore, the data of pre-test is homogenous because it is higher than 0.05.

b) Post-test Homogeneity Test
Table 4.6
Homogeneity Post-test Results between Experimental and Controlled Class

Test of Homogeneity of Variances

<table>
<thead>
<tr>
<th>Levene Statistic</th>
<th>df1</th>
<th>df2</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>.315</td>
<td>1</td>
<td>38</td>
<td>.578</td>
</tr>
</tbody>
</table>

The researcher used Lavene statistic in SPSS to analyze the homogeneity of post-test with the significance level 0.05. Then, the significance of post-test both experimental class and controlled class are 0.578. Therefore, the data of post-test is homogenous because it is more than the significance level.

c. Test of Hypothesis

Hypothesis test is aimed to see the significant distinctions between the two classes of score and to know the effect of using picture series in writing descriptive text. The researcher used the data in this formulation from the two classes’ mean post-test scores. The significance value or alpha (α) used is 5% or 0.05. Hypothesis stated that if sig.2 tailed (p) value > α (alpha), Null Hypothesis (Ho) was accepted and Alternative Hypothesis (Ha) was rejected. Moreover, it shows that there was no effect of using picture series towards students writing skill in descriptive text. Meanwhile, if sig.2 tailed (p) value < α (alpha), Ho is rejected and Ha is accepted. It means that there is an effect of using picture series towards students writing skill in descriptive text. The result indicates the effectiveness of picture series on students’ writing of descriptive text. The results are shown in the following tables:
1) Pre-test Result

Table 4.7

T-test Result of Pre-test Scores

<table>
<thead>
<tr>
<th>Group Statistics</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CLASS</td>
<td>N</td>
<td>Mean</td>
<td>Std. Deviation</td>
<td>Std. Error Mean</td>
</tr>
<tr>
<td>PRE TEST</td>
<td>20</td>
<td>50.30</td>
<td>13,191</td>
<td>2,204</td>
</tr>
<tr>
<td>EXPERIMENTAL CLASS</td>
<td>20</td>
<td>52.30</td>
<td>10,608</td>
<td>1,774</td>
</tr>
<tr>
<td>CONTROLLED CLASS</td>
<td>20</td>
<td>52.30</td>
<td>10,608</td>
<td>1,774</td>
</tr>
</tbody>
</table>

Table 4.7 contains statistical result of pre-test of both experimental and controlled class. In each class, there are 20 students involved in the test. The test was applied before the writer gave a treatment in experimental class. Furthermore, the test is used to know students’ writing skill of descriptive text. The table shows that the mean score of students in experimental class is 50.30 while the mean score of students in controlled class is 52.30. The difference mean between both classes is 2 points, where mean score of controlled class was higher than mean score of experimental class.
### 2) Post-Test Result

#### Table 4.8

**T-test Result of Post-Test Scores**

<table>
<thead>
<tr>
<th>CLASS</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>POSTTEST EXPERIMENTALCLASS</td>
<td>20</td>
<td>72.64</td>
<td>10.177</td>
<td>2.035</td>
</tr>
<tr>
<td>CONTROLLEDCLASS</td>
<td>20</td>
<td>61.44</td>
<td>8.237</td>
<td>1.647</td>
</tr>
</tbody>
</table>

From table 4.8, it indicates the result of t-test analysis of post-test score in both experimental and controlled class. The equal variances assumed is also used to read the result and refers to a significance value of sig $\alpha = 0.05$ (5%). The independent sample test resulted in $p$-value or sig (2-tailed) = 0.003. From the result, it can be concluded that the null hypothesis was rejected and the alternative hypothesis was accepted because the $p$-value (0.003) was lower than sig $\alpha = 0.05$ (5 %). It also means that there was a significant difference statistically between the experimental and control class in the results of post-test.
3) Gained Score Result

Table 4.9
T-test Result of Gained Score

<table>
<thead>
<tr>
<th>CLASS</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>POST-TEST EXPERIMENTALCLASS</td>
<td>20</td>
<td>67.60</td>
<td>8.911</td>
<td>1.993</td>
<td></td>
</tr>
<tr>
<td>CONTROLLEDCLASS</td>
<td>20</td>
<td>58.10</td>
<td>10.041</td>
<td>2.245</td>
<td></td>
</tr>
</tbody>
</table>

Table 4.9 contains statistical result of gained score of both experimental and controlled class. The table shows that the mean score of students in experimental class is 67.60, while the mean score of students in controlled class is 58.10. It shows that there was significance difference in mean score of both classes. The difference mean between both classes is 9.5 points, where mean score of experimental class is higher than mean score of controlled class. In addition to t-test analysis of pre-test and post-test score, based on the table, the independent sample test resulted in p-value or sig (2-tailed) is 0.000. From the result, it can be concluded that the null hypothesis is rejected and the alternative hypothesis is accepted because the p-value (0.000) is lower than sig α = 0.05 (5%). It also means that there is a significant difference between the gained score in experimental class and control class from their pre-test to post-test result. In order to provide more detail explanation related to data results in this research, the writer showed a box plot below contain pre-test and post-test in experimental class and controlled class.
Table 4.1
Box Plot of Pre-Test and Post-Test in Experimental and Controlled Class

From the box plot above, it shows that both classes increased their score in the post-test. However, the score in experimental class increased significantly compared to score in the controlled class.

4. Effect Size Formulation

After the data of hypothesis test were done, the next step is to measure the effect size in this research. Calculating the effect size was done by using Cohen’s d. The effect size was needed to be done in order to know whether there was strong or weak effect that was made.

\[
d = \frac{(\text{Mean for group A} - \text{Mean for group B})}{\text{Pooled standard deviation}}
\]

Mean for experimental group = 72.46
Mean for controlled group = 61.44
Mean for experimental group – mean for controlled group = 11.02
Standard deviation of group 1 = 10.177
Standard deviation of group 2 = 8.237
Pooled standard deviation = (standard deviation of group 1 +
standard deviation of group 2) / 2

= (10.177 + 8.237) / 2
= 9.20

\[ d = \frac{72.46 - 61.44}{9.20} \]
\[ d = \frac{11.02}{9.20} = 1.82 \]

Based on the calculation above, the result of effect size formulation in this
research was 1.82. As the criterion that had been mentioned in Chapter III, it
proved that there was a strong effect of using Picture Series to improve students’
writing of descriptive text skill.

**B. Discussion**

Picture series is used for enhancing students’ skill in writing descriptive text
in this research. According to the statistical result in this research, it is revealed
that there is a significant difference between students’ writing of descriptive text
who learned by picture series and did not. The result of the research shows that
the students who learned by picture series enjoyed learning English, became
active in the class and found the idea to write easily. The result is in line with
Hakim’s in Lidyawati. He found that the majority of the students have a positive
attitude toward the use of picture series. In addition, picture series encourage
students to becomeactiveparticipantsin absorbing teaching materials.\(^1\) It means
picture series can get students’ interest in writing descriptive text. Furthermore,
Sharon Smaldino mentioned that picture series stimulated the students to develop
their imagination in writing descriptive text, so the students are easy to get an

\(^1\)Tri Lidyawati and Rahma Dinirwanto, The Effectiveness of Picture Series Toward The
Students’ Writing Score, *Proceedings of International Conference: Role of International
Languages toward Global Education System*, 2016, p. 39.
idea. To sum up, using picture series for enhancing students’ skill in writing descriptive text can bring a positive effect the learners.

