THE EFFECT OF USING POSTERS ON STUDENTS’ WRITING OF DESCRIPTIVE TEXT

(A Quasi-experimental Study at the Eighth-Grade Students of MTs.s Al-ikhlas Lambuya in the Academic year 2019/2020)

A Skripsi

Presented to the Faculty of Educational Sciences in Partial Fulfillment of the Requirements for the Degree of “S.Pd.” (Strata 1) in the Department of English Education

By:

ANDI ASPIAN NUR APSARI
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DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF EDUCATIONAL SCIENCES
SYARIF HIDAYATULLAH STATE ISLAMIC UNIVERSITY
JAKARTA
2019
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FACULTY OF EDUCATIONAL SCIENCES
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2019
ENDORSEMENT SHEET

The Examination Committee the Faculty of Educational Sciences certifies that the skripsi (Scientific Paper) entitled THE EFFECT OF USING POSTERS ON STUDENTS’ WRITING OF DESCRIPTIVE TEXT (A Quasi-experimental Study at the Eighth-Grade Students of MTs.s Al-ikhlas Lambuya in the Academic year 2019/2020), written by Andi Aspian Nur Apsari, student’s registration number 11140140000064 was examined by the Committee on Oktober , 2019. The skripsi has been accepted and declared to have fulfilled one of the requirements for the degree of S.Pd. (S-1) in English Education.

Jakarta, Oktober 2019

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Dengan ini menyatakan bahwa skripsi yang saya buat benar-benar hasil karya sendiri dan saya bertanggung jawab secara akademis atas apa yang saya tulis. Pernyataan ini dibuat sebagai salah satu syarat menempuh Ujian Munaqasah.

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ABSTRACT


Advisor I : Dr. Fahriany M.Pd

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Keywords : Poster, Writing Skill, Descriptive Text.

This research is about the use of posters on students’ writing of descriptive text at the eighth grade of Mts.s Al-ikhlas Lambuya in the academic year 2019/2020. The objective of this research is to obtain the empirical evidence about the using Posters towards students’ writing skill of descriptive text. Based on the objective of the research above, the researcher formulated the problem: “Will there be effect of using posters as a media to improve students’ writing of descriptive text?” To answer the formulation of the problem, the researcher used a quasi-experimental research design. The researcher used purposive sampling in choosing the sample. The sample consists of 68 students which were divided into two classes, where the class VIII-B as the experimental class and class VIII-A as the control class and the data obtained from the pre-test and post-test. The result of the study showed that there was improvement of the students’ writing skill of descriptive text after used posters as a media in learning process. It is analyzed by using t-test referring a significance of \( \alpha = 0.05 \) and also calculated the effect size. The p-value of the pre-test is \( 0.321 \geq \text{sig } \alpha = 0.05 \) and the p-value of post-test is \( 0.005 = \text{sig } \alpha = 0.05 \). The effect size is 0.7. This is revealed that there was statistical significance in the post-test result, which can be concluded that posters is effective with a moderate level on the students’ writing skill of descriptive text.
ABSTRAK


Dosen Pembimbing I : Dr. Fahriany M.Pd
Dosen Pembimbing II : Zaharil Anasy M.Hum
Kata kunci : Poster, Writing Skill, Descriptive Text.

Penelitian ini adalah tentang penggunaan poster pada penulisan teks deskriptif siswa di kelas delapan Mts.s Al-ikhlas Lambuya pada tahun akademik 2019/2020. Tujuan dari penelitian ini adalah untuk mendapatkan bukti empiris tentang penggunaan Poster terhadap keterampilan menulis teks deskriptif siswa. Berdasarkan tujuan penelitian di atas, peneliti merumuskan masalah: "Apakah akan ada efek menggunakan poster sebagai media untuk meningkatkan menulis teks deskriptif siswa dalam bahasa inggris?" Untuk menjawab rumusan masalah, peneliti menggunakan desain penelitian kuasi-eksperimental. Peneliti menggunakan purposive sampling dalam memilih sampel. Sampel terdiri dari 68 siswa yang dibagi menjadi dua kelas, dimana kelas VIII-B sebagai kelas eksperimen dan kelas VIII-A sebagai kelas kontrol dan data yang diperoleh dari pre-test dan post-test. Hasil penelitian menunjukkan bahwa ada peningkatan keterampilan menulis teks deskriptif siswa setelah menggunakan poster sebagai media dalam proses pembelajaran. Penelitian ini dianalisis dengan menggunakan uji-t yang merujuk signifikansi $\alpha = 0,05$ dan juga menghitung ukuran efek. Nilai $p$ dari pre-test adalah $0,321 \geq \text{sig } \alpha = 0,05$ dan nilai $p$ dari post-test adalah $0,005 = \text{sig } \alpha = 0,05$. Ukuran efeknya adalah 0,7. Ini mengungkapkan bahwa ada signifikansi statistik dalam hasil post-test, yang dapat disimpulkan bahwa poster efektif dengan tingkat sedang pada keterampilan menulis teks deskriptif siswa.
ACKNOWLEDGMENT

In the name of Allah the Beneficent, the Merciful.

All praises be to Allah, the Lord of the world, who has given the Mercy and Blessing so that the writer can complete the study to become this skripsi. Peace and salutation always be upon the Prophet Muhammad Shallallahu ‘alaihi wasallam, his families, his companions, and his faithful followers.

Alhamdulillah, all obstacles the writer met from the beginning to the end of this skripsi completion process can be solved until it can be presented to the Department of English Education, Faculty of Educational and Teaching Sciences, Syarif Hidayatullah State Islamic University in partial fulfillment of the requirements for the degree of S.Pd (strata 1) in English Education. This could not happen without the help and support of many people who on this occasion the writer would like to thank.

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Jakarta, 10 September 2019

Andi Aspian Nur Apsari
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CHAPTER I
INTRODUCTION

A. Background of The Study

Writing means pouring what the writer thinks or feels that come across from the writer’s mind in a written form. Apparently writing needs some efforts to gain good result of a writing especially writing in foreign language. Many students in class suffer the hard part of writing it is how about to start; how to start from digging the information, express about the thing and choose the content. The government try to find the effective and good ways in order to enhance the ability in any part of subject in a school, include English. It is obviously can be seen from the changing and evaluating the curriculum time by time.

Writing is a process to convey the meaning which is complicated and requires coordination of various metacognitive skills.\(^1\) To deliver a writing, writer should compose, generate ideas, revise and control the result of writing. Writing also called the most complicated skill between other skills in learning a language because when we want to start to write we should understand well the listening in advance before knows the meaning, reading as well to know the word and writing of the books or texts. After mastering these skills, the writer considered can write well in writing. Writing is a skill like driving, typing, or cooking, and like any skill, it can be learned.\(^2\) It is an activity that not easy to be learned because it needs intensive activities so that it will earn the proportional product of writing and long-lasting training. Moreover writing is one of productive skill, it means the ability that combine more than one skills which are produce message and output.

Compared to the other English language skills, writing contributes as one of the most difficult skills to master between other abilities because it requires broad perception and concern on intensive thinking process. The main issue that brought

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\(^1\) Zunita Mohammad Maskor & Harun Baharudin. (2016), *Receptive Vocabulary Knowledge or Productive Vocabulary Knowledge in Writing Skill, Which One Important?*, HR Mars, Vol.6 (11), p. 265

writing especially English hard to master in Indonesia is the background of the language itself because both languages have different culture and grammatical structure. As stated by Haryati cited from Kurniati’s skripsi said that we can find some students in Indonesia still have obstacles to write in English and do some errors because of the difference between two languages, both in structure, spelling and lexical meaning. This statement strengthen by Ariyanti said that writing is difficult because both languages between Bahasa and English have differences regarding on grammatical structure. Moreover, students need ability to transform the meaning from Bahasa to English context or the other way.

As many writing teachers have experienced, most of the main problem that made students do not start to write because they feel unconfident and unenthusiastic there may some reasons for them not to start to write, they never written much in their first language or they think that they do not have anything to say and cannot come up with ideas. And writing needs to combine all the techniques and abilities possessed by students both in terms of vocabulary and sentence structure; combined sentences into a paragraph even text or essay. In addition, the amount of using the same approach in learning English language considered as a boring learning process activities that will arising students’ laziness. These problems drive student that writing as a big wall in learning English language. The problems are coming from the way of the teachers when they teach the language in a static way and the thing that teachers bring in a learning process. The way of the teachers teach the language when they are using the same strategy, it will reduce the change of the appropriate way to teach the language because each student has their own approach. By using the various approaches or strategies, it will help the teacher to find the best way to teach the language. And the thing that teachers bring is another factor of the way to teach English because when the teachers using a thing like realia, model and graphic

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materials it will arise the attention of the students in a class. The use of the strategy and thing can facilitate the teacher in order to make students exited in learning the language.

Based on preliminary observation that the writer has conducted, there are some obstacles faced by students while they are studying. The first is the usage of media that used by teacher is limited, so in the learning process the students dominantly gain the same technique time by time so that the variation of the learning process is almost the same that caused the laziness of the students in learning the subject arise. The second is English considering as one of the toughest subject in the school. English is not easy to be learned because the formulation of composing the word on language is different from our mother tongue even our *lingua franca*. The next is students unhabituated to write even in their first language besides writing will stimulate their brain to say what they are thinking about. The forth is the students sometimes could not put the part of speech, tenses and systematic rules in certain type of text. The next is the students cannot compose the word into sentences or paragraph. The sixth is the teacher still trying to find the appropriate ways to pump up the motivation in learning the language.

Descriptive writing is a text type which describe about person, place, or thing as if the reader can see, feel, hear, or touch it in order to describe about certain people or things. Descriptive text functionally used to describe something in a detail so that the reader can understand even imagine the thing that described even though they have not seen it before. According to Langan, “The main purpose of a descriptive essay is to make readers see or hear, taste, smell, or feel what you are writing about.”6 In introducing descriptive text, the teacher usually facilitate students with a visual aid to stimulant the student so that they will feel enthusiast and focus while teaching descriptive text. As stated by Smaldino, one role that

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visuals definitely play is to provide a concrete referent for ideas. Visual also can motivate learners by attracting their attention, holding their attention and generating emotional responses. There are some students who understand lesson visually. Furthermore, visual could make students easy to understand the information even the difficult one.

The use of visual aid such as posters is commonly applied in learning process because with posters, students are expected to increase their attention to the learning process.

Posters can be used as learning media or resource for student because poster could simplify message and understandable by seeing the poster. In this way, not only students feel facilitated, but teachers also because posters guarantee the effectiveness and the efficiency at the time. The main reason the writer chose posters because posters have powerful message that could grab the students’ attention and communicate the message quickly.

Based on the problem and explanation above, the writer would like to conduct a research entitled The Effect of Using Poster on Students’ Writing of Descriptive text (A Quasi-Experimental Research at the Eighth Grade Students of MTs Al-Ikhlas Lambuya academic year 2018/2019).

B. Identification of the Problem

From the explanation of background of the study, it can be identified that student deal with some problems in producing a good writing, there are:

1. Students having poor of resources in learning English.
2. Student think that English is hard to study.
3. Students have obstacles in composing the word into sentence or paragraph correctly.
4. Students confused to share the ideas.

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8 Sharon E. Heinich, Robert Russel and James D. Smaldino, Loc, Cit.
5. Students lack of systematic of writing.

C. Limitation of the Problem

This research focuses on teaching descriptive text using posters as media in the eighth grade of Mts Al-Ikhlas Lambuya at the first semester academic year 2018/2019.

D. Formulation of the Problem

Based on the limitation of the problem above it could be formulated the question of research “Does using poster affect students’ writing descriptive text at the eighth grade of MTs Al-Ikhlas Lambuya academic year 2018/2019?”

E. Objective of the Study

According to the formulation of the problems above, the objective of the study is to get empirical evidence does using poster is effective towards students’ writing descriptive text at the eighth grade of MTs Al-Ikhlas Lambuya academic year 2018/2019.

