

**THE INFLUENCE OF USING PICTURE TOWARD STUDENTS WRITING
SKILL OF DESCRIPTIVE TEXTS AT SMA ALMUBAROK KOTA SERANG**

(An Experimental Research)

A RESEARCH PROPOSAL

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In English Department of Teaching Training and Education



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The Influence of Using Pictures toward Students' Writing Skill In Descriptive Text at SMA Al Mubarak kota Serang, Banten.

(An Experimental Research)

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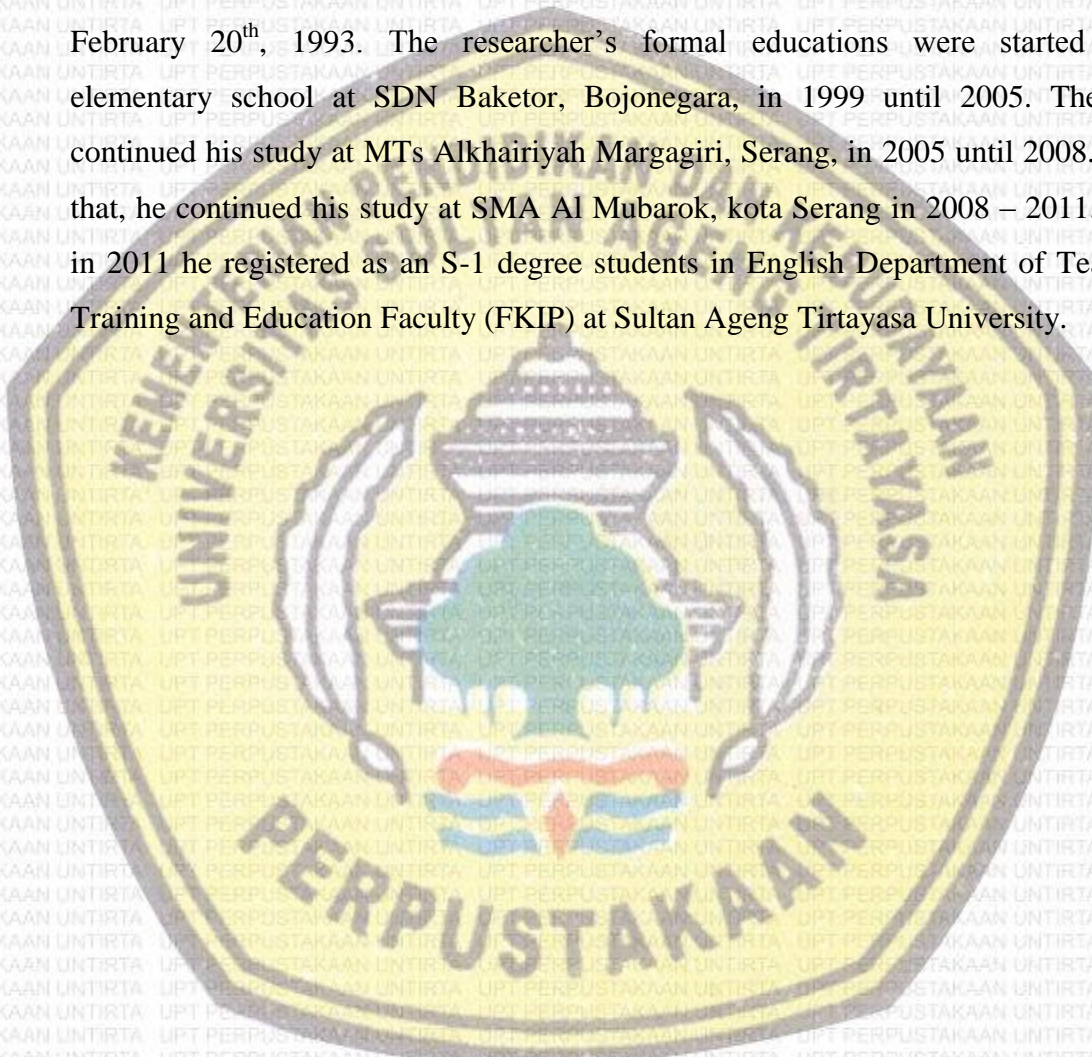
ABSTRACT

The objectives of this research were to find out the influence of picture to improve students' writing skill of descriptive text at tenth grades of SMA Al Mubarak kota Serang, Banten. This research was an experimental research with pre-test, and post-test, as instruments of the research. The two of four classes were taken as the research sample by using cluster sampling. The class was chosen as the experimental class that was treated by using pictures in teaching learning process and the control class was the class that did not used pictures. The result of this research revealed that pictures were influenced to improve students' writing skill, especially in descriptive text. It was indicated by the result of means' score of students post-test in experimental class (72) was higher than in control class (59.34). On the other hand, t-test was used to know the influence of pictures toward students' writing skill of descriptive text. From the result of t-test calculation in post-test, it was obtained that t-test was higher than t-table ($6.006 > 1.990$). It was identified that experimental and control group has significant differences in writing ability after the treatment. In conclusion, picture was influenced to improve students' writing skill of descriptive text.