Furthermore, after gathering the data of the research and analyzing all of them by using SPSS 22, the writer attained some information that supported by the research. Teaching and learning about the descriptive text were performed well. However, the students’ writing skill still needed to be improved. Based on the result of data analysis, it is found that there is a modest distinction between students’ writing skill of descriptive text in the experimental class after having treatment of picture series and the controlled class which was not given the treatment of picture series in learning writing descriptive text. It can be seen from students’ pre-test and post-test score in both classes. The pretest showed the means score of students in the experimental class was 50.30, while the post-test mean score of students in the experimental class was 72.64, so the gained score in the experimental class was 22.34. Meanwhile, the pretest score in controlled class was 52.30, and the post-test mean score in the controlled class was 61.44 so the gained score in controlled class was 9.14.

During the treatments, the students’ writing of descriptive text through Picture Series was implemented in the experimental class to foster their writing skill. In addition, the writer gave treatments to the students in the experimental class for about three weeks. Before asking students to write a descriptive text, the writer introduced and gave the explanation about Picture Series. On the other hand, the students in the controlled class were taught without picture series. In the experimental class, there are some steps that students have to follow in order to use picture series, such as, they have to answer some questions with a complete sentence based on the given picture. Furthermore, they need to observe the characteristic of picture and analysis of the generic structures. Also, in the end, the researcher directs students to create descriptive text based on the complete sentence that they have already answered.

---

Based on the explanation above, the effectiveness of using picture series to improve students’ writing skill of descriptive text can be shown by the gained score in the experimental. It showed the score gap was 22.43 between pre-test and post-test in experimental class. From the final result, it can be seen the mean score of the pre-test score of experimental class is 50.30 while the mean score of the post-test score is 72.64. Based on the calculation of the mean score in both controlled and experimental classes, it is proved that there was a significant effect of using Picture Series on to students’ writing of the descriptive text. The gained score in the final result is affected by students’ performances during the treatments. Using picture series in classroom, they touched the object directly and increased students’ motivation to understand the subject material seriously so, it stimulated them to develop the idea.

From the data interpretation above, the effectiveness of teaching descriptive text using picture series in this research showed by Jeremy Harmer statement, he said that using picture is interesting and it will enhance students understanding about people or object\(^3\). So, picture series can be used as a supporting tool in helping students release their idea in the text by picture series. Another researcher by Joklova in Yuliarsih in line with Harmer statement. They say students easily to understand the subject because the picture series are displayed, so, the students can actually see.\(^4\) Thus, when the students used picture series in classroom, it affected them to stimulate describing the object when they see and touch the pictures.

Furthermore, in terms of the students’ behaviors, the student did not have interests in learning, very low motivation, felt bored with the writing lesson, and were very passive in learning. After the treatments were given to the students, they had interests in learning, very high motivation, enjoyed writing lesson, and were very active in learning. These findings are in line with MarieErnestova’s opinion that the picture series can be used to develop and sustain the motivation of


students.\textsuperscript{5} So, picture series produce positive attitudes toward English subject and reinforce some language learning skills.

Additionally, Andrew Wright mentioned that pictures can stimulate and provide students to focus on releasing the idea into a paragraph.\textsuperscript{6} It means, using picture series in teaching descriptive text make students focus and involve themselves in the teaching-learning process. In addition, in terms of student’ skills, Mary Stephen stated that the role of picture series in writing is developing students’ performance in writing.\textsuperscript{7} It is proved after the treatments the students had good ideas, they knew how to release their ideas into text by helping picture series, they knew how identify an object description and create meaningful sentences so, it is make them fun in learning.

It can be concluded that the application of Picture Series media have positive effect in improving the students’ descriptive writing skill. After that, the result shows that most of the students had positive responses in writing ability of descriptive text by using Picture Series media and they enjoyed and interested in using Picture Series as media in learning writing descriptive text. Moreover, the Picture Series could be applied as media in learning process in order for helping students to be able to write descriptive text have good content, organization and appropriate vocabulary. The final result also reveals a positive answer toward the question whether Picture Series give effects or not to enhance students’ writing of the descriptive text.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents conclusions that are based on the result of the data analysis and discussions in the previous chapter. It also shows some suggestions for other researchers who want to apply picture series to improve students’ writing skill of descriptive text.

A. Conclusion

In this research, the researcher applied picture series to teach writing of descriptive text in an experimental class. The picture series are implemented by the researcher in the experimental class to foster learners’ writing skill in descriptive text. The objective of this research is to get the empirical evidence about the effect of using the picture series on learners’ writing descriptive text skill at second grade of SMP Islamiyah Ciputat Tangerang Selatan in academic year 2017/2018. Moreover, the researcher used test as instrument for collecting the data. Then, the data are analyzed by SPSS following the quantitative analysis procedures. It is needed for this research to prove the theoretical framework and previous related studies that had been mentioned in the previous chapter.

The researcher taught picture series in the experimental class for about two weeks. During the treatment, before asking students to write descriptive text, the researcher introduced and gave the explanation about picture series. There are some steps that students have to follow in order to use picture series. Such as, they have to answer some questions with a complete sentence based on the given picture. Furthermore, they need to observe the characteristic of picture and analyze the generic structures of the text. In the end, the researcher directed students to create descriptive text based on the complete sentence that they have already answered.

The result of data analysis showed the writing scores which are gained by the students before and after conducting treatment are significantly different. The result showed the score gap was 22.34 between pre-test and post-test in
experimental class. It means there was a significant effect of using picture series to improve students’ skill of descriptive text at second grade learners of SMP Islamiyah Ciputat Tangerang Selatan in the academic year 2017/2018. Moreover, the most of the students in the experimental class had positive responses in writing ability of descriptive text by using Picture Series media. First, picture series gave positive atmosphere in the classroom, so the students enjoyed and interested in learning writing descriptive text. Moreover, the picture series stimulated students in generating a topic of writing descriptive text easily. Last, picture series helped students organized and released their ideas into text.

B. Suggestion

In conducting the research, the researcher found challenging aspects while implementing picture series to improve students’ writing of descriptive text. The researcher found the limited time for students to complete their writing of descriptive text because there were some steps that students must to follow before they begin to write. Moreover, the students have to maintain their concentration in order to follow the researcher directions in applying picture series in classroom. However, the picture series was found successful to improve learners’ writing skill of descriptive text.