F. Significance of the study

The result of the research is expected could define the problems in teaching posters:

1. By conducting this research, some significances could be expected in contribution for students, teachers and further research;
2. This research is expected to be an information that poster can be useful to help student in writing descriptive text easily and fun.
3. This research is expected to be the media reference for teachers to teach descriptive text in attractive way.
4. This research is expected to be a basic knowledge for further research of using media especially using poster in teaching English.
5. This research is expected to be references to the other researchers who will conducting research about teaching descriptive text using media especially poster.
CHAPTER II
THEORETICAL FRAMEWORK

A. Writing

1. Definition of Writing

Writing is a skill that classified as the most difficult among other abilities because writing is a combination of abilities needed in mastering English. To write, students must have good reading skills for they will be able to enter knowledge to process their thought before writing. Without reading, students will not be able to release their ideas since there is no information entered. Likewise with other abilities, students must receive advanced information both in listening and reading. As stated by Harmer in his book How to Teach Writing “Spoken language, for a child, is acquired naturally as a result of being exposed to it, whereas the ability to write has to be consciously learned”.1

Compared with other skill, writing has become the most complicated skill because writing is the combination from any skills in learning a language. By writing, we can order the reader indirectly or at least change their mind about something that we agree or disagree for and give them any new knowledge about the things that they do not know before. Writing also called long-life learning because writing is a skill that we learned every day. To be a good writing, writer had a lot of effort in enhance their skill in writing. The writer has to practice delivering their ideas with control and revising so that their result will be perfected to be strong writing even in write an argument or for influencing people.

Writing has various definitions. According to Luu Trong Tuan “writing is a process.”2 This means that there are activities or steps that are carried out continuously in the process of writing. In line with Luu Trong Tuan, Sokolik in Linse and Nunan stated that “writing is a combination of process and

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1 Jeremy Harmer, How to Teach Writing, (Essex: Pearson Education, 2004), p.3
The process is the activity of bringing together writing ideas and using them so that they become a writing product can be understood and understood by the reader.

Furthermore, Oshima and Hogue state writing is a process of creating, organizing, writing, and polishing. In this process, one creates ideas, organizes the ideas, writes a rough draft and the final step one polishes the rough draft by editing it and making revisions. This means that when someone is writing something, one has thought about what he will say and the purpose of writing for the readers. When the writing process is finished, he as the writer will re-read to find out if there are errors or words that need to be replaced. Therefore, writing is never a one-step action; it is a process that has several steps.

Based on the definitions above, we can conclude that writing is an activity to organize ideas in the mind to be conveyed and communicated to the reader in a way that is acceptable and understood.

2. Writing Process

Writing process is very important for students in learning a language; as they need to learn to speak fluently, they also need to learn to write fluently. The writing process can help students compose their thoughts or ideas in the form of final writings that the reader can accept and understand. Oshima and Hogue mentioned there are four steps in writing process, they are creating (pre-writing), planning (outlining), writing, polishing.

a. Creating (Pre-writing)

Pre-writing is a step that is definitely done before writing. This step is where the author selects the topic and gets information about the topic that has been chosen. There are several brainstorming techniques that will help students to develop a topic and get a word:

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1) Journal Writing

In a journal writing, students can write daily activities, note advice that are meaningful to them, maybe also a meaningful dream, or a discussion of a problem that students do with themselves. A personal journal can be a very valuable source and since it is owned by the author oneself so that one can freely express one thought without having to consider the opinions of others.\(^6\)

2) Listing

The listing is the next brainstorming technique where the author will write anything that comes to mind as quickly as possible when it comes to them in the state of they think about a topic. This aims to make as many ideas as possible in the shortest possible time and find focus on the topic.

3) Free Writing

With limited time, students are ordered to make a single word or phrases related to the topic. The limited time obligate students thinking fast. Free Writing is a brainstorming activity in which it is free to write about a topic since the main objective of the step is for looking a specific focus without thinking about appropriateness, grammar, spelling, logic, or organization.\(^7\)

Here is the procedure of free writing:

a) Write the topic at the top of the paper.
b) Write as much as one can about the topic until one run out of ideas.
   Include such supporting items as facts, details, and examples that come into one’s mind about the subject.
c) After one has run out of ideas, reread the paper and circle the main idea(s) that one would like to develop.
d) Take each main idea and free write again.

4) Clustering

Student’s form word related to a stimulus supplied by teacher. The word are circled and then linked by lines to show discernible cluster. Clustering is simple powerful strategy.

\(^6\) Alice Oshima and Ann Hogue, *op.cit.*, p. 266.
b. Planning (outlining)

After choose the topic, narrow it, and generate the ideas by brainstorming, the next step of writing process is organizing the ideas into an outline. The steps that needed to do are making sub lists, then writing the topic sentence, and make the outline.

c. Writing

In this step, one needs to write the rough draft. The point is to get the thoughts down on paper. Follow the outline as closely as possible, and don't worry about grammar, punctuation, or spelling because a rough draft is not meant to be perfect. There are always new ideas arise along with someone writing, so do not be fixated on the outline that has been made. These ideas can be recreated, replaced, added, or deleted as long as they are in accordance with the topic of writing.

d. Polishing

This step is also called revising and editing. Revising is used to deal with the big issues of content and organization, where editing is used to work on the smaller issues of grammar and punctuation. After one writes the rough draft, the next step is to revise it in order to improve what has been written. At this rate, the content and organization, including unity, coherence, and logic needed to be considered. The second step in polishing the writing is by proofreading (editing) the paper for possible errors in grammar, sentence structure, spelling, and punctuation.

Based on Binder and Lopez-Nerney as stated by Rosya Kurniati’s skripsi there are three stages of writing – planning, writing and finalizing which are divided into some parts in each stage. Planning is divided into four stages – formulating a question, determining purpose and audiences, generating ideas and organizing/outlining. Writing is divided into drafting and revising, and the final

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stage is finalizing where it is divided into editing and formatting and documenting.\textsuperscript{10}

\section*{a. Planning}

1) Formulating a question

Writing is an extended response to a question. The writer should give wide information where the planning is a process which is from the formulation of the topic. A topic may be set as a question for writers to be formulated into their writing.

2) Determining Purpose and Audience

After the planning has been arranged, writer should take some time to understand purpose and readers of his/her writing. Therefore, before writers write something in a piece of paper, they should consider two things – purpose and audience.

To consider the purpose of writing, it is necessary to know why someone is writing, so he/she can choose appropriate information, language and style. Some examples of why people write are to inform, to express an opinion, to convince, to argue, to entertain, etc. If writers have identified the purpose, it will help them how to present their idea.

Besides the reason to know why someone writes, it is good to know for him/her who they are writing for. It is essential to remember that writers are always writing for specific readers because it helps to decide the suitability of the topic and level of difficulty of their writing in terms of vocabulary, style and tone.

3) Generating Ideas

In generating ideas, writers should bring ideas which come to their mind into “a note”. They spend more time thinking about and writing down ideas that can be used in their writing. This stage helps writers to identify the ideas will be put properly for their writing.

There are two ways in generating ideas. First is brainstorming and the second is mind-mapping. In brainstorming, writers list down everything that comes into

\textsuperscript{10} Rosya Kurniati, Op. Cit., p.7-10
their mind about a topic. The objective is to allow ideas just come and flow onto paper. The other step is mind-mapping, which is in form of drawing of branches. Mind-mapping not only helps in generating ideas but also in organizing them. This method helps writers develop new ideas by finding connections to their original thoughts.

4) Organizing/Outlining

When the first three stages are done, the next stage is to choose information which writers want to put in their writing. By noticing ideas which best respond to the question writers formulated, this stage can be done. After that, categorize the different types of information and organize them so the readers can follow writers’ thought easily.

b. Writing

1) Drafting

Draft is an attempt of the first complete writing based on the outline. Additional drafts continue to build on the foundation of the first draft. At final writing, a number of drafts may be produced. While making a draft, writers should concern about the ideas and the organization of them and should not spend much time worrying about grammar.

2) Revising

Revising is to check organization of the paragraphs and the clarity of the ideas which should be explained logically and clearly. From revising stage, writers should get feedback from another reader. It can be gotten from teacher, students or someone who is equal to the writers. The way to get feedback from someone who has equal information or knowledge is called peer feedback or peer review.

c. Finalizing

1) Editing

Editing is checking process for spelling, punctuation and grammar errors. Besides, writers should check the flow of their idea. Writers can read their writing aloud to help spot any errors and check for any sections or parts. More skilled writers tend to look at issues of general meaning and overall structure
before concentrating on detailed features – individual words and grammatical accuracy.

2) Formatting and Documenting Information Sources

Along with editing, writers should do a final check the format of their writing which means visual presentation. It is called as formatting.

Documenting indicates the source of writers’ information. It is usually used for essay writing because the writers need to acknowledge the source for their writing. Several documentation styles are APA (American Psychological Association), MLA (The Modern Language Association), The Chicago Manual of Style, etc.

3. Writing Purpose

Marjorie Farmer describes the purpose of writing as follow:  

a. To clarify a thought, a feeling, an impression, or an experience for a reader,

b. To provide information for readers,

c. To persuade readers to accept an idea,

d. To create a piece of imaginative literature that a reader might enjoy.

B. Descriptive Text

1. Definition of Descriptive Text

Siburian defines a descriptive text as “a piece of writing that is intended to convey meaning to the reader through sensory details and provides image to the reader.”  

Kane in Maisitoh and Suprijadi states the same thing as “description is about sensory experience how something looks, sounds, tastes.

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Mostly is about visual experience, but description also deals with other kinds of perception.”

In addition, Gerot and Wignell in Maisitoh and Suprijadi also define descriptive text as “a kind of text which is aimed to describe a particular person, place or things.” This is in line with Siberian that states descriptive text as “a paragraph that is defined as a group of sentences that are closely related in thought and which serve one comment purpose often used to describe what a person looks like and acts like, what a place looks like and what an object looks like”.

From the definitions mentioned above, it can be conclude that descriptive text is a text for describe person, animal or a thing by visual experience. It is used to create a visual image of people, place, or things in a distinct way that the reader can get into the author's experience.

2. Kinds of Descriptive Text

According to Jolly in Siburian, there are five kinds of descriptive text:

a. Describing Process

Describing a process not only explains how something was done, but also explains why it was done and what was needed to complete the process.

b. Describing an event

To describe an event, a writer should be able to memorize and remember what happened in the event. Supposed the writer will write about Tsunami that was happened in Japan. In this case, he / she has to explain all details related to the event, so that the readers can imagine the real situation and condition.

c. Describing a personality

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13 Siti Masitoh and Dasep Suprijadi, “Improving Students’ Ability in Writing Descriptive Text Using Genre Based Approach (GBA) at the Eight Grade Students of SMP Islam Terpadu Fitrah Insani”, ELTIN Journal, Vol. 3 No. 1, 2015, p. 40
14 Ibid.
15 Tiur Asih Siburian, op.cit., pp.33-34.
16 Ibid., p. 34.
In describing a person, the first thing that we do was recognizing his/her individual characteristics. We need to describe people occurs fairly areas of physical attribute (hair, eyes), emotional (warm, nervous), moral attributes (greedy, honest, worthy, trust), and intellectual (cleverness, perception)

d. Describing a place

Presenting something concrete was the way to describe place, for example: a home, a hospital, and school. When we start to describe a place, it is important to give clearly picture of the size and arrangement of the space involved. Therefore, in describing a place we should be taken consideration of the location of the object of the place should be clear, the detail should arranged logically and systematically so that it is easy for reader to imagine the objects in their minds, and controlling idea. The last point is the most important in writing process, because if we have a strong controlling idea it can give the paragraph focus.

e. Describing an object

To describe an object accurately was done by providing the physical characteristics of the object such as the color, form, shape, and so on.

3. Characteristics of Descriptive Text

A descriptive text serves only to describe an object. There are some characteristics about descriptive text. The following characteristics of descriptive text such as:

a. Using of figures of speech (see, hear, taste, smell, and touch). In this way the description will appear alive and interesting.

b. Using vivid picture is to make the description clear and realistic.

c. Using variety of words. It means that use of variety of adjective, nouns, adverbs, and phrases to suggest colors, movements, expressions and feeling.

d. Using any detail. If anyone want to describe an object. They should not describe just its physical features but also its habit, its characteristics and its relationship.
e. Using simple present tense.

f. Using adjective to describe the feature of the subject.