Keywords: *Pictures, descriptive text, writing skill.*

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MOTTO

Noble life or martyrdom



3.



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The Researcher

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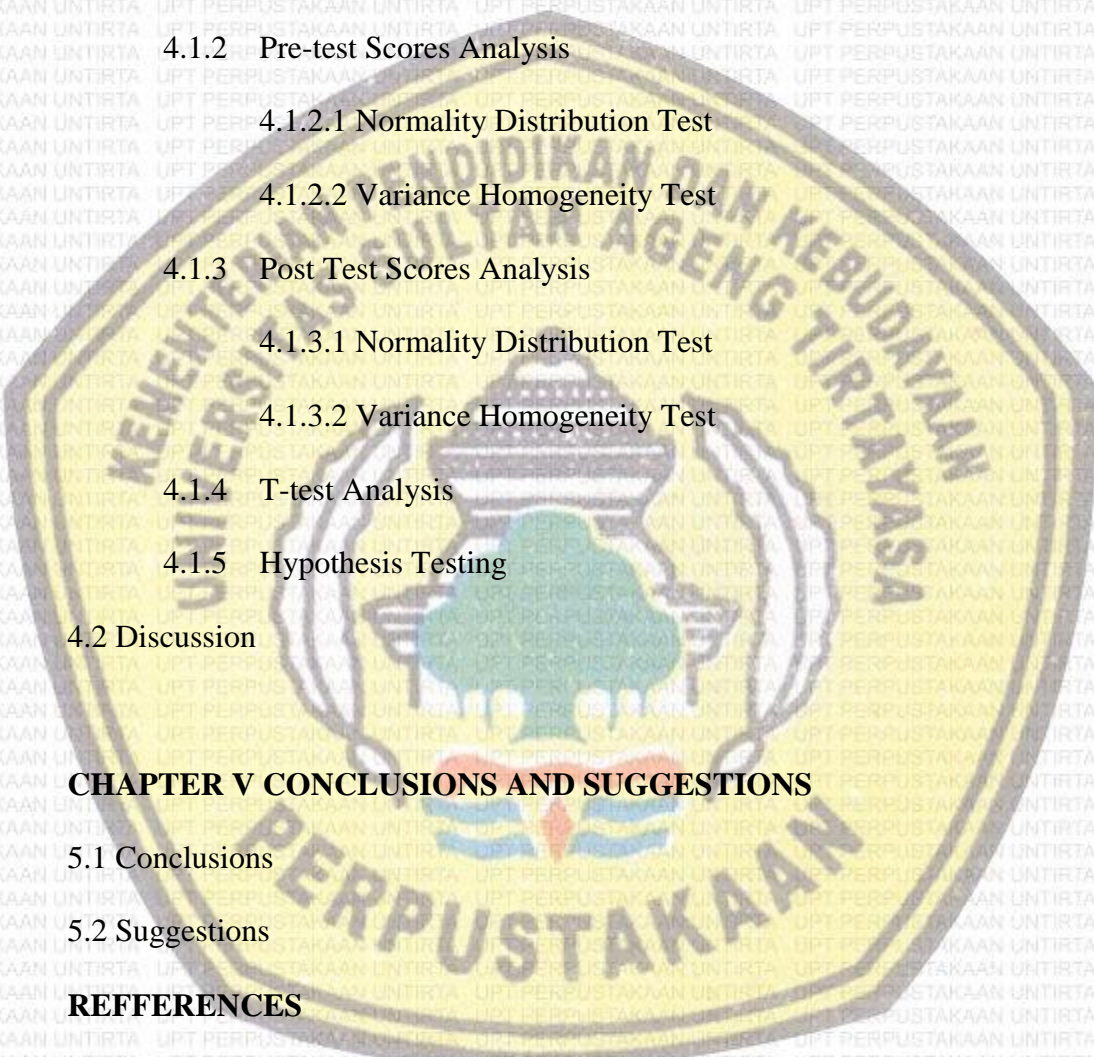
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CHAPTER I

INTRODUCTION

1.1 Background of Problem

Writing has always been part of the syllabus in the teaching of English. Writing is one of the media of communication. It is a kind of skill that needs much practice. Harmer (2004:8) regards writing as being different from speaking. In writing process, the students are expected to write their written product grammatically. Express their idea, and make the conclusion are the steps to develop rhetorical devices in the written form.