From this research, the researcher expected to further research will extend the time of the treatment so the learners will get better result in producing written product. Moreover, further research is suggested to take more samples or big scale of sample in order to get stronger result. Last, it is suggested to future researchers to conduct similar studies on the other skills such as listening, reading, or speaking skill or other language components such as vocabulary and grammar to improve the quality of teaching English.
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APPENDIX I
SILABUS KTSP 2006

| Kompetensi Dasar | Materi Pembelajaran | Halangan Kompetensi | Metode | Penilaian | Keterampilan | Aksi | Waktu | Sumber
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1 Memahami dan menggunakan kata dalam tata bahasa yang bervariasi, sederhana dengan arti dan makna yang berbeda-beda</td>
<td>Teka kata, kata terjemahan, menegelemparkan, pengenalan, pengembangan, dan penambahan</td>
<td>Menurut apa yang telah diterima dan sebagainya</td>
<td>Praktek</td>
<td>Penilaian pengetahuan, pengetahuan, dan keterampilan</td>
<td>Menurut pengetahuan, pengetahuan, dan keterampilan</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.2 Memahami dan menggunakan konsep dan aturan bahasa dalam bentuk tata bahasa yang bervariasi, sederhana dengan arti dan makna yang berbeda-beda</td>
<td>Teka kata, kata terjemahan, menegelemparkan, pengenalan, pengembangan, dan penambahan</td>
<td>Menurut apa yang telah diterima dan sebagainya</td>
<td>Praktek</td>
<td>Penilaian pengetahuan, pengetahuan, dan keterampilan</td>
<td>Menurut pengetahuan, pengetahuan, dan keterampilan</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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APPENDIX 2
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP-EXPERIMENTAL CLASS)

1st & 2nd Treatments

Sekolah : SMP ISLAMIYAH CIPUTAT
Mata Pelajaran : Bahasa Inggris
Sub/Tema : My Favorite Cartoon Character
Jenis teks : teks tulis fungsional
Kelas/Semester : VIII / 1
Aspek/Skill : Menulis
Alokasi Waktu : 4 x 40 menit (2X Pertemuan)

A. STANDAR KOMPETENSI
6. Mengungkapkan makna dalam text tulis fungsional dan esei pendek sederhan berbentuk descriptive untuk berinteraksi dengan lingkungan sekitar.

B. KOMPETENSI DASAR
6.2 Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk descriptive

C. INDIKATOR
6.2.1 Mengenali unsur kebahasaan descriptive text
6.2.2 Mengidentifikasi struktur teks descriptive
6.2.3 Menuliskan contoh paragraf descriptive text sederhana

**D. TUJUAN PEMBELAJARAN**

Pada akhir pembelajaran siswa dapat:

- Mengenali unsur kebahasaan teks descriptive
- Mengidentifikasi struktur teks descriptive
- Membuat contoh paragraf sederhana descriptive text

- **Karakter siswa yang diharapkan:** Dapat dipercaya (Trustworthines), Rasa hormat, perhatian (respect) dan Tekun (diligence)

**E. MATERI PEMBELAJARAN**

**Struktur Descriptive Text (Generic Structure)**

*Identification* (identifikasi) adalah pendahuluan, berupa gambaran umum tentang suatu topik.

*Description* (deskripsi) adalah berisi ciri-ciri khusus yang dimiliki benda, tempat, atau orang yang dideskripsikan. Misalnya sifat-sifat, tampilan fisik, dan hal lain yang dituliskan dengan spesifik.

**Unsur kebahasaan Descriptive Text**

*Pronoun:* Menggunakan kata benda yang spesifik, seperti misalnya *my cat, my boyfriend, National Monument,* Selain itu, sering juga menggunakan *adjective* (kata sifat) untuk memperjelas penggunaan *noun* atau kata benda, seperti *a big house, a smart student, an independence woman.*

*Simple present tense:* Menggunakan kata kerja dasar atau bentuk pertama (verb 1) serta menggunakan kata kerja yang dapat menunjukkan kepemilikan
atau keadaan sebuah objek. *Descriptive text* menggunakan *simple present tense* karena *descriptive text* menceritakan sebuah fakta dari objek yang dideskripsikan. Misalnya *My office has 22 floors, Azka is pretty*, dan lain-lain.

**Descriptive Adjective:** Menggunakan kata kerja yang menunjukkan kata sifat dari objek. Misalnya, cute, sweet, beautiful dll.

**Contoh Descriptive Text**

*Spongebob*

*Spongebob Squarepants* is my favorite cartoon. *Spongebob Squarepants* lives with his pet Gary in a pineapple in the underwater city of Bikini Bottom. Next-door to him is *Squidward Tentacles*, who lives in a Easter Island head house. Next door to *Squidward* is a *Patrick Star*, *Spongebob* very best friend, who lives under a rock.

He work as a fry cook at the fast food restaurant, the *Krusty Krab* to which he is obsessively attached. His favorite hobbies include his oppuration, jelly-fishing, karate, relentless fandom of superheroes *Mermaidman* and *Barnacle Boy* and blowing bubbles.

*Spongebob* is depicted as being an optimistic, cheerful, very kind hearted an innocent, very rarely acts, very selfless nature. *Spongebob* can become scared easily and usually panics when frightened. I really love him.
F. METODE PEMBELAJARAN

- Communicative Language Learning (Grouping)

G. LANGKAH-LANGKAH PEMBELAJARAN

<table>
<thead>
<tr>
<th>No</th>
<th>Kegiatan</th>
<th>Waktu</th>
<th>Metode</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pre-activities (pendahuluan)</td>
<td></td>
<td>Direct question</td>
</tr>
<tr>
<td></td>
<td>1. Greeting dan introduction</td>
<td>10 menit</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Checking attendance</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Apersepsi</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a) Apa kalian suka menonton tv?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>b) Apa kalian suka menonton kartun</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>c) Siapakah tokoh kartun Favorit kalian?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Eksplorasi</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Guru menampilkan beberapa gambar tokoh kartun di screen dan memutarkan</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>video yang merujuk pada contoh descriptive text</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Guru bertanya kepada beberapa siswa siapakah tokoh kartun tersebut dan</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>meminta siswa menyebutkan karakterisik mereka</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. Guru membentuk 5 tim besar berdasarkan kesukaan tokoh kartun favorit</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>d. Guru membagikan picture series berdasarkan tokoh favorit mereka ke</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>setiap kelompok</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>d. Guru meminta siswa mengidentifikasi setiap gambar, lalu menjawab</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>pertanyaan berdasarkan instruksi guru</td>
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<tr>
<td></td>
<td>e. Setiap kelompok diminta menjawab pertanyaan dengan kalimat yang</td>
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<tr>
<td></td>
<td>lengkap</td>
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<tr>
<td>2</td>
<td>Main activities (kegiatan inti)</td>
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</tr>
<tr>
<td></td>
<td>4. Eksplorasi</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>a. Guru menampilkan beberapa gambar tokoh kartun di screen dan memutarkan</td>
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<td></td>
<td>video yang merujuk pada contoh descriptive text</td>
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<tr>
<td></td>
<td>b. Guru bertanya kepada beberapa siswa siapakah tokoh kartun tersebut dan</td>
<td></td>
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<tr>
<td></td>
<td>meminta siswa menyebutkan karakterisik mereka</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. Guru membentuk 5 tim besar berdasarkan kesukaan tokoh kartun favorit</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>d. Guru membagikan picture series berdasarkan tokoh favorit mereka ke</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>setiap kelompok</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>d. Guru meminta siswa mengidentifikasi setiap gambar, lalu menjawab</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>pertanyaan berdasarkan instruksi guru</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>e. Setiap kelompok diminta menjawab pertanyaan dengan kalimat yang</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>lengkap</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. Elaborasi

a. Guru meminta siswa mengidentifikasi gambar di tiap kelompok menulis sebuah teks descriptive berdasarkan jawaban yang mereka tulis
b. Guru meminta setiap siswa di tiap kelompok mengidentifikasi struktur teks yang dibuat reka satu tim
c. Guru meminta setiap kelompok
51