4. Language Feature of Descriptive Text

Knapp and Watkins in Maisitoh and Suprijadi writes there are several grammatical features of descriptive writing as the following:

a. In descriptive text, the present tense is predominantly used.

b. Although present tense may be used in literary description, it is past tense that tends to dominate.

c. Relational verbs are used when classifying and describing appearance/qualities and parts/function of phenomenon.

d. Action verbs are used when describing behaviors/users.

e. Mental verbs are used when describing feeling in literary descriptions.

f. Adjective are used to add extra information to nouns and may betechnical, everyday, or literally, depending on the text.

g. Personal and literary description generally deal with individual things.

5. Generic Structure of Descriptive Text

Gerot and Wignell states in Masitoh and Suprijadi the generic structure of descriptive text are:

a. Identification

In this generic structure introduces to the subject of description.

b. Description

In this part give detail of the characteristic features of the subject. Such as: qualities, characteristics, describing the phenomenon in parts, or/and characteristic, size, physical appearance, ability, habit, daily life, etc.

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17 Siti Masitoh and Dasep Suprijadi, op.cit., p. 41.
18 Ibid.
C. Media Poster

1. Understanding Media and Poster

The word media comes from Latin, which is *medius* which literally means middle, intermediary, or introduction. In addition, the word media also comes from Latin which is the plural form of the word medium, and literally means intermediary or introduction, namely the intermediary for the introduction of the message source with the recipient of the message. In learning process, media is a physical facilities to convey the content in a learning process.

Media in learning is a container of messages, the material to be conveyed is the learning message. The goal to be achieved is the learning process. The creative use of media will increase the possibility for students to learn more, keep in mind what they learn well, and improve their performance in performing skills according to the learning objectives. In using a media in learning process will solve the obstacle of students with different style in earning the lesson.

The use of media is very helpful to deliver a message from the picture and keep the attention from the students but it does not mean change the function of teacher but the media just help the teacher to teach the lesson and help the students to understand the lesson easily. By using a media the teacher learn how to manage the class while in learning process so that it will be very interesting and then students can learn the lesson through media with fun.

Poster is one of the graphic media that has the most strength as a medium for delivering messages. Graphic media is visual media that presents facts, ideas, and ideas through words or images. This media functions to channel messages from the message source to the recipient of the message, attract attention, clarify the presentation of ideas, illustrate facts that are quickly

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forgotten so that they are easy to remember if illustrated graphically or through a visualization process, simple and easy to make.21

According to Dina Indriyana in the journal Megawati about the influence of the poster media on the learning outcomes of English vocabulary, the Poster is a presentation of a clear, striking and interesting visual combination with the intention of attracting attention. The point is an image with an attractive and striking color with the intention of being used by the teacher as a medium to convey the subject matter so that it can attract students’ attention and be easily understood.22

The poster has the power to digest by those who see because the poster emphasizes the power of visual messages and colors, so that using posters can increase the learning interest of students who are so enthusiastic to pay attention to the picture poster shown by their teacher. The teaching and learning process is basically a process of communication, namely the process of delivering messages from the message source through the channel / media that is the recipient of the message.

The use of visual aid such as posters has some functions where the media as an attention keeper where the media can meet them with the concrete thing because visual aid is more interesting so the students can accept the bigger lesson. Media also can make students reach the purpose of the lesson especially remember the common or detail information or message in the picture.

Learning is a process to acquire knowledge. It needs a lot of hard work and sometimes the change of the students get bored and lose their attention in learning process is possible. In this case, the use of media in teaching process is very useful to attract and keep their attention and also make the learning process more attractive and effective. Media is not a new thing in education. Many teacher used media as their teaching aid is very helpful to give students

22 Megawati, loc. cit.
new experience and transferring the message. The flexibility of the media also being a consideration in teaching because media reach any level of students.

2. **Characteristics of Poster**

Poster is a kind of picture that has its own characteristic such as:

a. It is like picture
b. It is used to give some information or ideas
c. It has interesting thing
d. It can take people’s attention easily
e. It has one or more ideas through the fact on it
f. It is brave, dynamic, directly and surprised for readers
g. It is well organized, interesting, and easy to be understood
h. It has an appropriate and clear message.

3. **Advantages of Poster**

The benefits obtained from the use of media poster are:

a. Improve taste
b. Mutual understanding and sympathy in the classroom
c. Produce significant changes in student behavior
d. Demonstrate the relationship between subjects and needs, as well as student interest with increasing student learning motivation
e. Bring freshness and variety to students’ learning experiences
f. Making learning outcomes more meaningful for various students' abilities
g. Encourage the meaningful use of subjects by involving imagination and active participation that increases learning outcomes.
h. Provide the necessary feedback, which can help students discover how much they have learned
i. Complete a rich experience with knowledge of concepts that are meaningful and can be developed
j. Expand student insights and experiences that reflect non verbalistic learning and make appropriate generalizations

k. Overcome space and time constraints. Not all things or event can be brought in to the class and students not always brought to the event.  

l. Overcome the limitations of the observation.

D. Procedure in Teaching Writing Descriptive Text by Using Posters

The writing task can be approached in two ways-students select a previous piece that they can rewrite or enhance and students create a new piece. The steps in teaching writing by using posters are: First, teacher shows three pictures represent person, animal and thing. Teacher discusses about the characteristics and language feature that used in descriptive writing, then discusses about what they are going to choose. Teacher trains and encourages students in providing rich description and ask question that will lead to detailed illustrations and a coherent description. After discussing it, the students are asked to describe the person, animal or thing that they will write and write it in a piece of paper at the end. Last, after finished in writing what the teacher asked before, the students read and present their descriptive text and other students and the others can ask question and compare to their writing text.

For poster or visual aid selection, the writer chooses a picture based on the purpose of Curriculum 2013 itself which is to mention the part chosen to be described and to mention the adjective of the thing whether it is a person, animal or object that is to be described. For the first picture the author chose Albert Einstein as a representation of a person who is famous for his achievements in technology development. Then the authors chose elephant that represent animals because elephant have distinctive characteristics and recognizable by students and finally the authors chose gadgets because gadgets today are very close to students' daily lives.

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24 Arief S. Sadiman dkk, op, cit., p.31.
E. Previous Related Study

There are previous studies that are relevant to this research. The first relevant study was done by Sofiana Zahara, with research title “The Effectiveness of Teaching Descriptive Text Using Picture Media on Students Ability.” The research took place at SMK Tunas Grafika Informatika Jakarta in academic year 2013/2014 with 80 participants from the tenth grade students. This research objective is to get an empirical data about the effect of using the picture on writing descriptive text. The researcher used pre-test and post-test as the instrument in order to know the difference achievement between experiment class and control class. The result of the research showed that the value $t_0$ is higher than $t_1$ it means $H_a$ accepted and $H_0$ rejected. So it can be concluded the learning writing descriptive using picture was successful in improving students’ ability. Researcher found in using picture on learning descriptive text was the student highly–motivated in learning the material. Furthermore, the atmosphere in the class was more active and lively than the class which has not treated picture in learning descriptive text.

The similarities between the writer’s research and this research are the writer uses descriptive text and media as a learning instrument. The differences are the writer research conducting in junior high school not senior high school and the media that used are posters not pictures.

Another study related to writer’s research was done by Rosya Kurniati, with research title “The Effectiveness of Using Pictures on Students’ Writing of Recount Text.” The research took place at SMA Negeri 9 Kota Tangerang Selatan with 74 participant from the tenth grade student. The using of picture in learning recount text was successful. The researcher found the average of post-test in experiment class was 81.02 and the average gained score was 19.78 while the result of controlled class gained 63.81 and the average of gained score was 11.35. The result of the research there was significant progress in teaching by using picture. So it could be concluded that the using picture is effective rather than on using picture in learning recount text.
The similarities between the writer’s research and this research are the writer uses writing approach and media as a learning instrument. The differences are the writer research conducting in junior high school not senior high school and the media that used are posters not pictures.

F. Thinking Framework

The writing skill is one of skills in English language. It is the most complex skill because when teaching it, many students still lack of vocabulary, grammar, and knowledge of writing systems. To overcome the problems, the writer uses poster in students’ writing descriptive to show the effectiveness of using poster in writing descriptive.

Figure 2.1

The Framework of Literature

G. Research Hypothesis

Based on the theories and thinking framework above, therefore, a research hypothesis is formulated as follow:

There is effectiveness of using poster towards students’ writing descriptive text.
CHAPTER III
RESEARCH METHODOLOGY

A. The Place and Time of the Research

The writer did his research of this study at Mts Al-Ikhas Lambuya. It is located on Jl. Poros Kendari-Kolaka Lambuya South East Sulawesi. The writer conducted this research from 21\textsuperscript{th} July 2019 to 6\textsuperscript{th} August 2019. This research has eight meetings in the two classroom, four meetings are in the experimental class and four meetings are in the controlled class.

B. Method and Design of the Research

This research categorized quantitative research with Quasi-Experimental design. The design of this quasi-experimental research in order to figure out the effectiveness of using posters on students’ writing skill of descriptive text.

Research design is an experiment when the writer want to figure out the possibility of cause and effect between independent variable and dependent variable.\textsuperscript{1} The independent variable is posters and dependent variable is writing descriptive text.

In this research, pre-test and post-test are used for experimental and controlled class. The experimental class received treatment which was using posters and the controlled class was not using any treatment.

<p>| Table 3.1 |</p>
<table>
<thead>
<tr>
<th>Quasi-Experimental Designs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select Control Group</td>
</tr>
<tr>
<td>Select Experimental Group</td>
</tr>
</tbody>
</table>

\textsuperscript{1} John W. Cresswell, \textit{Education Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research, 4\textsuperscript{th} ed.}, (Boston: Pearson Education, 2012), p.295.
C. The Population and Sample of the Research

A population is a group of all members of any well-defined class of people, objects, or events which is larger than a sample. A sample refers to a small group of population which usually selected to be observed. The researcher decided the population of this study is the eighth grade at Mts Al-Ikhlas Lambuya. It consists of two classes from VIII-A and VIII-B, where VIII-A which consist of 34 students and VIII-B consist of 34 student. Based on the agreement reached, the researcher chosen VIII-A to be experiment class which was given the treatment and VIII-B as controlled class.

D. Instrument of the Research

The researcher used test as instrument to measure the students’ ability. The test divided into two kinds of test, pre-test and post-test as the researcher instrument research. The test was an assessment instrument that was used to measure students’ ability. Before giving the treatment, pre-test was given to understand students’ ability while after the treatment, post-test was given to assess the students’ achievement. Both experimental class and controlled class before and after treatment or also known as pre-test and post-test are to measure the initial ability about writing descriptive text and the post-test was given to both experimental and controlled class after the treatments that are given to experiment class. The researcher was intended to figure out whether the treatment is going to affect students’ writing ability in this case descriptive text. The test used to gain the result between the class which used treatment and the class which not used any treatment.

Test was used as an instrument of the study. The test asked students to explain about person, animal and thing with at least three paragraphs and if students wrote less than six sentences then they would not to be in the data of the research. With these two instruments, the researcher hopes that he will get valid and reliable data, and will facilitated the researcher to do his research.

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3Cresswell, op.cit., p.297
E. The Technique of Collecting Data

The researcher used writing test to collect the data. The test was conducted twice, pre-test and post-test. Pre-test was taken in the first meeting before giving poster as media towards students’ writing descriptive text for the experimental class. It is used to know the students’ skill writing descriptive. In the second meeting up to the fourth meeting, the researcher gave students posters in the experimental class to conduct treatment. Then, post-test was conducted to find out the students’ writing descriptive result after they used posters.