According to Wishon & Burks (1980:379) description reproduces the way things look, smell, taste feel, or sound; it may also evoke moods, such as happiness, loneliness, or fear. It is used to create a visual image of people, places, even of units of time- days, times of day or seasons. It may be used also to describe more than the outward appearance of people. It may tell about their traits of character or personality. To bring about the efforts, the linguists have made some methods that can be applied to improve writing skills by giving visual aids, that is pictures, to help and make the students easy to write is English.

While based on the researcher's observation in teaching English at the tenth grade students of SMA Al-Mubarak Kota Serang, it was found that the students' ability in writing descriptive text is still low. The condition may be caused by some

factors, those factors are 1) the media is not interesting, 2) the time and the equipment are limited, and 3) the technique of delivering materials is neither suitable nor interesting. The students' score of the writing test is also low. It shows that students did not understand well about writing especially narrative.

One of the visual aids that can be used in teaching writing is picture. Kreidler as cited in Ningrum (2006:3) states that because pictures are recognized way of representing a real situation, they can serve as an example of the advantages in using visual aids. Pictures in the classroom can help the students associate what they hear with their real life experience. Some media such as pictures, charts, maps, etc. are very common to achieve the instructional goals of teaching and learning process in Indonesia. By using pictures in teaching and learning process, we can use them to remind us of a real life experience or to suggest such an experience about us. The use of pictures in teaching and learning process plays an important role. The important advantages are that pictures offer the teacher to help him change the situations rapidly in oral drill since the students' goal in learning a new language is to use that language for communication in variety of situation. Because of the difficulties faced by most of the students in learning English, especially in writing descriptive, the researcher intend to try to use pictures to help and make students write the composition easily.

1.2 Identification of Problem

From the background of the problem above, the writer identifies the problem as follow :

- 1) The media is not interesting.
- 2) The time and the equipment are limited.
- 3) The technique of delivering materials is neither suitable nor interesting
- 4) The students' have difficulties of the descriptive text, that score of the writing test is still low.

1.3 Limitation of Problem

Referring to the identification of the problem above, the researcher limits the problem only on The Influence of Using Picture toward Students' Descriptive text writing Skill at SMA Al-Mubarak kota Serang, Banten.

1.4 Formulation of the Problem

The formulation of the problem of the research namely "Is there any influence using picture to improve students writing skill of descriptive text at tenth grade students of SMA Al-Mubarak kota Serang, Banten."

1.5 Objectives of the Research

Based on the formulation of the problem above, the objective of the research is to find out whether any influence of using picture toward student's writing skill of descriptive text at 10th grade students of SMA Al-Mubarak kota Serang, Banten."

1.6 Use of the Research

The uses of the research are:

- 1) The result will be useful for the teacher to apply media in their teaching process and English teachers will be more creative in teaching writing descriptive text;
- 2) By using picture as media, it is expected that the students can be more creative and they can express their idea, thought, feeling as freely as possible.

1.7 Hypothesis of the Research Paper

Hypothesis is not an empirical answer of research question supported by the research data yet, but it is the theoretical answer of the research questions (Sugiyono, 2008:96). Furthermore, the hypothesis in this study is null hypothesis (H_0) and alternative hypothesis (H_a). The null and alternative hypothesis formulas are stated as follows:

$$H_0: \bar{x}_1 = \bar{x}_2$$

$$H_a: \bar{x}_1 \neq \bar{x}_2$$

H_0 : There is no significant influence of using pictures toward student's writing skill of descriptive text at 10th grade students of SMA Al-Mubarak kota Serang, Banten.

H_a : There is significant influence of using pictures toward student's writing skill of descriptive text at tenth grade students of SMA Al-Mubarak kota Serang, Banten.

1.8 Operational Definition

This study is an experimental study of second grades students of c In this study, the researcher uses picture as media toward students writing of descriptive text. This study only focuses to identify the influence of using pictures toward students writing skill of descriptive text.

1.9 The Organization of the Paper

This research paper is consist of five chapters as follow:

Chapter I is introduction. This chapter consist of background of the problem, identification of problem, limitation of the problem, formulation of the problem, objectives of the research, the use of the research, hypothesis of the research paper, operational definition and the organization of the proposal.

Chapter II is theoretical framework. This chapter consist of general writing, descriptive, picture and related studies.

Chapter III is research methodology. This chapter consist of research design, variable and the measurement, population, sampling technique and sample, research instrument, data analysis and research procedure.

Chapter IV is research findings and discussion. This chapter consist of shows data presentation and discussion.

Chapter V is gives the conclusions and recommendation derived from the study.