<table>
<thead>
<tr>
<th>6. Konfirmasi</th>
<th>Direct question</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Guru mengecek penggunaan simple present, noun, action verb, spelling &amp; punctuation</td>
<td></td>
</tr>
<tr>
<td>b. Guru mengecek pemahaman siswa tentang struktur descriptive text</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Post activities (penutup)</th>
<th>10 menit</th>
<th>Direct Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Guru meminta siswa berdiri dari tempat duduknya lalu membuat barisan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Guru meminta siswa menaruh tangan dipundak temannya yang berada di depan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Lalu, menepuk-nepuk dengan mengucap ulang kata-kata yang diucapkan guru “My friend, my friend. you did a great job today. I pround of you, I love you”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Memberikan kesempatan pada siswa untuk bertanya dan mendiskusikan kesulitan materi yang diajarkan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Penutup &amp; Salam</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
H. MEDIA BELAJAR BELAJAR

- Picture Series
- Laptop, Proyektor
- Spidol, Kertas, Alat Tulis

I. PENILAIAN

A. Indikator Penilaian
   a. Teknik : Tes Tulis
   b. Bentuk : Diskusi (Grouping)
   c. Instrumen : Tes tulis

B. Pedoman dan Rubric Penilaian

<table>
<thead>
<tr>
<th>ASPECTS</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td>The text follows</td>
<td></td>
</tr>
<tr>
<td>Generic Structure</td>
<td></td>
</tr>
<tr>
<td>The text uses Simple</td>
<td></td>
</tr>
<tr>
<td>Present Tense</td>
<td></td>
</tr>
<tr>
<td>The text uses Pronouns</td>
<td></td>
</tr>
<tr>
<td>Descriptive Adjective</td>
<td></td>
</tr>
<tr>
<td>The text uses Spelling</td>
<td></td>
</tr>
<tr>
<td>, Punctuation</td>
<td></td>
</tr>
</tbody>
</table>
Questions!

A. Identify a picture one by one, and answer the question with a complete sentence

1. Who is the cartoon character’s name?

2. Why do you love it?

3. How about their physical appearance?

4. How about their character?

5. What’s make them different with another cartoon characters, please write additional information!
APPENDIX 3
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP-EXPERIMENTAL CLASS)

3rd Treatment

Sekolah : SMP ISLAMIYAH CIPUTAT
Mata Pelajaran : Bahasa Inggris
Sub/Tema : Animal
Jenis teks : teks tulis fungsional
Kelas/Semester : VIII / 1
Aspek/Skill : Menulis
Alokasi Waktu : 2 x 40 menit

A. STANDAR KOMPETENSI
6. Mengungkapkan makna dalam text tulis fungsional dan esei pendek sederhan berbentuk descriptive untuk berinteraksi dengan lingkungan sekitar.

B. KOMPETENSI DASAR
6.2 Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk descriptive
C. INDIKATOR

6.2.4 Mengenali unsur kebahasaan descriptive text
6.2.5 Mengidentifikasi struktur teks descriptive
6.2.6 Menuliskan contoh paragraf descriptive text sederhana

D. TUJUAN PEMBELAJARAN

Pada akhir pembelajaran siswa dapat:

- Mengenali unsur kebahasaan teks descriptive
- Mengidentifikasi struktur teks descriptive
- Membuat contoh paragraf sederhana descriptive text

❖ Karakter siswa yang diharapkan:

Dapat dipercaya (Trustworthiness), rasa hormat, perhatian (respect) dan tekun (diligence)

E. MATERI PEMBELAJARAN

Struktur Descriptive Text (Generic Structure)

*Identification* (identifikasi) adalah pendahuluan, berupa gambaran umum tentang suatu topik.

*Description* (deskripsi) adalah berisi ciri-ciri khusus yang dimiliki benda, tempat, atau orang yang dideskripsikan. Misalnya sifat-sifat, tampilan fisik, dan hal lain yang dituliskan dengan spesifik.

Unsur kebahasaan Descriptive Text
**Pronoun:** Menggunakan kata benda yang spesifik, seperti misalnya my cat, my boyfriend, National Monument, Selain itu, sering juga menggunakan *adjective* (kata sifat) untuk memperjelas penggunaan *noun* atau kata benda, seperti *a big house, a smart student, an independence woman*.

**Simple present tense :** Menggunakan kata kerja dasar atau bentuk pertama (verb 1) serta menggunakan kata kerja yang dapat menunjukkan kepemilikan atau keadaan sebuah objek. *Descriptive text* menggunakan *simple present tense* karena *descriptive text* menceritakan sebuah fakta dari objek yang dideskripsikan. Misalnya *My office has 22 floors, Azka is pretty*, dan lain-lain.

**Descriptive Adjective:** Menggunakan kata kerja yang menunjukkan kata sifat Misalnya, cute, sweet, beautiful dll.

**Contoh Descriptive Text**

*My Lovely Cat*

I have a stray cat as my pet. He is really playful, He loved to play with me and the new things he found. He has orange and white fur, his fur is so soft and I like to rubs it for him. He has a long tail. He likes to play with it. He is also always try to catch his tail sometimes. I also like to hold him in my hand, when i hold him like that he will fall asleep.

F. **METODE PEMBELAJARAN**

- Communicative Language Learning (Grouping)
### G. LANGKAH-LANGKAH PEMBELAJARAN

<table>
<thead>
<tr>
<th>No</th>
<th>Kegiatan</th>
<th>Waktu</th>
<th>Metode</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pre-activities (pendahuluan)</td>
<td>10 menit</td>
<td>Direct question</td>
</tr>
<tr>
<td></td>
<td>1. Greeting dan introduction</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Checking attendance</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Apersepsi melakukan senam otak sebelum memulai pelajaran</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Main activities (kegiatan inti)</td>
<td>60 menit</td>
<td>Direct question</td>
</tr>
<tr>
<td></td>
<td>4. Eksplorasi</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Guru menampilkan video bergambar binatang</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Guru meminta setiap siswa menyebutkan binatang favoritnya</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. Guru membentuk kelompok berdasarkan kesamaan jenis setiap binatang</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>d. Guru membagikan picture series binatang secara acak di setiap kelompok</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>d. Guru meminta siswa mengidentifikasi setiap gambar, dan menuliskan per-poin ciricir binatang yang mereka dapatkan</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. Elaborasi</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Guru meminta salah satu anggota tetap stay di grupnya dan sisanya pergi ke tempat kelompok lainnya</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Guru meminta setiap siswa yang pergi ke kelompok lain untuk menebak binatang apa yang disebutkan</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
c. Jika terdapat anggota menjawab dengan tepat maka kelompok mereka bisa mendapatkan picture yang telah ditebak