The researcher asked the students to write three paragraphs for three different topics of descriptive text that consists of six sentences. The topics are about person, animal, and thing. In analyzing the students’ test, the writer used the formula in table 3.1 below that is adapted from scoring profile by Hughes.4

<table>
<thead>
<tr>
<th>Component of Writing</th>
<th>Score</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammar</td>
<td>6</td>
<td>Few noticeable of grammar or word order.</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>Some errors of grammar or word order which do not, however, interfere with comprehension.</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Errors of grammar and word order fairly frequent; occasional re-reading necessary for full comprehension.</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Errors grammar and word order frequent; effort of interpretation sometimes required on reader’s part.</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Error of grammar and word order very frequent; reader often has to rely on own interpretation.</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Errors of grammar and word order so severe as to make comprehension virtually impossible.</td>
</tr>
</tbody>
</table>

---

<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>6</th>
<th>Use of vocabulary and idiom rarely distinguishable from that of educated native writer.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5</td>
<td>Occasionally uses in appropriate terms or relies on circumlocutions; expression of ideas hardly impaired.</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Use wrong or inappropriate words fairly frequently; expression of ideas may be limited because inadequate vocabulary.</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Limited vocabulary and frequent errors clearly hinder expression of ideas.</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Vocabulary so limited and so frequently misused that reader must often rely on own interpretation.</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Vocabulary limitations so extreme as to make comprehension virtually impossible.</td>
</tr>
<tr>
<td>Mechanics</td>
<td>6</td>
<td>Few noticeable lapses in punctuation or spelling.</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>Occasional lapses in punctuation or spelling which does not, however, interfere with comprehension.</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Error in punctuation or spelling fairly frequent; occasional re-reading necessary for full comprehension.</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Frequent in punctuation or spelling; lead sometimes to obscurity.</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Error in spelling or punctuation so frequent that reader must often rely on own interpretation.</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Error in spelling and punctuation so severe as to make comprehension virtually impossible.</td>
</tr>
<tr>
<td>Fluency (style and ease of communication)</td>
<td>6</td>
<td>Choice of structure and vocabulary consistently appropriate; like that of educated native writer.</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>Occasionally lack of consistency in choice of structure and vocabulary, which does not, however,</td>
</tr>
</tbody>
</table>
F. The Technique of Data Analysis

The data in this research were analyzed by using statistical analysis, then the researcher compared the score of pre-test and post-test in the experimental group and control group. In analyzing the data, the t-test formula was used to know the effect of using posterson students’ writing ability. Before analyzing the data by using t-test, the normality and homogeneity must be measure first.
1. Preliminary Test

Preliminary analysis was the first step that should be done after collecting all data of the research. It was useful to know whether the data were qualified or not. In this step, the normality test and the homogeneity test were analyzed.

a. Normality Test

Normality test was one of the crucial requirements that should be followed in analyzing the data of the research. It was done to examine if the distribution of data collected was normal or not. The analysis of normality test in this research used Kolmogorov Smirnov by using SPSS software. Then, if the normality score was more than 0.05, it could be said that the distribution data were normal. On the contrary, if the score of normality test showed less than 0.05, it could be concluded that the distribution data were not normal. By using SPSS, the steps to normality test are:

1) Open SPSS file of the entered data.
2) Click Analyze>>Descriptive Statistics>>Explore on the top menu.
3) In the Explore dialogue box, fill in the dependent list with the variable to be tested for normality test (pre-test score, post test score) by either drag-and-dropping or using the button.
4) Then, fill in the factor list with the sample groups (control, experimental) to see if it is normally distributed in each group or class by either drag-and-dropping or using the button.
5) Click plots, then checklist>>normality plot with test, histograms and power estimation.
6) Click Continue and OK to see the normality test result.

b. Homogeneity Test

Homogeneity test was used to test whether the data from two groups had the same variant. Like normality test, this test also used SPSS software. This
research also used Kolmogorov Smirnov with $\alpha=0.05$. The data can be said homogenous if the homogeneity score was more than 0.05. The steps to test homogeneity are:

1) Open SPSS file of the input research data.

2) Click **Analyze**>>**Compare Means**>>**One-Way Anova** on the top menu.

3) In the **One-Way Anova** dialogue box, fill in the *dependent list* with the variable to be tested for homogeneity test (pre-test score, post test score) by either drag-and-dropping or using the button.

4) Then, fill in the *factor list* with the sample groups (control, experimental) to see the homogeneity of variances by either drag-and-dropping or using the button.

5) Click **option**, then checklist>>*homogeneity of variance test* checkbox in the *statistics* area.

6) Click **Continue** and **OK** to see the normality test result.

2. **T-test**

As mentioned before, t-test was used to know the effect of using posters. The researcher used t-test to determine whether the null hypothesis or alternative hypothesis, is accepted or rejected. The t-test used in this research specifically is **Independent-samples T-test** with a two-tailed test of significance. If the result indicates p-value or $\text{Sig (2-tailed)}$ higher than the significance level of $\text{Sig } \alpha=0.05$ (5%), then, the null hypothesis is accepted. On the contrary, if p-value is lower than $\text{Sig } \alpha=0.05$ (5%), then the alternative hypothesis is accepted.

1) Open SPSS file of the input research data.

2) Click **Analyze**>>**Compare Means**>>**Independent-Samples T Test** on the top menu.
3) In the **Independent-Samples T Test** dialogue box, fill in the *test variables* with the variable to be tested for normality (pre-test score, post test score) by either drag-and-dropping or using the button.

4) Then, fill in the *grouping variables* with the sample groups (control, experimental) by either drag-and-dropping or using the button.

5) Highlight the relevant groups by clicking *define groups*; then enter “1” in *Group 1* box and enter “2” in *group 2* box and click *continue* button.

   Note: (insert numbers according to the labels given in data).

6) If the *confidence interval percentage* required to be changed for the research, click *option* button.

7) Click *Continue* and *OK* to see the independent-samples t-test result.

**G. Effect Size Formulation**

In order to measure whether the effect size of the media or the technique were strong, therefore, the researcher adopted Cohen’s formulation as follows:\(^5\):

\[
d = \frac{\text{(mean of group A} - \text{mean of group B)}}{\text{Pooled Standard Deviation}}
\]

Pooles Standard Derivation = \[\frac{\text{standard derivation of group 1} - \text{standard derivation of group 2}}{2}\]

After obtaining the result, then they can be interpreted based on the criteria: 0-0.2 = weak effect; 0.21-0.5 = modest effect; 0.51-1.00 = moderate effect size; and >1.00 = strong effect.\(^6\)

**H. Statistical Hypothesis**

After calculating the data by using t-test, the researcher uses criteria with significance degree 0.05 for testing the hypothesis. The calculating of statistical measurement as follows:

---


$H_1$: There is a significant effect of using posters on students’ vocabulary ability (the mean score of the experimental group post-test is higher than the mean score of the control group, or $p < \alpha$; sig. 2 tailed is lower than alpha; there are differences from the score of the classes).

$H_0$: There is no significance effect of using posters on students’ vocabulary ability (the mean score of the experimental group post-test is lower than mean score of the control group, or $p > \alpha$; sig. 2 tailed is higher than alpha; there are no differences from the score of the classes).
CHAPTER IV
RESEARCH FINDING AND DISCUSSION

A. Research Finding
1. Data Description

In this chapter, the writer shows the result of the tests that has been given to the students that obtained from the research. The data is from both experimental class and control class. The test result consist of pre-test that was conducted at the beginning of the research and the post-test at the end of the research.

a. Data Result of Experimental Class

In the experimental class, it submitted from 34 students the mean score of pre-test is 43.82 with the highest score is 70 and the lowest score is 20. Meanwhile, the mean of the post-test relatively ascended with 62.50 mean score which is for the highest score is 80 and 40 as the lowest score. The difference score between pre-test and post-test showed that the post-test is higher than the pre-test with 18.67. For the detailed score result, it can be seen in table 4.1.

<table>
<thead>
<tr>
<th>Students’ ID</th>
<th>Experimental Class</th>
<th>Gained Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pre-Test</td>
<td>Post-Test</td>
</tr>
<tr>
<td>A1</td>
<td>50</td>
<td>75</td>
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<td>A2</td>
<td>60</td>
<td>65</td>
</tr>
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<td>70</td>
</tr>
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<td>A4</td>
<td>40</td>
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<td>A5</td>
<td>40</td>
<td>50</td>
</tr>
<tr>
<td>A6</td>
<td>40</td>
<td>75</td>
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<tr>
<td>A7</td>
<td>20</td>
<td>50</td>
</tr>
<tr>
<td>A8</td>
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<tr>
<td></td>
<td>20</td>
<td>50</td>
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<td></td>
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<td>75</td>
</tr>
<tr>
<td></td>
<td>1490</td>
<td>2125</td>
</tr>
</tbody>
</table>
b. Data Result of Control Class

In the experimental class, it submitted from 34 students the mean score of pre-test is 47.50 with the highest score is 70 and the lowest score is 20. Meanwhile, the mean of the post-test relatively ascended with 53.08 mean score which is for the highest score is 80 and 20 as the lowest score. The difference score between pre-test and post-test showed that the post-test is higher than the pre-test with 5.58. For the detailed score result, it can be seen in table 4.2.

Table 4.2
Students’ Score of Control Class

<table>
<thead>
<tr>
<th>Students’ ID</th>
<th>Control Class</th>
<th>Gained Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pre-Test</td>
<td>Post-Test</td>
</tr>
<tr>
<td>A1</td>
<td>60</td>
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</tr>
<tr>
<td>A2</td>
<td>60</td>
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</tr>
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<td>A3</td>
<td>45</td>
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<td>20</td>
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<td>20</td>
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<td>A12</td>
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<tr>
<td>A13</td>
<td>70</td>
<td>80</td>
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<tr>
<td>A14</td>
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<td>50</td>
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<tr>
<td>A15</td>
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<td>A16</td>
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### A21
<table>
<thead>
<tr>
<th>A21</th>
<th>70</th>
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<th>0</th>
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</thead>
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### A22
<table>
<thead>
<tr>
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<tr>
<th>A23</th>
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<th>-10</th>
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</table>

### A27
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<thead>
<tr>
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<th>70</th>
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<th>5</th>
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</thead>
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### A31
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<table>
<thead>
<tr>
<th>A32</th>
<th>50</th>
<th>50</th>
<th>0</th>
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### A33
<table>
<thead>
<tr>
<th>A33</th>
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<th>20</th>
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</thead>
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### A34
<table>
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<tr>
<th>A34</th>
<th>55</th>
<th>70</th>
<th>15</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>Σ</th>
<th>1615</th>
<th>1805</th>
<th>190</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Mean</th>
<th>47.50</th>
<th>53.08</th>
<th>5.58</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Maximum Score</th>
<th>70</th>
<th>80</th>
<th>35</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Minimum Score</th>
<th>20</th>
<th>20</th>
<th>-20</th>
</tr>
</thead>
</table>

### c. Overview of the Data Result

As the data result that had been shown in descriptive statistics above, it is then compared to figure out the general explanation of the scores between experimental and control class and then it will used to see the progress in each class. It can be seen to the following figure:
In Figure 4.1, it represents that the pre-test mean scores of experimental class is 43.82 which is lower than the control class that is 47.50. Based on the overview above it can be concluded that the writing ability from the experimental class is lower than the control class before the treatment has given. Then the figure also shows that the post-test mean scores. The experimental and the control class both of them show the improvements in the post-test result, but the experimental class achieved the higher scores more than the control class. The gained-score also shows the differences between experimental and control class where the experimental class is 18.67 while control class only gained 5.58 points.
Figure 4.2 Overview of Both Class Score Progress

The Figure 4.2 shows the mean scores of each class progress from pre-test to post-test. Based on the Figure above, it is indicated that the result of post-test in experimental class increase significantly from the pre-test that is 43.82 to 62.50. Where in control class, made improvements from-pre-test to post-test scores that is from 47.50 to 53.08. Although the experimental class and control class gained the improvements but the control class is not high as the experimental class gained. It can be seen in the mean gained scores that is significantly different (18.67>5.58).