CHAPTER II

THEORETICAL FRAMEWORK

2.1 Writing

2.1.1 Definition of Writing

Writing is one of the four language skills besides listening, speaking, and reading. It is an activity in arranging words, phrases, and sentences that is grammatically correct and appropriate with its purpose. According to Brown (2004: 218), in the field of second language teaching, only a half-century ago experts were saying that writing was primarily a convention for recording speech and for reinforcing grammatical and lexical features of language. Harmer (2004: v) points out that writing has been seen as only a support system for learning grammar and vocabulary, rather than as a skill in its own right.

Oshima and Hogue (1993: 3) say, “Writing is a process, not a product”. It means that writing is an activity of expressing those ideas by arranging the words, phrases, and sentences not in form of conversation

Writing, in its most common sense, is the preserved text on a medium, with the use of signs or symbols. In that regard, it is to be distinguished from illustrating such as cave drawings and paintings on the one hand, and recorded speech such as tape recordings and movies, on the other. Writing, more particularly, refers to two activities: writing as a noun, the thing that is written; and writing as the verb,

designates the activity of writing. It refers to the inscription of characters on a medium, there by forming words, and larger units of language, known as texts.

In conclusion, writing is the activity of learning process which emphasizes the students' idea in written form is complex skill because the students must follow the writing way to make good written.

2.1.2 Purpose of Writing

Person writes for several reasons, more writing is intended to inform, persuade, and entertain. Because writing is used for a wide variety of purposes, it is produced in many different forms. Writers usually have a purpose in mind and construct their writing with a view to achieving that purpose. Theory of communication states that there are four main reasons people create document through writing:

- a. Reality. Reality is further broken down into 3 (three) parts, they are: informative writing, scientific writing, and exploratory writing. The main purpose is to inform the audience about the world, determine whether what is stated is the truth, or to explore whether there is the truth to learn.
- b. Literacy. The main purpose is to entertain through writing .Examples: poetry, novels, stories, etc.

- c. Persuasive. The main purpose is to convince the audience to believe in a certain idea. Examples: proposals, advertisement, etc.
- d. Expressive. The main purpose is to express the writer's ideas. Example: diaries, journals, letters, and poetry.

Based on the explanation above, the researcher concludes that it is important to the writers to decide the purpose of their writing. Deciding the purpose of writing can make the writers easy in composing their writing. It also makes the writers to collect the information they need, how they want to organize and develop the information and why they think it is important. Effective writers usually have a purpose in mind and construct their writing with a view to achieving that purpose (Harmer, 2004:39).

2.1.3 Types of Writing

Writing a foreign language, however, demands more than writing a native language, since students should take into account especially grammatical rules before starting to write. Brown (2004:220) describes that there are four types of writing skill area. Those four types of writing are:

- a. Imitative.

To produce written language, the learner must attain skills in the fundamental, basic tasks of writing letters, words, punctuation, and very brief sentences.

b. Intensive (controlled).

Beyond the fundamentals of imitative writing are skills in producing appropriate vocabulary within a context, collocations and idioms, and correct grammatical features up to the length of a sentences.

c. Responsive.

Here, assessment tasks require learners to perform at a limited discourse level, connecting sentences into a paragraph and creating a logically connected sequence of two or three paragraphs. It is more focused on the discourse conventions that will achieve the objectives of the written text. Form-focused attentions are mostly at the discourse level, with a strong emphasis on context and meaning.

d. Extensive.

Extensive writing implies successful management of all the processes and strategies of writing for all purposes, up to the length of an essay, a term paper, a major research project report, even a thesis. Writers focus on achieving a purpose, organizing and developing ideas logically, using details to support or illustrate ideas, demonstrating syntactic and lexical variety, and engaging in the process of multiple drafts to achieve a final project. Focus on grammatical form is limited to occasional editing or proofreading of a draft.

Harmer (2004: 32) classifies writing into 3 (three) types, they are:

a. Reinforcement writing

Writing has always been used as a means of reinforcing language that has been taught. In its simplest form, teachers often ask students to write sentences using recently learnt grammar. The aim of these activities is to give students opportunities to remember 'new' language better.

b. Preparation writing

Writing is frequently useful as preparation for some other activity, in particular when students write sentences as a preamble to discussion activities. This gives students time to think up ideas rather than having to come up with instant fluent opinions, something that many, especially at lower levels, find difficult and awkward.

c. Activity writing

Writing can also, certainly, be used as an integral part of larger activity where the focus is on something else such as language practice, acting out, or speaking. Writing is also used in questionnaire. Once again, writing is used to help students perform a different kind of activity.

2.1.4 Process of Writing

The writing process is the stages a writer goes through in order to produce something in its final written form (Harmer, 2004: 4). Furthermore he states that process writing is a way of looking at what people do when they compose written text. Any good paragraph or essay goes through many stages before it is finished. The writers may write their ideas without worrying about the grammar as their first drafts. Then rewrite and revise their ideas until their ideas become understandable for the readers. It is important for the writers to compose their writing understandable because the readers can know the quality of the writers' competence from their writing.