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Konfirmasi</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Guru mengecek penggunaan simple present, noun, action verb, spelling &amp; punctuation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Guru memastikan berjalannya permainan</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3</th>
<th>Post activities (penutup)</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>f.</td>
<td>Guru meminta siswa berdiri dari tempat duduknya lalu membuat barisan</td>
<td>10 menit</td>
<td>Direct Question</td>
</tr>
<tr>
<td>g.</td>
<td>Guru meminta siswa menaruh tangan dipundak temannya yang berada di depan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>h.</td>
<td>Lalu, menepuk-nepuk dengan Memberikan kesempatan pada siswa untuk bertanya dan mendiskusikan kesulihat materi yang diajarkan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>i.</td>
<td>Penutup &amp; Salam</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
H. MEDIA BELAJAR BELAJAR

- Picture Series
- Laptop, Proyektor
- Spidol, Karton

I. PENILAIAN

Indikator Penilaian

a. Teknik : Grouping
b. Bentuk : Tulisan & Lisan
c. Instrumen : Tes tulis

Pedoman dan Rubric Penilaian

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 2</td>
</tr>
<tr>
<td></td>
<td>3 4</td>
</tr>
<tr>
<td></td>
<td>5</td>
</tr>
<tr>
<td>The text follows Generic Structure</td>
<td></td>
</tr>
<tr>
<td>The text uses Simple Present Tense</td>
<td></td>
</tr>
<tr>
<td>The text uses Descriptive Adjective</td>
<td></td>
</tr>
<tr>
<td>The text uses Pronoun</td>
<td></td>
</tr>
<tr>
<td>Teamwork</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX 4
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP-CONTROLLED CLASS)

2\textsuperscript{nd} & 3\textsuperscript{rd} Meetings

Sekolah                        : SMP ISLAMIYAH CIPUTAT
Mata Pelajaran            : Bahasa Inggris
Sub/Tema                     : Animal
Jenis teks                  : teks tulis fungsional
Kelas/Semester             : VIII / 1
Aspek/Skill                 : Menulis
Alokasi Waktu               : 4 x 40 menit (2X Pertemuan)

A. STANDAR KOMPETENSI

6. Mengungkapkan makna dalam text tulis fungsional dan esei pendek sederhan berbentuk descriptive untuk berinteraksi dengan lingkungan sekitar.

B. KOMPETENSI DASAR

6.2 Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk descriptive

C. INDIKATOR

6.2.7 Mengenali unsur kebahasaan descriptive text
D. TUJUAN PEMBELAJARAN

Pada akhir pembelajaran siswa dapat:
- Mengenali unsur kebahasaan teks descriptive
- Mengidentifikasi struktur teks descriptive
- Membuat contoh paragraf sederhana descriptive text

✓ Karakter siswa yang diharapkan:
  - Dapat dipercaya (Trustworthiness),
  - Rasa hormat, perhatian (respect) dan
  - Tekun (diligence)

E. MATERI PEMBELAJARAN

Struktur Descriptive Text (Generic Structure)

*Identification* (identifikasi) adalah pendahuluan, berupa gambaran umum tentang suatu topik.

*Description* (deskripsi) adalah berisi ciri-ciri khusus yang dimiliki benda, tempat, atau orang yang dideskripsikan. Misalnya sifat-sifat, tampilan fisik, dan hal lain yang dituliskan dengan spesifik.

Unsur kebahasaan Descriptive Text

**Pronoun:** Menggunakan kata benda yang spesifik, seperti misalnya *my cat, my boyfriend, National Monument*, Selain itu, sering juga
menggunakan adjective (kata sifat) untuk memperjelas penggunaan noun atau kata benda, seperti a big house, a smart student, an independence woman.

Simple present tense: Menggunakan kata kerja dasar atau bentuk pertama (verb 1) serta menggunakan kata kerja yang dapat menunjukkan kepemilikan atau keadaan sebuah objek. Descriptive text menggunakan simple present tense karena descriptive text menceritakan sebuah fakta dari objek yang dideskripsikan. Misalnya My office has 22 floors, Azka is pretty, dan lain-lain.

Descriptive Adjective: Menggunakan kata kerja yang menunjukkan kata sifa Misalnya, cute, sweet, beautiful dll.

Contoh Descriptive Text

My Rabbit
I have a rabbit. His fur is white and has black spots. He has long ears and a short tail. He also has cute red big eyes! My rabbit likes to eat carrot and other vegetables. When I release my rabbit out of his cage, he used to jump everywhere and hard to catch. So, I could just put him on his cage because I'm afraid that he might running away. I don't want to lost my rabbit because I love him very much.

D. METODE PEMBELAJARAN:
Communicative Language Teaching

E. MEDIA PEMBELAJARAN:
LCD, Pictures, Descriptive text
G. LANGKAH-LANGKAH KEGIATAN PEMBELAJARAN

Pertemuan I

<table>
<thead>
<tr>
<th>No.</th>
<th>Tahap Pembelajaran</th>
<th>Alokasi waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Pendahuluan:</td>
<td>10 menit</td>
</tr>
<tr>
<td></td>
<td>1. Guru memulai proses pembelajarannya dengan mengucapkan salam, mengajak para murid untuk merapikkan penampilan dan diakhiri dengan mengabsen siswa</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Guru menyampaikan tujuan dari materi pelajaran yang akan di pelajari hari ini,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Guru memberikan contoh adjective dan pronoun untuk membantu siswa mengingat kembali materi pelajaran</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Kegiatan inti:</td>
<td>60 menit</td>
</tr>
<tr>
<td></td>
<td><strong>Observing &amp; Experiment</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Siswa secara berkelompok mengamati gambar beserta text descriptive yang diberikan oleh guru.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Siswa secara berkelompok menggaris bawahi <em>adjectives</em> dan <em>pronoun</em> yang terdapat di dalam teks.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Siswa melakukan <em>shopping idea</em> untuk</td>
<td></td>
</tr>
</tbody>
</table>
menuliskan *adjectives* dan *pronoun* yang terdapat di kelompok lain.
4. Siswa membaca nyaring *adjectives* dan teks descriptive singkat yang berkaitan dengan gambar yang diberikan oleh guru.

3. Penutup:
   1. Peserta didik beserta Guru membuat simpulan kegiatan yang baru saja dilakukan.
   2. Guru memberi kesempatan siswa untuk bertanya dan memberikan beberapa pertanyaan untuk siswa untuk memastikan bahwa siswa memahami materi yang telah diberikan
   3. Guru menanyakan pendapat siswa setelah menerima materi yang diberikan

---

<table>
<thead>
<tr>
<th>No.</th>
<th>Tahap Pembelajaran</th>
<th>Alokasi waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Pendahuluan:</td>
<td>10 menit</td>
</tr>
<tr>
<td></td>
<td>1. Guru memulai proses pembelajaran dengan mengucapkan salam, mengajak para murid untuk merapihkan penampilan dan diakhiri dengan mengabsen siswa</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Kegiatan inti:</td>
<td>60 menit</td>
</tr>
<tr>
<td></td>
<td><strong>Observing &amp; Experiment</strong></td>
<td></td>
</tr>
</tbody>
</table>
|     | 1. Guru mengajak siswa untuk bermain “Who Am
1. Siswa menebak gambar dengan bantuan clues yang diberikan oleh guru.
2. Siswa membaca yaring adjectives yang terdapat didalam gambar.
4. Siswa membuat teks deskripsi sederhana tentang eman sebangku “My Chairmate”

Questioning

1. Siswa menanyakan kosa kata sulit kepada guru

Experiment

1. Siswa mempresentasikan descriptive teks yang telah merekabuat di dalam kelas secara berkelompok mengamati gambar beserta text descriptive yang diberikan oleh guru.