2. Data Analysis

a. Normality Test

To calculate the normality of the test, in this case to know the data from two classes have been normally distributed or not. The writer used Komogrov-Smirnov. Spss was used to analyze the data. The result can be seen as follow:
Table 4.3
Normality Test Result of Pre-test and Post-test
in Experimental Class and control Class

<table>
<thead>
<tr>
<th>Tests of Normality</th>
<th>Kolmogorov-Smirnov*</th>
<th>Shapiro-Wilk</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Statistic</td>
<td>df</td>
</tr>
<tr>
<td><strong>PreTest</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experiment</td>
<td>.128</td>
<td>34</td>
</tr>
<tr>
<td>Control</td>
<td>.179</td>
<td>34</td>
</tr>
<tr>
<td><strong>PostTest</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experiment</td>
<td>.132</td>
<td>34</td>
</tr>
<tr>
<td>Control</td>
<td>.118</td>
<td>34</td>
</tr>
</tbody>
</table>

* This is a lower bound of the true significance.

b. Homogeneity Test

After normality test, the writer did the homogeneity test in order to test the similarity of the sample in both classes. The writer used Levene statistic to calculate the homogeneity test. The result are presented as follows:

Table 4.4
Homogeneity test result of Pre-test and Post-test

<table>
<thead>
<tr>
<th>Test of Homogeneity of Variances</th>
<th>Levene Statistic</th>
<th>df1</th>
<th>df2</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PreTest</strong></td>
<td>0.014</td>
<td>1</td>
<td>56</td>
<td>.905</td>
</tr>
<tr>
<td><strong>PostTest</strong></td>
<td>2.510</td>
<td>1</td>
<td>56</td>
<td>.118</td>
</tr>
</tbody>
</table>
The homogeneity test result showed that the pre-test from both classes is 0.905 as the significance of the data, which is higher than \( \alpha = 0.05 \) (0.905>0.05). Therefore, based on the pre-test result, the classes have homogeneous variances. Moreover, the result of the post-test from both classes is 0.118 as the significance of the data which is higher also than \( \alpha = 0.05 \) (0.118>0.05). From the result of the data the writer could conclude that the both of the classes are homogeneous.

c. Statistical Hypothesis Test

1) Pre-test and Post-test Result

After finishing the normality and homogeneity test, the data was calculated by using t-test to figure out the effectiveness of using posters students’ writing of descriptive text in experimental class and students’ writing of descriptive text in control class in this case without using any posters. The data was from the mean score of post-test experimental and control class. The standard significance was 0.05, the result of hypothesis test by using SPSS 24 could be presented as follows:

<table>
<thead>
<tr>
<th>Table 4.5</th>
<th>The Result of T-test scores</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Group Statistics</strong></td>
<td></td>
</tr>
<tr>
<td>group</td>
<td>N</td>
</tr>
<tr>
<td>PreTest</td>
<td>Experiment</td>
</tr>
<tr>
<td>Control</td>
<td>34</td>
</tr>
<tr>
<td>PostTest</td>
<td>Experiment</td>
</tr>
<tr>
<td>Control</td>
<td>34</td>
</tr>
</tbody>
</table>
Table 4.6

Independent Sample Test of Experimental Class and Control Class

<table>
<thead>
<tr>
<th></th>
<th>Levene's Test for Equality of Variances</th>
<th>t-test for Equality of Means</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>Sig</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Equal variances assumed</strong></td>
<td>0.14</td>
<td>0.96</td>
</tr>
<tr>
<td><strong>Equal variances assumed</strong></td>
<td>2.516</td>
<td>0.118</td>
</tr>
<tr>
<td><strong>Equal variances not assumed</strong></td>
<td>2.025</td>
<td>61.101</td>
</tr>
</tbody>
</table>

In table 4.5 and 4.6, it shows the result of t-test analysis of pre-test and post-test score in experimental class and control class. We can see two tables presented as the result of t-test data analysis, the Group Statistics and Independent Sample Test. The table in Group Statistics present the general of the data, including sample size, mean, standard deviation and standard error mean. In addition, the data that used later on will be needed to count the effect size of the data.

The Independent Sample Test used to read the result. In analyzing the data, the equal variances assumed is used to read the result because the data is homogeneous as previously recognized. From the table in pre-test, the independent sample test shows a result of p-value or sig (2-tailed) =1.000. As this research refers to a significance level of sigα= 0.05 (5%), therefore, the p-value is higher than the significance value.

In other words, when p-value =1.000 ≥ sig α= 0.05, so the null hypothesis is accepted while the alternative hypothesis is rejected. This proves that there is no statistical significances of the pre-test result between the two classes.

While the post-test score in experimental class and control class after the experimental group was given a treatment with posters and the control class with
lecturing and group discussion. In similar to the t-test result of pre-test, the independent sample test resulted p-value or $\text{sig (2-tailed)} = 0.005$. From the result, it can be concluded that the null hypothesis is rejected and the alternative hypothesis is accepted because p-value (0.005) is still on the place $\text{sig } \alpha = 0.05 (5\%)$.

2) Gained Score Result

In addition to t-test analysis of pre-test and post-test score, the gained score of pre-test and post-test result is also analyzed as shown in Table 4.7. Based on the table, the independent sample test resulted p-value or $\text{sig } \alpha = 0.05$ (2-tailed) = 0.000. From the result, it can be concluded that the null hypothesis is rejected and the alternative hypothesis is accepted because p-value (0.000) is less than $\text{sig } \alpha = 0.05 (5\%)$.

Table 4.7

<table>
<thead>
<tr>
<th>T-test Result of Gained Scores</th>
</tr>
</thead>
<tbody>
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<table>
<thead>
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<th>Independent Samples Test</th>
<th>Levene's Test for Equality of Variances</th>
<th>t-test for Equality of Means</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>Sig</td>
</tr>
<tr>
<td>Gained Score</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

d. Effect Size

In final, since the t-test result proved statistical significance in the post-test and gained scores result, the writer analyzed the effect size of the t-test result in order to find out the level of significance on the effect (weak or strong).

To get the effect size, the calculation refers to Cohen’s $d$ effect size calculation. In this calculation, mean and the standard deviations of pre-test and
post-test of both classes (experimental and control class) are required which have been obtained earlier in t-test result from the group Statistics table. The effect size result is recapitulated in Table 4.8.

Table 4.8
The Effect Size Result

<table>
<thead>
<tr>
<th>Statistics of Post-test</th>
<th>Control Class</th>
<th>Experimental Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>53.08</td>
<td>62.50</td>
</tr>
<tr>
<td>Std. Deviation</td>
<td>15.025</td>
<td>11.231</td>
</tr>
<tr>
<td>Effect Size</td>
<td></td>
<td>0.7*</td>
</tr>
</tbody>
</table>

*the result is obtained by manual calculating using cohen’s \( d \) formula

Calculation:

\[
\frac{\text{Mean of group 1} - \text{mean of group 2}}{\sigma_{\text{pooled}}} = \frac{\text{Std.Deviation 1} + \text{Std.Deviation 2}}{2}
\]

\( \sigma_{\text{pooled}} \) = \( \frac{11.231 + 15.025}{2} \) = 13.128

\( d = \frac{62.50 - 53.08}{13.128} = 0.7 \)

In the Table 4.8, it shows that the effect size or the level of significance effect is 0.7. It indicates that there is a moderate effect of using posters on students’ writing descriptive text. This is based on Cohen’s \( d \) effect size criteria in which 0.7 ranges in moderate effect scale that is close to the strong effect scale.

B. Discussion

In the description of the data which was taken from 34 students of the experimental class, Table 4.1 showed the description of the experimental class score which has the mean score of pre-test 43.82 before using posters was implementing. After implementing posters as a media in learning process, the mean score of the experimental class ascended to 62.50. Meanwhile, in the Table 4.2 showed the mean score of the control class in pre-test was 47.50, little bit higher than the mean score in experimental class and the post-test mean score was 53.08, lower than the experimental class has gained. Both classes in post-test have
increased. Based on the statistical analysis, the increasing point of the experimental class was 18.68 points; from 43.82 to 62.50. For the control class, it increase 5.58 points; from 47.50 to 53.08. From the statistical hypothesis above the writer conclude that the experimental class had more significantly increase rather than the control class.

From the scores of both classes, there is a difference between students’ achievement of the score in pre-test (experimental and control class) and the control class had the higher mean score than the experimental class. In post-test, experimental class and controlled class were increased better than in pre-test. But, for this part, the experimental class had higher mean score than the controlled class. It means that there is a significant score about 9.42 points. Posters as a media approved can give a significant effect of students’ writing of descriptive text because the score of the students’ writing after being taught by using posters as media is higher than before the posters has given to the students.

Based on Table 4.5 also showed that the experimental class (mean= 62.50, Standard Deviation=11.23) and the controlled class (mean= 53.08, Standard Deviation= 15.02). Furthermore, in Table 4.6 it can be seen that the result of value is 2.871 followed by sig. (2-tailed) 0.095. The value is compared to the table to know whether using poster as a media has an effect to improve students’ writing of descriptive text or not.

In addition, based on the calculation of the t-test that \(H_0\) was rejected and \(H_1\) was accepted if \(p < \alpha\). However, if \(p > \alpha\), \(H_0\) was accepted and \(H_a\) was rejected. Based on the calculation, the result of \(p\) was lower than \(\alpha\), which was 0.095 < 0.05. Therefore, \(H_a\) was accepted and \(H_0\) was rejected. Thus, there is a significant difference between the students’ score in writing test using Poster as a media and the students’ score in writing test without using Poster as a media at eighth-grade students of Mts.s Al-ikhlas Lambuya.

Furthermore, this research support the previous studies cooperative learning method such as using picture or kind of visualization is found very helpful and
effective to teach the writing especially in descriptive text because by using visualization, the students could keep more attention and increase the motivation in learning by present them facility aids in the class. In addition, this method can also be implemented in all subjects but it depends on students’ level and needs. Based on implementation, it can be summed up that using Posters as media is effective to improve students’ writing of descriptive text for the eighth grade students at Mts.s Al-ikhlas Lambuya.
CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research in chapter IV, it proved that the posters as a media has a significant effect on students’ writing of descriptive text at eight grade students of MTs.s Al-ikhlas Lambuya. It is explained that the using of Posters is more effective than the ordinary teaching learning. In the statistical hypothesis, $H_a$ will accepted and $H_o$ will rejected if $\alpha = 0.05 < \text{Sig. 2 tailed}$. It is shown the independent sample t-test result of p-value (2-tailed) = 2.925 in the post-test and 0.000 in gained score. The obtained p-value is less than $\text{sig}= 0.05$ (5%), therefore, the null hypothesis ($H_o$) of the research is rejected and the alternative hypothesis ($H_a$) is accepted. It strengthen by the effect size by using Cohen’s which resulted 0.7 that enough to the strong effect scale. Moreover, the mean score of the experimental class is higher than the mean of the control class. It is indirectly explain that the using of poster as a media is significant and positive to the learning process in the class especially writing descriptive text.

In conclusion, the research has proven that posters as a media improved the students’ writing ability of descriptive text at the eighth grade of MTs.s Al-ikhlas Lambuya in academic year 2019/2020.

B. Suggestion

The research found that the using of posters is effective on students’ writing of descriptive text with the strengths and weaknesses. Therefore, the researcher would like to give the suggestions that hopefully useful for students, teachers and other researchers who are dedicated their research in writing activities by using posters as media in descriptive text. Some suggestions that may be important to be considered are:
1. For English Teachers

As a teacher, we demanded to be more creative and attractive in order to make students interested in learning English especially writing. The using of visual aids like picture and poster can be the way out to keep students’ attention and make learning process more attractive and comfortable with the learning process. Besides the usage posters can accommodate students in learning writing descriptive text, using posters will enrich the strategy in teaching English, the different learning strategies would be helpful to prevent students get bored or teachers can modify the same method in learning other skill based on the learning objectives and needs.

2. For Students

Students can use posters as a facility to practice and drill their writing skill in descriptive text. For the students who find some struggles, this method can facilitate and help to describe anything that you want to describe. With continual practice by using this method, the students’ writing skill hopefully will eventually improve.