Furthermore, Harmer (2004: 4-6) suggested that the process of writing has four main elements:

1. Planning

Experienced writers plan what they are going to write. When planning, writers have to think three main issues. In the first they may have to consider the purpose of their writing since this will influence (amongst other things) not only the type of text they wish to produce, but also the language they use and the information they choose to include. Secondly, experienced writers think of the audience they are writing for, since this will influence not only the shape of writing (how it is laid out, how paragraph are structured, etc.), but also the language- whether for example, it is formal or informal in tone. Thirdly,

writers have to consider the content structure of the piece- that is how best of sequence the fact, idea, or arguments which they have decided to include.

2. Drafting

Writers can refer to the first version of a piece writing of as a draft. This first go at a text is often done on the assumption that it will be amended later. As the writing process to editing, a number of drafts may be produced on the way of final version.

3. Editing (reflecting and revising)

Writer have produced a draft they then, usually, read through what they have written to see where it works and where it not. Perhaps it is not clear information or the way something is written is ambiguous or confusing. Reflecting and revising are often helped by other readers, who comment and make suggestions

4. Final version

Once writers have edited their draft, making the changes they consider to be necessary, they produce their final version.

2.1.5 The Importance of Writing

The existence of writing in the modern society plays an important role though it is the most difficult skill to develop. Writing, as a unique and one of the language skills has given an important contribution in human life.

Through writing, people can communicate with others over long century. It also has preserved the ideas of many great people or experts in about their statements in the past. By the existence of writing, their statements can be read in the future.

Related to the importance of writing in foreign language teaching, Kern (as cited in Devi Reka Pratiwi, 2000:30) lists the reasons for that: First, in designing meaning through writing, learners develop their ability to think explicitly about how to organize and express their thoughts, feelings, and ideas in ways compatible with envisioned readers' expectations. Second, the concrete, visible nature of writing is of key importance in terms of the language learning process. Writing allows learners to create and reshape meaning through explicit manipulation of forms. Third, writing provides time for learners to process meaning. Many foreign language learners find writing easier and less anxiety producing than speaking, simply because they have time to think. They are free to take the time they need to get their message across in a form they find acceptable. Finally, writing allows learners' language use to go beyond purely 'functional' communication, making it possible to create imagined worlds of their own design.

2.1.6 Teaching Writing

2.1.6.1 The Purpose of Teaching Writing

Writing is s difficult skill to be developed and learned, especially in a foreign language. Therefore, to help students face their difficulties, teacher should understand early of the purpose in teaching writing. Byrne (1979: 6)

explains that writing has various purposes. Writing provides the introductions and practice of some form of writing for the learners with different learning style and need so they feel more comfortable when they are allowed to write. Writing provides the learners with some factual evidence of their progress in learning language. Writing also provides various classroom activities, serving as a break from oral work, and adds the quantity of language contact through work that can be set outside the class. Additionally, writing is often required for formal and informal testing.

In the curriculum of junior high school, writing becomes an important skill, showed by the content standard of English for high school which describes the purpose of teaching writing which is to construct contextual text. Primarily, the content standard of English for junior high school mentioned that purpose of teaching writing is so that the learners are able to construct meaning and to understand rhetorical step of the text by using appropriate language in order to communicate well in society. Therefore, to achieve the goal in teaching writing, teacher should direct the students to create the text based on the context given.

Given the reason above, it is important to teach writing in order to allow students to feel secure when they are writing, without being afraid of

making mistakes. Further, teachers have to choose on what way they will teach writing.

2.1.6.2 Approach in Teaching Writing

The teaching of writing has gone through dramatic changes in recent times. The paradigm in teaching writing has shifted from the traditional paradigm, which focuses on the finished product, to a new paradigm, which emphasizes on the process. The process-oriented approach involves the consideration of purpose, audience, and writers' background knowledge.

Brown (2001: 348) mentions there are stages in writing process, namely pre-writing, drafting, and revising. In pre-writing stage, writers are encouraged to generate idea, which can occur in different ways, for example reading the passage, brainstorming, clustering, listing, discussing the topic, and free writing. In drafting stage, writers convert ideas into paragraph form. In this stage, writers explore ways to express their ideas in the clearest manner, so that the readers can understand the message, and feel the impact, which the writer intends to communicate. Moreover, peer editing is one of the ways to encourage writers in the drafting stage. In the revising stage, corrections of the writing are made. Activities in the stage are, for example, eliminating unnecessary information, squeezing the ideas,

or making some additions. These stages are standard stages that can help students deal with their difficulties in writing.