Penutup:

1. Peserta didik beserta Guru membuat simpulan kegiatan yang baru saja dilakukan.
2. Guru memberi kesempatan siswa untuk bertanya dan memberikan beberapa pertanyaan untuk siswa untuk memastikan bahwa siswa memahami materi yang telah diberikan
3. Guru memberikan homework kepada siswa terkait dengan pelajaran yang sedang dipelajari. (LKS p.11-12)
**H. PENILAIAN**

**Writing**

<table>
<thead>
<tr>
<th>No</th>
<th>Nama</th>
<th>Aspek yang dinilai</th>
<th>Skor 1-3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Diction</td>
<td>accuracy</td>
</tr>
</tbody>
</table>

**Kriteria**

**Diction**
- 3, jika pilihan kata tepat
- 2, jika pilihan kata ada kurang tepat
- 1, jika pilhan kata banyak yang kurang tepat

**Accuracy**
- 3, jika grammar akurat
- 2, jika grammar ada yang tidak akurat
- 1, jika sebagian besar grammar tidak akurat

**Attitude**

<table>
<thead>
<tr>
<th>No</th>
<th>Nama</th>
<th>Aspek yang di amati</th>
<th>Skor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Percaya diri</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>Tanggung jawab</td>
<td></td>
</tr>
</tbody>
</table>


Kriteria

BT (Belum Tampak) skor 1, MT (Mulai Tampak) skor 2, M M (Mulai Membudaya) skor 3
APPENDIX 5
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP-CONTROLLED CLASS)

4th Meeting

Sekolah                        : SMP ISLAMIYAH CIPUTAT
Mata Pelajaran            : Bahasa Inggris
Sub/Tema                     : People & Thing
Jenis teks   : teks tulis fungsional
Kelas/Semester             : VIII / 1
Aspek/Skill   : Menulis
Alokasi Waktu  : 2 x 40 menit

A. STANDAR KOMPETENSI

6. Mengungkapkan makna dalam text tulis fungsional dan esei pendek sederhan berbentuk descriptive untuk berinteraksi dengan lingkungan sekitar.

B. KOMPETENSI DASAR

6.2 Mengungkapkan makna dan langkah retorika dalam esei pendek sederhan dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk descriptive
C. INDIKATOR

6.2.10 Mengenali unsur kebahasaan descriptive text
6.2.11 Mengidentifikasi struktur teks descriptive
6.2.12 Menuliskan contoh paragraf descriptive text sederhana

D. TUJUAN PEMBELAJARAN

Pada akhir pembelajaran siswa dapat:

- Mengenali unsur kebahasaan teks descriptive
- Mengidentifikasi struktur teks descriptive
- Membuat contoh paragraf sederhana descriptive text

Karakter siswa yang diharapkan:
Dapat dipercaya (Trustworthiness), rasa hormat, perhatian (respect) dan tekun (diligence)

E. MATERI PEMBELAJARAN

Struktur Descriptive Text (Generic Structure)

Identification (identifikasi) adalah pendahuluan, berupa gambaran umum tentang suatu topik.

Description (deskripsi) adalah berisi ciri-ciri khusus yang dimiliki benda, tempat, atau orang yang dideskripsikan. Misalnya sifat-sifat, tampilan fisik, dan hal lain yang dituliskan dengan spesifik.
Unsur kebahasaan Descriptive Text

**Pronoun:** Menggunakan kata benda yang spesifik, seperti misalnya my cat, my boyfriend, National Monument. Selain itu, sering juga menggunakan adjective (kata sifat) untuk memperjelas penggunaan noun atau kata benda, seperti a big house, a smart student, an independence woman.

**Simple present tense:** Menggunakan kata kerja dasar atau bentuk pertama (verb 1) serta menggunakan kata kerja yang dapat menunjukkan kepemilikan atau keadaan sebuah objek. *Descriptive text* menggunakan *simple present tense* karena *descriptive text* menceritakan sebuah fakta dari objek yang dideskripsikan. Misalnya My office has 22 floors, Azka is pretty, dan lain-lain.

**Descriptive Adjective:** Menggunakan kata kerja yang menunjukkan kata sifat Misalnya, cute, sweet, beautiful dll.

I. **METODE PEMBELAJARAN:**

Communicative Language Teaching

J. **MEDIA PEMBELAJARAN:**

LCD, Pictures, Descriptive text

K. **SUMBER BELAJAR**

LKS Bahasa Inggris, penerbit: viva pakarindo p.11-12

Video Youtube (describing people)

Sumber lain yang relevan
L. LANGKAH-LANGKAH KEGIATAN PEMBELAJARAN

❖ Pertemuan III

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1.</td>
<td>Pendahuluan:</td>
<td>10 menit</td>
</tr>
<tr>
<td></td>
<td>1. Guru memulai proses pembalajaran dengan mengucapkan salam, mengajak para murid untuk merapikan penampilan siswa.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Kegiatan inti:</td>
<td>60 menit</td>
</tr>
<tr>
<td></td>
<td><strong>Observing &amp; Experiment</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Guru menunjukan video tentang describing people untuk meresumeg materi sebelumnya</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Siswa menirukan pelafalan adjectives yang terdapat di dalam video</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Guru mengoreksi jawaban pekerjaan rumah siswa</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Guru menunjukan contoh descriptive text tentang “My Room dan My Favorite Superhero”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. Siswa menggambar ilustrasi berkaitan dengan descriptive text dengan tema “My Room dan My Favorite Superhero”</td>
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</tr>
<tr>
<td>3.</td>
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<td>1. Peserta didik beserta Guru membuat simpulan kegiatan yang baru saja dilakukan.</td>
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<tr>
<td></td>
<td>2. Guru menjelaskan materi untuk pertemuan berikutnya.</td>
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APPENDIX 6

Instrument of Pre-test in Experimental and Controlled Class

Read The Following Instruction!

Instruction

1. In this writing test, you will have 60 minutes to write descriptive text
2. Freetopic
3. Write a paragraph at least 100 words

Scoring will be based Generic structure, Simple Present Tense, Pronoun, Descriptive Adjective, Spelling & Punctuation
APPENDIX 7

Instrument of Pre-test in Experimental and Controlled Class

Read The Following Instruction!