3. For Other Researcher

The result of this research can be used as an information or reference about using Posters as a media in writing of descriptive text in learning activities for other researcher in conducting the similar research or maybe for the development in using media so that the usage on further media will make the classroom activity be more vary.
BIBLIOGRAPHY


APPENDICES
SILABUS

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<th>Kompetensi Dasar</th>
<th>Materi Pokok/ Materi Pembelajaran</th>
<th>Kegiatan Pembelajaran</th>
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<th>Alokasi Waktu</th>
<th>Sumber Belajar</th>
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<td>VIII</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sekolah : MTs Al-Ikhlas Amberi  
Mata Pelajaran : Bahasa Inggris  
Kelas : VIII  
Kompetensi Inti :  

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.  
KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tangungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya  
KI 3: Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahu mereka tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.  
KI 4: Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.
3.1 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya.

4.11 Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana.

4.12 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan.

<table>
<thead>
<tr>
<th>Teks deskriptif pendek dan sederhana, tentang orang, binatang, dan benda</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fungsi sosial</strong>&lt;br&gt;Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb.</td>
</tr>
<tr>
<td><strong>Struktur text</strong>&lt;br&gt;(gagasan utama dan informasi rinci)</td>
</tr>
<tr>
<td>a. Menyebutkan nama orang, binatang, benda dan nama bagian-bagiannya yang dipilih untuk dideskripsikan</td>
</tr>
<tr>
<td>b. Menyebutkan sifat orang, binatang, benda dan bagian-bagiannya, dan</td>
</tr>
<tr>
<td>c. Menyebutkan tindakan dari atau terkait dengan orang, binatang, benda yang semuanya sesuai dengan fungsi sosial yang hendak dicapai.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Panjang teks: kurang lebih Mengamati</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Siswa menyalin dengan tulisan tangan yang rapi beberapa teks deskriptif tentang orang, binatang, dan benda, sangat pendek dan sederhana dari berbagai sumber, dengan menggunakan ejaan dan tanda baca dengan benar.</td>
</tr>
<tr>
<td>• Siswa membaca dan mendengarkan teks-teks tersebut untuk memahami isi pesannya.</td>
</tr>
<tr>
<td>• Dengan bimbingan guru, siswa mengidentifikasi fungsi sosialnya, struktur teks (termasuk a.l. gagasan utama dan informasi rinci), dan unsur kebahasaan dari setiap teks tersebut.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Menanya</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks tersebut.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mengumpulkan Informasi</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Secara kolaboratif, siswa</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>KRITERIA PENILAIAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Tingkat ketercapaian fungsi sosial teks deskriptif tentang orang, binatang, benda, pendek dan sederhana.</td>
</tr>
<tr>
<td>• Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan tentang deskripsi orang, binatang, benda dalam teks deskriptif.</td>
</tr>
<tr>
<td>• Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, kerapian tulisan tangan.</td>
</tr>
<tr>
<td>• Sikap tanggung jawab, kerjasama, cinta damai, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan tentang deskripsi orang, binatang, dan benda.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>16 JP</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Buku Teks wajib</td>
</tr>
<tr>
<td>• Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/transaksional dengan benar dan akurat</td>
</tr>
<tr>
<td>• Contoh teks dari sumber otentik</td>
</tr>
<tr>
<td>• Sumber dari internet, seperti:</td>
</tr>
</tbody>
</table>
  - www.dailyenglish.com |
  - www.americanglish.state.gov/files ae/resource_files |
  - https://www.google.com/ |
<table>
<thead>
<tr>
<th>6 (tiga) kalimat.</th>
<th><strong>Unsur kebahasaan</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>mencari dan mengumpulkan beberapa teks deskriptif tentang orang, binatang, dan benda, sangat pendek dan sederhana dari berbagai sumber, termasuk dari internet, film, koran, majalah, buku teks, dsb.</td>
<td></td>
</tr>
<tr>
<td><strong>CARA PENILAIAN:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Kinerja (praktik)</strong></td>
<td></td>
</tr>
<tr>
<td>Tugas menganalisis dan menghasilkan teks deskriptif tentang orang, binatang, benda nyata di lingkungan sekitar.</td>
<td></td>
</tr>
<tr>
<td><strong>Observasi:</strong></td>
<td></td>
</tr>
<tr>
<td>(penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</td>
<td></td>
</tr>
<tr>
<td>• Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk mengebutakan dan menanyakan deskripsi orang, binatang, benda, ketika muncul kesempatan, di dalam dan di luar kelas.</td>
<td></td>
</tr>
<tr>
<td>• Observasi terhadap kesungguhan,</td>
<td></td>
</tr>
</tbody>
</table>
| **those, my, their, dsb** secara tepat dalam frasa nominal | ucapan, tekanan kata, ejaan, tanda baca yang digunakan  
- Secara kolaboratif siswa meniru contoh-contoh yang ada untuk membuat teks deskriptif sangat pendek dan sederhana tentang orang, binatang, dan benda untuk mencapai fungsi sosial yang berbeda-beda, dengan struktur teks, dan unsur kebahasaan yang sesuai konteks. |
| Topik |  
Orang, binatang, benda di sekitar dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama, dan bertanggung jawab. |
| **Mengasosiasi** |  
- Siswa membandingkan fungsi sosial, struktur teks (termasuk a.l. gagasan utama dan informasi rinci), dan unsur kebahasaan dari beberapa teks deskriptif tentang orang, binatang, benda yang telah dikumpulkan dari berbagai sumber tersebut di atas.  
- Siswa memperoleh balikan (feedback) dari guru dan teman tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam teks deskriptif yang mereka hasilkan. |
| **Mengkomunikasikan** |  
- Siswa membuat beberapa teks tentang jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan.  
- Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas. |
| **Penilaian diri:** |  
Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar memahami dan menghasilkan teks deskriptif tentang orang, binatang, benda, termasuk kemudahan dan kesulitannya. |
| **Tes tertulis** |  
Membaca dan menulis teks deskriptif yang menuntut pemahaman dan pemaparan tentang deskripsi orang. |
deskriptif sangat pendek dan sederhana tentang orang, binatang, benda yang ada dalam kehidupan siswa di rumah, kelas, sekolah, dan sekitarnya dalam bahasa Inggris, dengan struktur teks dan unsur kebahasaan yang sesuai dengan fungsi sosial nyata yang hendak dicapai (membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, dsb).

- Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.
- Siswa membicarakan permasalahan yang dialami dalam membuat teks deskriptif tentang orang, binatang, benda dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Portofolio</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Kumpulan karya teks</td>
<td>deskriptif sangat</td>
<td>pendek dan sederhana</td>
</tr>
<tr>
<td></td>
<td>deskriptif sangat</td>
<td>pendek dan sederhana</td>
<td>tentang orang, binatang, benda yang telah dibuat.</td>
</tr>
<tr>
<td></td>
<td>pendek dan sederhana</td>
<td>tentang orang,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>tentang orang,</td>
<td>binatang, benda</td>
<td></td>
</tr>
<tr>
<td></td>
<td>tentang orang,</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>binatang, benda</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Kumpulan hasil</td>
<td>analisis tentang</td>
<td>beberapa teks</td>
</tr>
<tr>
<td></td>
<td>analisis tentang</td>
<td>beberapa teks</td>
<td>deskriptif tentang</td>
</tr>
<tr>
<td></td>
<td>beberapa teks</td>
<td>deskriptif tentang</td>
<td>orang, binatang, benda.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>deskriptif tentang</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>orang, binatang, benda.</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lembar soal dan hasil</td>
<td>Lembar soal dan hasil</td>
<td></td>
</tr>
<tr>
<td></td>
<td>tes</td>
<td>tes</td>
<td></td>
</tr>
</tbody>
</table>
Mengetahui
Kepala Madrasah

Amir, S.Pd
NIP. 19761112 200501 1 005

Guru Mata Pelajaran

Amberi,

Asma Unaidah, S. Pd.
APPENDIX 2

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

(EXPERIMENTAL CLASS)

Nama Sekolah : MTs.s Al-ikhlas Lambuya
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII / 2
Alokasi Waktu : 10 x 40 Menit (5x Pertemuan)

Topik Pembelajaran : Descriptive Text

A. Kompetensi Inti (KI)

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahu nya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar (KD)

<table>
<thead>
<tr>
<th>KI</th>
<th>Kompetensi Dasar</th>
<th>Indikator Pencapaian Kompetensi</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.1 Menyukuri kesempatan dapat mempelajari Bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerja sama dan cinta damai dalam melaksanakan komunikasi fungsional</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>3.1 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.1.1 Menyebut <em>adjective</em> untuk mendeskripsikan orang, binatang dan benda.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.1.2 Menjelaskan struktur teks dari teks deskriptif</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.1.3 Menentukan <em>adjective</em> yang tepat untuk mendeskripsikan orang, binatang atau benda.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>4.12 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4.12.1 Menyebutkan nama orang, binatang, benda dan bagian-bagiannya yang dipilih untuk didiskripsikan.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4.12.2 Menyebutkan nama, sifat dan tindakan dari orang, binatang, benda yang semuanya sesuai dengan fungsi sosial yang hendak dicapai.</td>
<td></td>
</tr>
</tbody>
</table>

**C. Tujuan Pembelajaran**

Setelah mempelajari materi ini, siswa diharapkan mampu:

1. Menjelaskan struktur teks dari teks deskriptif.
2. Menyebutkan *adjective* untuk mendeskripsikan orang, binatang dan benda.
3. Menentukan *adjective* yang tepat untuk mendeskripsikan orang, binatang dan benda.

**D. Materi Pokok**

1. Pre-Test : Descriptive Text (Describing Person, Animal and Thing)
2. Treatment I : Describing People
3. Treatment II : Describing Animal
4. Treatment III : Describing Thing
5. Post-Test: Descriptive Text (Describing Person, Animal and Thing)

**E. Metode Pembelajaran**

Pendekatan: Scientific Approach
Metode: PPP (Presentation, Practice, Production)

**F. Sumber Pembelajaran**

1. Buku
2. Sumber lain yang relevan (Buku bahasa inggris, Internet)

**G. Media Pembelajaran**

1. Poster
2. LCD Proyektor

**H. Kegiatan Pembelajaran**

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Deskripsi Kegiatan</th>
<th>Alokasi waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pendahuluan</td>
<td>• Guru mengucapkan salam dan menyapa siswa</td>
<td>10 menit</td>
</tr>
<tr>
<td></td>
<td>• Menanyakan kabar, waktu, dan cuaca pada hari itu.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Guru mengabsen siswa</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Guru mereview pelajaran yang sudah dipelajari pada pertemuan sebelumnya.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Guru mencoba menghubungkan <em>prior knowledge</em> siswa dengan menanyakan orang,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>binatang atau benda yang dilihat siswa sebelum berangkat ke sekolah.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Guru memberi tahu materi yang akan dipelajari dan menjelaskan tujuan pembelajaran</td>
<td></td>
</tr>
<tr>
<td>Inti</td>
<td><strong>Eksplorasi</strong></td>
<td>65 menit</td>
</tr>
<tr>
<td></td>
<td>• Guru menunjukkan sebuah video contoh dalam mendeskripsikan orang/binatang/benda.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Guru menjelaskan pengertian teks deskripsi, struktur teksnya, dan adjective</td>
<td></td>
</tr>
<tr>
<td></td>
<td>yang digunakan untuk mendeskripsikan orang, binatang dan benda melalui beberapa</td>
<td></td>
</tr>
<tr>
<td></td>
<td>poster yang akan</td>
<td></td>
</tr>
</tbody>
</table>
• Guru menjelaskan apa itu poster serta fungsinya dalam pembelajaran kelas hari ini.
• Guru menjelaskan generic structure dan language feature dari descriptive text

Elaborasi
• Guru menunjukkan sebuah poster dan meminta siswa untuk menganalisis poster tersebut
• Guru memfasilitasi siswa dengan menjelaskan poster dan contoh kalimat dalam mencocokkan ciri-ciri sifat atau karakteristik tentang sesuatu tersebut dengan teks yang akan dibaca oleh siswa
• Untuk lebih mendalami materi, Guru kemudian mengelompokkan siswa dalam beberapa kelompok (4-5 orang perkelompok)
• Membagikan poster secara acak (orang/binatang/benda) kemudian didiskusikan dengan teman kelompoknya
• Setiap kelompok diminta untuk memahami dan membahas apa saja ciri, sifat dan karakteristik berdasarkan poster yang mereka dapat.
• Guru memfasilitasi setiap kelompok dalam melaksanakan tugas dengan cara menghampiri kelompok satu persatu
• Setiap kelompok diminta untuk menuliskan hasil diskusi mereka dengan kembali menampilkan poster dan mempresentasikan dalam bentuk descriptive text