In the search of ways to help students in writing, the genre approach emerges. Genre approach became popular in the late 1980s for its benefits in learning different types of written text. Gerot & Wignell (1994: 204) associated genre with particular characteristics, such as: particular purposes, particular stages, and particular linguistic features. Genre-based writing teaching is concerned with what learners do when they write. Genre adherents argue that people do not just write, they write something to achieve some purpose: writing is a way of getting things done. To get things done, to tell a story, request an overdraft, craft an essay, describe the technical process, and so on, we follow certain social conventions for organizing messages, and these conventions can be described and taught (Hyland, 2004: 5). Moreover, given the text is part of language that may be considered complete in themselves as acts of social exchange, it has a particular social purpose.

Social purpose in genre approach is closely related to knowledge of language and centered upon the readers' point of view. It means that the writers are supposed to consider who the readers are. In relation to the purpose, the classification of genre is categorized in the forms of texts such

as spoof, recounts, reports, news item, anecdote, narrative, procedure, description, explanation, hortatory exposition, discussion, and review.

For that reasons above, genre approach is brought into English curriculum in several countries. In the English curriculum Indonesia, this approach is used and some genres are taught in the classroom. Related to the curriculum, this study used genre approach applied in teaching writing of one of the text that is based on the specific social purpose, especially narrative. Narrative is the most genres in language teaching.

2.2 Descriptive

2.2.1 Definition of Descriptive

Descriptive has many definitions simply it is tell a story. According to Wishon & Burks (1980: 79) description reproduces the way things look, smell, taste feel, or sound; it may also evoke moods, such as happiness, loneliness, or fear. It is used to create a visual image of people, places, even of units of time- days, times of day or seasons. It may be used also to describe more than the outward appearance of people. It may tell about their traits of character or personality. On the other hand, Knapp & Watkins (2005: 97) state that description enables the categorization or classification of an almost infinite range of experiences, observations and interactions into a system that orders them for immediate and future reference, and allows us to know them either objectively or subjectively, depending on the learning area or intent of the

writer. Furthermore, the genre of describing is one of the fundamental functions of any language system and one of the first skills emergent language users learn to control. It is also one of the most widely used genres across all of the learning areas, K-6 and beyond.

Describing is also used extensively in many text types, such as information reports, literary descriptions, recounts and, due to the need to classify and/or describe a process before explaining it, in the opening paragraphs of most explanations. Describing is also a central feature of narrative texts providing the means for developing characterization, sense of place and key themes.

According to the statements above, it is concluded that a descriptive writing should be concrete and detailed, so the readers know and understand what the writer is telling about.

2.2.2 Generic Structure of Descriptive

One of the texts that are taught in the level of SMP is descriptive. According to Gerot & Wignell (1994:208) descriptive is a kind of text which is aimed to describe a particular person, place, or thing. It also has the generic structure which is summarized as follows:

1. Identification which identifies phenomenon to be described, and
2. Description which describes parts, qualities, characteristics.

3. The linguistic feature occurs in this text is focused on specific participants, the use of attributive and identifying process, the frequent use of epithets and classifier in nominal groups, at and the use of simple present tense.

While Pardiono (2007:36) classifies the generics structure of descriptive as follow:

1. Identification

In here, a statement describing the object to be described, statement which should be interesting, so capable of provoking readers to read the full description, use of adjectives, degree of comparison very helpful.

2. Description

In here, given a picture of the condition of objects that can be viewed from several aspects: location, the mean of transport, people, whether, size, etc.

Furthermore, he states the grammatical patterns of descriptive as follow:

1. Present tense, present perfect tense
2. Infinitive :be, (is, am, are), have, linking verb (seems, looks, sounds, like)
3. The uses of adjectives to describe or illustrate function object conditions.

2.2.3 Visual Media

Visual media are the most familiar media used for teaching because of its advantages. In teaching writing, visual media is the best media used for doing it.

Wright (1976: 38) suggest the functions of visual media for writing activities that is to motivate students; to create a context within which is written text will have meaning; to provide the students with information to refer to including objects, actions, events, and relationships; to provide non verbal cues for manipulation practice; and to provide nonverbal prompts to written compositions. It means that the use of visual media in the classroom is an effective way to teach writing.

On the other hand, Canning-Wilson (2001) suggests that visual media act as a catalyst and stimulus. They can reveal more awareness to the object, situations or text being communicated. He further says that visual are a good and useful tool for examination purposes because they help learners into organizing language from their own knowledge and experiences through exposure to the stimuli presented to them. If a visual is used in testing or teaching situation it can improve clearness and give meaning to the text or to the message being communicated.

Visual can create a solid link between the learning material and the practical application of it on a test. Another beneficial reason for using pictures on examinations is authenticity. Visuals can bring today's world into the learning environment by acting as a reflection of what exist outside of the classroom.