Instruction

1. In this writing test, you will have 60 minutes to write descriptive text
2. Free topic
3. Write a paragraph at least 100 words

Scoring will be based Generic structure, Simple Present Tense, Pronoun, Descriptive Adjective, Spelling & Punctuation.
APPENDIX 8

THE STUDENTS’ SCORE OF EXPERIMENTAL CLASS

The Score of Experiment Class

<table>
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<th>Gain Score (D)</th>
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APPENDIX 9

THE STUDENTS’ SCORE OF CONTROLLED CLASS

The Score of Controlled Class

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<th>Gain Score (D)</th>
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<td>TOTAL</td>
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APPENDIX 10 THE STUDENTS’ WORKING SHEETS

THE STUDENTS’ WORKING SHEETS OF CONTROLLED CLASS

Instruction

1. In this writing test, you will have 60 minutes to write descriptive text
2. Freetopic
3. Write a paragraph at least 100 words

Scoring will be based Generic structure, Simple Present Tense, Pronoun, Descriptive Adjective, Spelling & Punctuation

Pre-test Student 17
THE STUDENTS’ WORKING SHEETS OF CONTROLLED CLASS

Instruction

1. In this writing test, you will have 60 minutes to write descriptive text
2. Freetopic
3. Write a paragraph at least 100 words

Scoring will be based Generic structure, Simple Present Tense, Pronoun, Descriptive Adjective, Spelling & Punctuation

Pre-test Student 7

PRE-TEST
"THE EFFECT OF USING PICTURE COMPOSITION TO IMPROVE STUDENTS’ WRITING OF DESCRIPTIVE TEXT"

Name: ANNISO ELSA C
Class: UNITE

Write descriptive text at least 150 words below!

I have a cat, my cat is gray and white, my cat like eat fish, my cat eyes a gray, my cat a she, my cat have a child four, my cat is have cute, his name is melki, long, tall, have four foot, flat nose, what ear, sharp tid, have a neckles, short fruit, play full, big eyes, have child four name, mony, more feru, cane, short me, nick & tick, have child a neckles same, hi love to play, hi love to eat, hi love to drink, hi love to play a childs, hi love to runs, hi love to fish, full tin, cat is not adling, is not mouse, is not rice, is not a drint tea, hi love her cat.
THE STUDENTS’ WORKING SHEETS OF CONTROLLED CLASS

Instruction

1. In this writing test, you will have 60 minutes to write descriptive text
2. Freetopic
3. Write a paragraph at least 100 words

Scoring will be based on Generic structure, Simple Present Tense, Pronoun, Descriptive Adjective, Spelling & Punctuation

Post test Student 15

Write descriptive text at least 150 words below:

My lovely cat

I have a Siamese cat. He is really kity.
He has white fur. His fur is so soft and I like to
rub it for him. He has a long tail. He has
deadly blue.
THE STUDENTS’ WORKING SHEETS OF CONTROLLED CLASS

Instruction

1. In this writing test, you will have 60 minutes to write descriptive text.
2. Freetopic
3. Write a paragraph at least 100 words.

Scoring will be based on Generic structure, Simple Present Tense, Pronoun, Descriptive Adjective, Spelling & Punctuation.

Post-test Student 7

**POST-TEST**

"THE EFFECT OF USING PICTURECOMPOSITION TO IMPROVE STUDENTS’ WRITING OF DESCRIPTIVE TEXT"

Name: Annisa et al. C
Class: VIII. 2

Write descriptive text at least 150 words below:

I have my favorite my idol, a Sidharta Nigham. His life is India. Sidharta Nigham like a dancer. His life good a lady, mineral is worried. His life good a man. His is a war. His is a monk, my life is a boy. His is a dancer, he has three children. He has child a two. He has two eyes, my eyes colour brown. His body white, his has brown hair. My nose pointed, his hair curly. My like a India number, my body his long tail. My nose one, my hand two. My like a singing, my shirt red. Hand some.
THE STUDENTS’ WORKING SHEETS OF EXPERIMENTAL CLASS

Instruction

1. In this writing test, you will have 60 minutes to write descriptive text
2. Freetopic
3. Write a paragraph at least 100 words

Scoring will be based Generic structure, Simple Present Tense, Pronoun, Descriptive Adjective, Spelling & Punctuation

Pre-test Student 1

PRE-TEST

"THE EFFECT OF USING PICTURECOMPOSITION TO IMPROVE STUDENTS’ WRITING OF DESCRIPTIVE TEXT"

Name: M. Dacicu al-faridu
Class: V143

Write descriptive text at least 150 words below!

My lovely hamster

I have a stray hamster as my pet. He is really playful. He has cream and white fur. His fur is so soft and I like to rub it for him. He has a long tail and he loves to play it.
THE STUDENTS’ WORKING SHEETS OF EXPERIMENTAL CLASS

Instruction

1. In this writing test, you will have 60 minutes to write descriptive text
2. Freetopic
3. Write a paragraph at least 100 words

Scoring will be based on Generic structure, Simple Present Tense, Pronoun, Descriptive Adjective, Spelling & Punctuation

Pre-test Student 9

Hi guys, my name is Nina
I have one angel. She is my mother. Her name is...
She has long hair.
She has beautiful eyes.
She has a fat body.
She has a beautiful life.
She is my mother.

She is the most special person in my life.
And I love him.
Love you mom!
THE STUDENTS’ WORKING SHEETS OF EXPERIMENTAL CLASS

Instruction

4. In this writing test, you will have 60 minutes to write descriptive text
5. Freetopic
6. Write a paragraph at least 100 words

Scoring will be based on Generic structure, Simple Present Tense, Pronoun, Descriptive Adjective, Spelling & Punctuation

Pre-test Student 14

PRE-TEST

"THE EFFECT OF USING PICTURE COMPOSITION TO IMPROVE STUDENTS’ WRITING OF DESCRIPTIVE TEXT"

Name: Maulida Rahmah
Class: V1113

Write descriptive text at least 150 words below!

I have a rabbit, my rabbit is white, my rabbit like food, my rabbit eyes gray, my rabbit a she, my rabbit have a child, two rabbit child, flat nose, my rabbit is love, his name is white.
THE STUDENTS’ WORKING SHEETS OF EXPERIMENTAL CLASS

Instruction

1. In this writing test, you will have 60 minutes to write descriptive text
2. Freetopic
3. Write a paragraph at least 100 words

Scoring will be based Generic structure, Simple Present Tense, Pronoun, Descriptive Adjective, Spelling & Punctuation

Post-test Student 8

I have my favorite my idea a cinematic anime, I live in India cinéma in morning like a dance my like food a. I don’t want to change my life from a cinematic with action, I like to see, a dog running was happy sitting, I was build a team. I was two eyes open. I was open the body walk in my window with my leg placed in my coldly. My live in India. My friend was together happy with my friend we were happy. My word from my like a stopping my running to
THE STUDENTS’ WORKING SHEETS OF EXPERIMENTAL CLASS

Instruction

1. In this writing test, you will have 60 minutes to write descriptive text
2. Freetopic
3. Write a paragraph at least 100 words

Scoring will be based Generic structure, Simple Present Tense, Pronoun, Descriptive Adjective, Spelling & Punctuation

Post-test Student 8

Write descriptive text of at least 150 words below:

"Assalamualaikum wr.wb.
Hi guys, my name is
I have one angel, she is a mother. Her name is...
She has long hair.
She has a beautiful eyes.
She has a beautiful lips.