Konfirmasi
• Guru menanyakan kembali dengan cara menunjukkan beberapa bagian dari poster yang telah dipilih untuk dijelaskan kembali oleh siswa
## I. Penilaian

1. Indikator, Teknik, Bentuk dan Contoh.

<table>
<thead>
<tr>
<th>Indikator</th>
<th>Teknik</th>
<th>Bentuk</th>
<th>Contoh</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Menyebut adjective untuk mendeskripsikan orang, binatang dan benda.</td>
<td>Teks</td>
<td>Essay</td>
<td>Identify the given picture and describe the picture</td>
</tr>
<tr>
<td>• Menjelaskan struktur teks dari teks deskriptif</td>
<td>Tertulis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Menentukan adjective yang tepat untuk mendeskripsikan orang, binatang atau benda.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Menyebutkan nama orang, binatang, benda dan bagian-bagiannya yang dipilih untuk didiskripsikan.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Menyebutkan nama, sifat dan tindakan dari orang, binatang, benda yang sesuai dengan fungsi sosial yang hendak</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Penutup

• Guru memberikan tugas kepada siswanya untuk mengeprint gambar sesuatu entah itu berupa orang, binatang atau benda yang mereka sukai dan membuat teks deskripsinya, yang kemudian akan mereka demonstrasikan di depan kelas untuk pertemuan selanjutnya
• Menyampaikan rencana pembelajaran pada pertemuan berikutnya
• Guru menutup kelas dengan doa dan salam

5 menit
dicapai.

2. Instrumen Penilaian
   - Lembar Kerja Siswa (Terlampir)
   - Lembar Penilaian Sikap

3. Pedoman Penilaian
   Skor Maksimal : 50
   Nilai Siswa : \( \frac{\text{Skor perolehan}}{\text{Skor maksimal}} \times 100 \)

<table>
<thead>
<tr>
<th>KRITERIA PENILAIAN</th>
<th>SKOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jawaban benar, tata bahasa benar</td>
<td>5</td>
</tr>
<tr>
<td>Jawaban benar, tata bahasa kurang benar</td>
<td>4</td>
</tr>
<tr>
<td>Jawaban kurang benar, tata bahasa benar</td>
<td>3</td>
</tr>
<tr>
<td>Jawaban kurang benar, tata bahasa kurang benar</td>
<td>2</td>
</tr>
<tr>
<td>Jawaban salah, tata bahasa salah</td>
<td>1</td>
</tr>
</tbody>
</table>

Mengetahui,

Jakarta, 12 Juli 2019

Guru Pengampu Bahasa Inggris

Asma Unaidah, S.Pd.

Pengajar

Andi Asfian Nur A

NIM.11140140000064
The Borobudur Temple

Borobudur is Hindu-Buddhist temple. It was built in the ninth century under Syailendra dynasty of ancient Mataram Kingdom. Borobudur is located in Magelang, Central Java, Indonesia. Borobudur is well-known all over the world.

Its construction is influenced by the Gupta architecture of India. The temple is constructed on a hill 46 m high and consists of eight step-like stone terraces. The first five terraces are square and surrounded by walls adorned with Buddhist sculpture in bas-relief. The upper three are circular. Each of the construction is with a circle of bell-shaped stupas. The entire edifice is crowned by a large stupa at the centre of the top circle. The way to the summit extends through some 4.8 km passage and stairways. The design of Borobudur which symbolizes the structure of universes influences temples at Angkor, Cambodia. Borobudur Temple which is rededicate as an Indonesian monument in 1983 is a valuable treasure for Indonesian people.

Answer the following question!

1. Where is the location of Borobudur Temple?
2. When the Borobudur Temple was built?
3. How many stone terrace that Borobudur Temple has?
4. What inspires the construction of Borobudur Temple?
5. When the Borobudur Temple set as an Indonesian Monument?
APPENDIX 3
RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
(CONTROL CLASS)
Nama Sekolah : MTs.s Al-ikhlas Lambuya
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII / 2
Alokasi Waktu : 10 x 40 Menit (5x Pertemuan)
Topik Pembelajaran : Descriptive Text

A. Kompetensi Inti (KI)

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahuanya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mengolah, menyaji, dan menalar dalam ranah konkrit (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar (KD)

<table>
<thead>
<tr>
<th>KI</th>
<th>Kompetensi Dasar</th>
<th>Indikator Pencapaian Kompetensi</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.1 Menyukuri kesempatan dapat mempelajari Bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerja sama dan cinta damai dalam melaksanakan komunikasi fungsional</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>3.1 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.1.1 Menyebut <em>adjective</em> untuk mendeskripsikan orang, binatang dan benda.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.1.2 Menjelaskan struktur teks dari teks deskriptif</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.1.3 Menentukan <em>adjective</em> yang tepat untuk mendeskripsikan orang, binatang atau benda.</td>
<td></td>
</tr>
</tbody>
</table>

|   | 4.12 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks |
|   | 4.12.1 Menyebutkan nama orang, binatang, benda dan bagian-bagiannya yang dipilih untuk dideskripsikan. |
|   | 4.12.2 Menyebutkan nama, sifat dan tindakan dari orang, binatang, benda yang semuanya sesuai dengan fungsi sosial yang hendak dicapai. |

### C. Tujuan Pembelajaran

Setelah mempelajari materi ini, siswa diharapkan mampu:

1. Menjelaskan struktur teks dari teks deskriptif.
2. Menyebutkan *adjective* untuk mendeskripsikan orang, binatang dan benda.
3. Menentukan *adjective* yang tepat untuk mendeskripsikan orang, binatang dan benda.

### D. Materi Pokok

1. Pre-Test : Descriptive Text (Describing Person, Animal and Thing)
2. Treatment I : Describing People
3. Treatment II  : Describing Animal
4. Treatment III  : Describing Thing
5. Post-Test  : Descriptive Text (Describing Person, Animal and Thing)

E. Metode Pembelajaran

1. Pendekatan  : Scientific Approach
2. Metode  : PPP (Presentation, Practice, Production)

F. Sumber Pembelajaran

1. Buku
2. Internet
3. Video

G. Media Pembelajaran

1. Poster
2. Slide

H. Kegiatan Pembelajaran

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Deskripsi Kegiatan</th>
<th>Alokasi waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pendahuluan</td>
<td>• Guru mengucapkan salam dan menyapa siswa</td>
<td>10 menit</td>
</tr>
<tr>
<td></td>
<td>• Menanyakan kabar, waktu, dan cuaca pada hari itu.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Guru mengabsen siswa</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Guru mereview pelajaran yang sudah dipelajari minggu lalu.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Guru mencoba menghubungkan prior knowledge siswa dengan menanyakan orang,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>binatang atau benda yang dilihat siswa sebelum berangkat ke sekolah.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Guru memberi tahu materi yang akan dipelajari</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Guru menjelaskan tujuan pembelajaran</td>
<td></td>
</tr>
<tr>
<td>Inti</td>
<td>Eksplorasi</td>
<td>65 menit</td>
</tr>
<tr>
<td></td>
<td>• Guru menunjukkan sebuah video contoh dalam</td>
<td></td>
</tr>
</tbody>
</table>
mendeskripsikan orang/binatang/benda.

- Guru meminta siswa menjawab apa itu teks deskripsi dan hal apa saja yang harus dideskripsikan ketika mendeskripsikan orang, binatang dan benda berdasarkan video yang telah ditonton (siswa mengajukan diri untuk menjawab, atau jika tidak ada maka guru menunjuknya secara acak)

- Guru membenarkan dan menambahkan jawaban mereka, kemudian menjelaskan lebih detail pengertian teks deskripsi, struktur teksnya, dan adjective yang digunakan untuk mendeskripsikan orang, binatang dan benda melalui gambar-gambar yang ditayangkan di power point

- Guru menunjukkan contoh teks deskripsi mengenai Ir. Soekarno

- Guru kemudian menunjuk siswanya satu per satu untuk membaca teks tersebut perkalimat

- Guru meminta siswa mengidentifikasi struktur teks dari teks tersebut dan menemukan adjective apa saja yang digunakan di teks tersebut

- Guru kemudian meminta siswa untuk membacakan jawabannya (siswa menjawab dengan cara megajukan diri, atau jika tidak ada maka guru menunjuknya secara acak)

- Guru memberikan reward (feedback) kepada mereka yang telah menjawab

- Guru membagi siswa ke dalam tiga kelompok kemudian memberikan tiga buah gambar secara acak (orang, binatang atau benda kepada ketiga kelompok tersebut dan meminta masing-
1. Penilaian

1. Indikator, Teknik, Bentuk dan Contoh.

<table>
<thead>
<tr>
<th>Indikator</th>
<th>Teknik</th>
<th>Bentuk</th>
<th>Contoh</th>
</tr>
</thead>
<tbody>
<tr>
<td>Menyebut <em>adjective</em> untuk mendeskripsikan orang, binatang dan benda.</td>
<td>Teks Tertulis</td>
<td>Essay</td>
<td>Identify the given picture and describe the picture</td>
</tr>
<tr>
<td>Menjelaskan struktur teks dari teks deskriptif</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Menentukan <em>adjective</em> yang tepat untuk mendeskripsikan orang, binatang atau benda.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Penutup

- Guru memberikan kesempatan kepada siswa untuk bertanya tentang apa yang belum mereka pahami mengenai materi yang telah mereka pelajari dan menyimpulkan materi yang telah dipelajari hari itu
- Guru memberikan tugas kepada siswanya untuk mengeprint gambar sesuatu entah itu berupa orang, binatang atau benda yang mereka sukai dan membuat teks deskripsinya, yang kemudian akan mereka demonstrasikan di depan kelas untuk pertemuan selanjutnya
- Guru menutup kelas dengan salam
benda.

- Menyebutkan nama orang, binatang, benda dan bagian-bagiannya yang dipilih untuk didiskripsikan.
- Menyebutkan nama, sifat dan tindakan dari orang, binatang, benda yang semuanya sesuai dengan fungsi sosial yang hendak dicapai.

2. Instrumen Penilaian

- Lembar Kerja Siswa (Terlampir)
- Lembar Penilaian Sikap

3. Pedoman Penilaian

Skor Maksimal : 50

Nilai Siswa : \( \frac{\text{Skor perolehan}}{\text{Skor maksimal}} \times 100 \)

<table>
<thead>
<tr>
<th>KRITERIA PENILAIAN</th>
<th>SKOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jawaban benar, tata bahasa benar</td>
<td>5</td>
</tr>
<tr>
<td>Jawaban benar, tata bahasa kurang benar</td>
<td>4</td>
</tr>
<tr>
<td>Jawaban kurang benar, tata bahasa benar</td>
<td>3</td>
</tr>
<tr>
<td>Jawaban kurang benar, tata bahasa kurang benar</td>
<td>2</td>
</tr>
<tr>
<td>Jawaban salah, tata bahasa salah</td>
<td>1</td>
</tr>
</tbody>
</table>

Mengetahui,

Jakarta, 12 Juli 2019

Guru Pengampu Bahasa Inggris                          Pengajar

Asma Unaidah, S.Pd.                                     Andi Asfian Nur A
NIM.11140140000064
Read the text carefully

The Borobudur Temple

Borobudur is Hindu-Buddhist temple. It was built in the ninth century under Syailendra dynasty of ancient Mataram Kingdom. Borobudur is located in Magelang, Central Java, Indonesia. Borobudur is well-known all over the world.

Its construction is influenced by the Gupta architecture of India. The temple is constructed on a hill 46 m high and consist of eight step like stone terrace. The first five terraces are square and surrounded by walls adorned with Budhist sculpture in bas-relief. The upper three are circular. Each of the construction is with a circle of bell shape-stupa. The entire edifice is crowned by a large stupa at the centre of the top circle. The way to the summit extends through some 4.8 km passage and stairways. The design of Borobudur which symbolizes the structure of universes influences temples at Angkor, Cambodia. Borobudur Temple which is rededicate as an Indonesian monument in 1983 is a valuable treasure for Indonesian people.