There are many types of visual media that are usually used in writing class. Many experts attempt to classify types of media, and different expert states different types of visual media. Byrne (1979: 83) divides media particularly for teaching writing material into two main categories, namely pictorial which includes single and sequenced pictures: and plans, maps, and diagrams. While this study attempts to use pictorial categories, in this case is comic. By using comics, teaching writing in the classroom can be effective to increase students' writing skill of narrative.

In addition, Mc Known in Rohani (1997) proposes that teaching media present at least five advantages as motivation builder.

1. Teaching media can attract the students' attention because they perform as new device in teaching and learning process. Thus, the student attention can be longer.
2. Teaching media can give the student more freedom than in traditional teaching and learning process. The students are able to state their opinion more freely.
3. Media are more concrete and easier to be understood.
4. Media give the students opportunities to perform particular activities in the classroom.
5. Media can encourage the students to be more curious about the lesson.

2.3 Picture

2.3.1 Definition of Picture

A picture is a flat visual representation of an object, person, or view and its main purpose is to draw attention to or emphasize a certain thing. Picture can be interpreted as any substances, which play important role in teaching and learning processes. They help the students to master the material that is presented by the teachers. Picture is painting, drawing, or photograph, especially as work of art.

Picture can be used as teaching media in the classroom. Harmer (2001: 134) says that language teacher can use pictures or graphic whether drawn, taken from book, newspaper and magazine, or photograph to facilitate learning. Pictures are often used to present situation in grammar or vocabulary work. Furthermore, their ability to transport to different world means that they can also be used to incite students to creative flights of fancy.

The researcher can conclude that picture is one of visual aids that can be used in developing students' ability in writing English narrative text. It makes something clearer and easy to be understood. It can be used to create situation in writing classroom clear.

2.3.2 The Use of Picture

Harmer (2001: 67) says that many ways of using pictures for writing are the following:

a. Describing pictures

One way of getting students to write about pictures is simply to ask them to write a description of the picture given.

b. Suspects and objects

A variation of on picture description is to give students a variety of pictures and ask them to write about only one of them.

c. Write the postcard

You can give students a postcard scenes and then ask them to write the postcard which they would expect to write to an English speaking friend from such a location.

d. Portrait

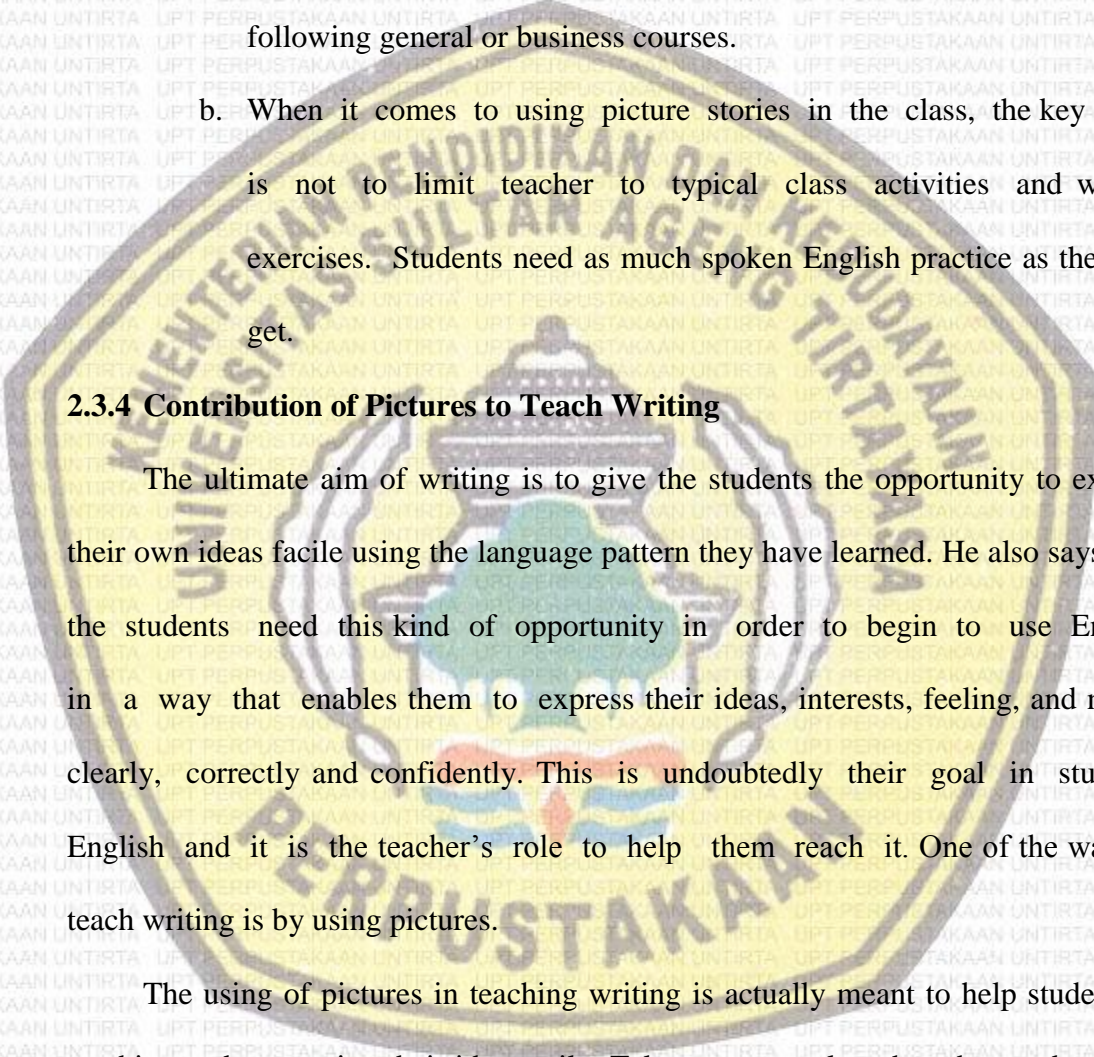
Whether students are actually looking at portraits in a gallery or watching reproductions of them in a book or in the internet, these can be used for a number of stimulating writing tasks.