She is my mother.
He is the most special person in my life.
And I love him.
Love your mom"
THE STUDENTS’ WORKING SHEETS OF EXPERIMENTAL CLASS

Instruction

1. In this writing test, you will have 60 minutes to write descriptive text
2. Freetopic
3. Write a paragraph at least 100 words

Scoring will be based on Generic structure, Simple Present Tense, Pronoun, Descriptive Adjective, Spelling & Punctuation

Post-test Student 7

I have a dog. His name is Jerry. He has black fur and a very short canine teeth. He likes to run and run long ears and he has green eyes. And he has a long tail. And a flat of a nose. And he likes to eat bones and sleep in places like cardboard.
Nama : Mutia Mulya Fitriani
NIM : 11140140000041
Jurusan/Prodi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effect of Using Picture Series to Improve Students’ Writing Skill of Descriptive Text (a Quasi Experiment Study at SMP Islamiyah Ciputat in Academic Year 2017/2018)

Proposal Skripsi dengan judul tersebut di atas telah diajukan pada tanggal 24 Januari 2018 telah direvisi sesuai dengan saran penguji, dan telah dinyatakan LULUS.

Jakarta, 20 Februari 2018

Penguji I

[Signature]

Dr. Farida Hamid, M.Pd.
NIP. 19631010 199103 2 003

Penguji II

[Signature]

Tegah Khaerudin, M.App. Ling.
NIP. 19811031 201101 1 006

Mengetahui,
Ketua Program Studi
Pendidikan Bahasa Inggris

[Signature]

Dr. Alek, M.Pd.
NIP. 19690912 200901 1 008
SURAT BIMBINGAN SKRIPSI

No. : Un.01/F.1/KM.01.3/233/2018
Lamp. :
Hal. : Bimbingan Skripsi

Kepada Yth.
Dr. Farida Hamid, M.Pd.
Pembimbing Skripsi
Fakultas Ilmu Tarbiyah dan Keguruan
UII Syarif Hidayatullah Jakarta

Assalamu'alaikum wr.wb.

Dengan ini diharapkan kesediaan Saudari untuk menjadi pembimbing penulisan skripsi mahasiswa:

Nama : Mutia Mulya Fitriani
NIM : 1114014000041
Jurusan : Pendidikan Bahasa Inggris
Semester : IX (Sembilan)
Judul Skripsi : The Effect of Using Picture Series to Improve Students' Writing Skill of Descriptive Text ( A Quasi Experiment Study at the Second Grade of SMP Islamiyah Ciputat Tangerang Selatan in the Academic Year 2017/2018)

Judul tersebut telah disetujui oleh Jurusan yang bersangkutan pada tanggal 05 Februari 2018, abstrak/outline terlampir. Saudari dapat melakukan perubahan revisi dalam waktu 6 (enam) bulan, dan dapat diperpanjang selama 6 (enam) bulan berikutnya tanpa surat perpanjangan.

Bimbingan skripsi ini diharapkan selesai dalam waktu 6 (enam) bulan, dan dapat diperpanjang selama 6 (enam) bulan berikutnya tanpa surat perpanjangan.

Atas perhatian dan kerja sama Saudari, kami ucapkan terima kasih.
Wassalamu'alaikum wr.wb.

a.n. Dekan

Ketua Pendidikan Bahasa Inggris

Tembusan:
1. Dekan FITK
2. Mahasiswa ybs.
SURAT BIMBINGAN SKRIPSI

No. : Un.01/F.1/KM.01.3/332/2018  
Lamp. : -  
Hal. : Bimbingan Skripsi

Ciputat, 21 Februari 2018

Kepada Yth.

Teguh Khaerudin, M. App.Ling  
Pembimbing Skripsi
Fakultas Ilmu Tarbiyah dan Keguruan  
UIN Syarif Hidayatullah Jakarta

Assalamu’alaikum wr.wb.

Dengan ini diharapkan kesediaan Saudari untuk menjadi pembimbing penulisan skripsi mahasiswa:

Nama : Mutia Mulya Fitriani  
NIM : 1114014000041  
Jurusan : Pendidikan Bahasa Inggris  
Semester : IX (Sembilan)  
Judul Skripsi : The Effect of Using Picture Series to Improve Students’ Writing Skill of Descriptive Text (A Quasi Experiment Study at the Second Grade of SMP Islamiyah Ciputat Tangerang Selatan in the Academic Year 2017/2018)


Bimbingan skripsi ini diharapkan selesai dalam waktu 6 (enam) bulan, dan dapat diperpanjang selama 6 (enam) bulan berikutnya tanpa surat perpanjangan.

Atas perhatian dan kerja sama Saudari, kami ucapkan terima kasih.
Wassalamu’alaikum wr.wb.


Dekan  

Kepala Pendidikan Bahasa Inggris


Tembusan:
1. Dekan FITK
2. Mahasiswa ybs.
SURAT KETERANGAN PENELITIAN
No : 046/C.01.01/01/XI/2018

Yang bertanda tangan dibawah ini Kepala SMP Islamiyah Ciputat dengan ini menerangkan bahwa:

Nama : Mutia Mulya Fitriani
Tempat/Tanggal Lahir : Bogor, 13 Januari 1997
NIM : 11140100000041
Jurusan / Prodi : Pendidikan Bahasa Inggris
Jenjang Pendidikan : (S1) Strata Satu
Fakultas : Universitas Islam Syarif Hidayatullah Jakarta

Adalah benar mahasiswa yang telah melaksanakan Penelitian Tindakan Kelas (PTK) di Sekolah kami dengan judul “The Effect Of Using Picture Series To Improve Student Writing Of Descriptive Text (A QUASI EXPERIMENTAL STUDY AT SMP ISLAMIYAH CIPUTAT IN ACADEMIC YEAR 2017/2018)”. Terhitung tanggal 27 April s/d 10 Mei 2018.

Demikianlah surat keterangan ini kami buat dengan sebenarnya untuk dipergunakan sebagaimana mestinya.

Kepala SMP Islamiyah

Madalith, S.Ag.
References Examination Paper

Name: Mutia Mulya Fitrani
Student's Number: 11140140000041
Title: The Effect of Using Picture Series to Improve Students' Writing Skill of Descriptive Text (A Quasi-experimental Study at the Second Grade Students of SMP Islamiyah Ciputat Tangerang Selatan Academic Year 2017/2018).

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<td>3.</td>
<td>Ibid.</td>
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<td>6.</td>
<td>Mochammad Ryan, <em>The Effectiveness of Using Picture Series as Media to Teach Writing Procedure Text for, English Education Faculty of Languages and Arts, State University of Surabaya</em>, Vol 3, No. 5; 2013 p.3.</td>
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Chapter II

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<tr>
<td>1.</td>
<td>Ghulam Shabir et al., <em>Impact of Visual Aids in Enhancing the Learning Process Case Research, District Dera Ghazi</em></td>
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APPENDIX 15

PICTURES

PRE-TEST

TREATMENT