Answer the following question!

1. Where is the location of Borobudur Temple?
2. When the Borobudur Temple was built?
3. How many stone terrace that Borobudur Temple has?
4. What inspires the construction of Borobudur Temple?
5. When the Borobudur Temple set as an Indonesian Monument?
APPENDIX 4

KISI-KISI SOAL PRE-TEST DAN POST-TEST

Instruction:
1. In this writing test you will have 15 minutes to describe a thing.
2. The story will be related to our material, descriptive.
3. First, I will show you some posters that you need to explain and choose a poster that you like to describe.
4. You will get guideline in preparing the story.
5. Start to write in count of three.

Task:
Describe:
1. Alexander Graham Bell
2. Elephant
3. Handphone

GUIDELINE
1. Which poster do like to describe?
2. Start by introducing the poster
3. What are their characteristics?
4. Why do you like it?

<table>
<thead>
<tr>
<th>Question</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Start introducing the poster!</td>
<td>1) Identifying the main idea of the poster.</td>
</tr>
<tr>
<td>2. What are the characteristics?</td>
<td>2) Mentioning Its characteristics.</td>
</tr>
<tr>
<td>3. Give the reason why do you like this poster</td>
<td>3) Giving student’s opinion about the poster.</td>
</tr>
</tbody>
</table>

Alexander Graham Bell
<table>
<thead>
<tr>
<th>Elephant</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Start introducing the poster!</td>
</tr>
<tr>
<td>2. What are the characteristics?</td>
</tr>
<tr>
<td>3. Give the reason why do you like this poster</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Handphone</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Start introducing the poster!</td>
</tr>
<tr>
<td>2. What are the characteristics?</td>
</tr>
<tr>
<td>3. Give the reason why do you like this poster</td>
</tr>
</tbody>
</table>

1) Identifying the main idea of the poster.
2) Mentioning Its characteristics.
3) Giving student’s opinion about the poster.
APPENDIX 5

Instruction:

6. In this writing test you will have 15 minutes to describe a thing.
7. The story will be related to our material, descriptive.
8. First, I will show you some posters that you need to explain and choose a poster that you like to describe.
9. You will get guideline in preparing the story.
10. Start to write in count of three.
11. Write with at least 6 sentences.

Task:

Describe:

4. Alexander Graham Bell
5. Elephant
6. Handphone

GUIDELINE

5. Which poster do like to describe?
6. Start by introducing the poster
7. What are their characteristics?
8. Why do you like it?

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APPENDIX 6

Read the text carefully

The Borobudur Temple

Borobudur is Hindu-Budhist temple. It was built in the ninth century under Syailendra dynasty of ancient Mataram Kingdom. Borobudur is located in Magelang, Central Java, Indonesia. Borobudur is well-known all over the world.

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Answer the following question!

6. Where is the location of Borobudur Temple?
7. When the Borobudur Temple was built?
8. How many stone terrace that Borobudur Temple has?
9. What inspires the construction of Borobudur Temple?
10. When the Borobudur Temple set as an Indonesian Monument?
APPENDIX 7

Name: Wakyudin
Class: Unit 3

Instruction:
1. In this writing test you will have 15 minutes to describe a thing.
2. The story related to our material, descriptive.
3. You will get guideline in preparing the story.
4. Start to write in count of three.
5. Write with at least 6 sentences.

Task:
Describe: a Cat

GUIDELINE
1. Start by introducing the poster
2. What are their characteristics?
3. Why do you like it?

His name is a cat. He has:  

Fur which tick: good food fish and salted fish and it fat  
it short and it smart and it fur smooth and clean  
and it silent  

I now take a cat Karonia for my girl.
Name: Nouman Ramadani
Class: 11th A

Instruction:

1. In this writing test you will have 15 minutes to describe a thing.
2. The story related to our material, descriptive.
3. You will get guideline in preparing the story.
4. Start to write in count of three.
5. Write with at least 6 sentences.

Task:

Describe: a Cat

GUIDELINE

1. Start by introducing the poster
2. What are their characteristics?
3. Why do you like it?

This is my cat... She is my cat... She stay 10... My home... My cat name... She love... Dance... She like... Sleep... Eat... Hair... Tool... Very...
She have... cat... She have... cat... She have... cat... She have... cat... She have... cat...
She love... Tool... Lux... because... worm... So funny...
and... worm... She long... and... worm... Dance... and... worm... Name... So funny...
Name: Vira Samrandani
Class: 6th

Instruction:
1. In this writing test you will have 15 minutes to describe a thing.
2. The story related to our material, descriptive.
3. You will get guideline in preparing the story.
4. Start to write in count of three.
5. Write with at least 6 sentences.

Task:
Describe: a Cat

GUIDELINE
1. Start by introducing the poster
2. What are their characteristics?
3. Why do you like it?

My poster is about a cat. What is a cat? And what is the first.

The name of the cat, the second is funny, the third is explain the

tout is funny, and there is human and the character.

So good and I would always take a picture of my cat and I always.

Give fish, rice, in the morning, afternoon, evening, and if my cat

want to sleep, I give blanket and my cat stay in my home.

And I always bring in flowers, my friends, and if I wanna
go to school, I put in the my house, and my cat always

lick my hand. If in the evening, my cat always catch mouse.

If I have to take a bath, my cat my cat always dry.

In front of my house and why I like because my cat so clever

and have fur so dance, and my cat so cute, funny.
APPENDIX 8

KEMENTERIAN AGAMA
UIJ JAKARTA
PITK

FORM (FR)

No. Dokumen : PITK-FR-AKD-103
Tgl. Terbit : 23 Januari 2013
No. Revaisi : 00
Hsl : 721

PENGESAHAN PROPOSAL SKRIPSI

Nama: Andi Ayya Hak Apoei
NIM: MI,5273908
Jurusan/Prodi: Pendidikan Bahasa Inggris

Proposal skripsi dengan judul tersebut di atas telah diajukan pada tanggal telah disebut sesuai dengan asasan pengujian, dan telah dinyatakan LULUS.

Jakarta, 22 Desember 2013

Penguji I

Penguji II

Re: Syarifah, M. Lutfi
NIP: 19710211 2 001

Zainul Arsy, M. Hasu
NIP: 19760107 2 001 004
KEPENYIARAN

FORM (FR)

SURAT BIMBINGAN SKRIPSI

Nomor: B. 144/1/F1/KM.01.3/X/2019
Lamp. : Bimbingan Skripsi
Hal : Bimbingan Skripsi

Jakarta, 6 Maret 2019

Kepada Yth.

Dr. Fahriany, M.Pd
Pembimbing Skripsi 1
Fakultas Ilmu Tarbiyah dan Keguruan
UIN Syarif Hidayatullah
Jakarta.

Assalamul'alaikum Wr. Wb.

Dengan ini diharapkan kesediaan Saudara untuk menjadi pembimbing I/II (materi/teknis) penulisan skripsi mahasiswa:

Nama: Andi Aspian Nur Apsari
NIM: 11140140000064
Jurusan: Pendidikan Bahasa Inggris
Semester: X (Sepuluh)


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

Atas perhatian dan kerja sama Saudara, kami ucapkan terima kasih.

Assalamul'alaikum wr. wb.

A.n. Dekan
Kep. Pt.

Didin Nuruddin H., MA, TESOL, Ph.D
NIP. 19800730 200912 1 001

Tembusan:
1. Dekan FITK
2. Mahasiswa ybs.
Kepada Yth.,

Zaharil Anasy, M.Hum
Pembimbing Skripsi II
Fakultas Ilmu Tarbiyah dan Keguruan
UIN Syarif Hidayatullah
Jakarta.

Assalamu 'alaikum Wr. Wb.

Dengan ini diharapkan kesediaan Saudara untuk menjadi pembimbing I/II (materi/teknis) penulisan skripsi mahasiswa:

Nama : Andi Aspian Nur Apasri
NIM : 11140140000064
Jurusan : Pendidikan Bahasa Inggris
Semester : X (Sepuluh)


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 Saudara, kami ucapkan terima kasih.

Wassalamu 'alaikum wr. wb.

A.n. Dekan,
Kajian,Al

Didit Nuruddin H., MA, TESOL, Ph.D
NIP. 19810730 200912 1 001

Tembusan:
1. Dekan FITK
2. Mahasiswa ybs.
KEMENTERIAN AGAMA
UIN JAKARTA
FITK
Jl. R. H. Darmo No 36 Cipularang
15412 Indonesia

FORM (FR)
No. Dokumen : FITK-FR-AKD-082
Tgl. Terbit : 1 Maret 2019
No. Revisi : 01
Hal : 1/1

SURAT PERMOHONAN IZIN PENELITIAN

Nomor : B-1071/F1/KM.01.3/2019
Lampiran : Permohonan Izin Penelitian
Halo : Jakarta, 9 Juli 2019

Kepada Yth,
Kepala MTs.s Al-Ikhlas Lambuya
di-
Tempat

Assalamu'alaikum Wr. Wb.
Dengan hormat kami sampaikan bahwa,
Nama : Andi Asfian Nur Apsari
NIM : 11140140000064
Jurusan : Pendidikan Bahasa Inggris
Semester : X (Sepuluh)
Judul Skripsi: The Effect of Using Posters on Students' Writing of Descriptive Text (A Quasi-Experimental Research at the Eighth Grade Students of MTs.s Al-Ikhlas Lambuya Academic Year 2019/2020)

adalah benar mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan UIN Jakarta yang sedang menyusun Skripsi, dan akan mengadakan penelitian (riset) di instansi/sekolah/madrasah yang Saudara pimpin.

Untuk itu kami mohon Saudara dapat mengizinkan mahasiswa tersebut melaksanakan penelitian dimaksud.

Atas perhatian dan kerja sama Saudara, kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

A/n. Dekan
Jurusan PBI

Didin Nuruddin Hidayat, MA, Tesol, Ph.D
NIP. 16600760 2009121 001

Tembusan:
1. Dekan FITK
2. Wakil Dekan Bidang Akademik
3. Mahasiswa yang bersangkutan
APPENDIX 11

 مؤسسة الإخلاص
YAYASAN AL - IKHLAS LAMBUYA
MADRASAH TSANAWIYAH PONDOK PESANTREN AL-IKHLAS AMBERI - LAMBUYA
Jalan Pores Kendari - Kolaka, Desa Amberi, Kec. Lambuya, Kabupaten Konawe, Provinsi Sulawesi Tenggara
Telepon : 0812 4837 3734 Kode Pos : 93464

Nomor : 031 / MTs / Al-Ikhlas / B / VIII / 2019 M
Lampiran : -
Hal : Keterangan Penelitian Menyusun Skripsi

Yang bertanda tangan di bawah ini :
Nama : Amir S.Pd., M.Pd.
NIP : 19761112 200501 1 005
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Wassalamu ‘alaikum Wr. Wb.

Amberi, 15 Agustus 2019

[Signature]  [Signature]

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APPENDIX 12

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**Chapter II**


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<td>Siti Masitoh and Dasep Suprijadi, “Improving Students’ Ability in Writing Descriptive Text Using Genre Based Approach (GBA) at the Eight Grade Students of SMP Islam Terpadu Fitrah Insani”, <em>ELTIN Journal</em>, Vol. 3 No. 1, 2015, p. 40</td>
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<td>Tiur Asih Siburian, <em>op. cit.</em>, pp.33-34.</td>
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<td>Siti Masitoh and Dasep Suprijadi, <em>op. cit.</em>, p. 41.</td>
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<td>Megawati, <em>loc. cit.</em></td>
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<td>Arief S. Sadiman <em>dkk.</em>, <em>op. cit.</em>, p.31.</td>
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**Chapter III**

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<td>Cresswell, op.cit., p.297</td>
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<td>Ibid., p. 139.</td>
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Jo. September 2019
APPENDIX 13

DOCUMENTATION