e. Story tasks

Pictures are really useful ways to prompt students into writing stories.

2.3.3 The Advantages of Using Picture

Harmer (2001: 134) states that there are several advantages of using pictures in teaching English:

- 
- a. Pictures really help to reduce preparation time. Sets of picture can be reused, especially it can be laminated, and can be used at any level of classes for kids, teenagers, exam classes, and adults following general or business courses.
- b. When it comes to using picture stories in the class, the key point is not to limit teacher to typical class activities and writing exercises. Students need as much spoken English practice as they can get.

2.3.4 Contribution of Pictures to Teach Writing

The ultimate aim of writing is to give the students the opportunity to express their own ideas facile using the language pattern they have learned. He also says that the students need this kind of opportunity in order to begin to use English in a way that enables them to express their ideas, interests, feeling, and needs, clearly, correctly and confidently. This is undoubtedly their goal in studying English and it is the teacher's role to help them reach it. One of the ways to teach writing is by using pictures.

The using of pictures in teaching writing is actually meant to help students in catching and expressing their idea easily. Take an example when the students are asked to write about an artist or public figure, national figure, etc. Without any pictures of figure, they will get difficulty in writing sentences or paragraph because the students may need a very long time to find that people and words to

express their idea. They get difficulties to think about the figure. They should think harder to imagine how he or she looks like. They spend some time to time to think and the idea has not been caught yet. After that, they must think harder to make the first sentence, the second sentence, the third, etc. By showing a photograph of Sule as a familiar figure, however, it will be easy for the students to find out the figure who will be described easily. These facts prove that without media, students get a lot of difficulties in expressing their ideas into making sentences. The students can be asked to write or tell a story using the pictures given. It gives students an opportunity to write using some pattern that they have learned.

Pictures also can be used to retell a story. This kind of composition exercise begins with the teacher telling the story, simply and slowly, perhaps two or three times, relating it to the pictures and explaining anything in the picture which may be new for the students. Afterwards, the students re-create the story from the pictures given and perhaps a few words written on the blackboard to help them as well.

Pictures with more details, several objects, several people performing different actions, all relating to the same general theme are also useful devices for stimulating in composition. In composition, students should organize the words in order to make good and correct sentences. If they do it, their composition will make sense.

2.3.5 Applying Picture in Teaching Descriptive Writing

Whatever other function of the material may have, providing interest and giving motivation so on. The main function is that guiding the students to use their store of

the foreign language to express their idea and opinion. Visual material can help to provide a variety of contexts for the teaching item, which is very necessary at manipulation stage.

Wright (1976: 38) states that there are boards functions of visual material used for writing activities are:

- a. To motivate the students;
- b. To create a meaningful context;
- c. To provide the students with information to refer to including objects, actions, event relationship;
- d. To provide non-verbal cues for manipulation practice;
- e. To provide non-verbal prompts to written composition.

The teacher must present pictures and other materials in a way that is relevant to the interest and age of the students. In fact, these materials should be suitable with students' interest whether they are in or out of the language classroom. The materials also provoke individual responses and improve their writing ability. The visual character of material used for composition will be succeeding if it reflects concerning the relevance of the students' interest.

2.4 Related Studies

Several researchers have conducted studies about teaching narrative writing.

Retno Ayu Murwani Puspitasari conducted a research entitled "The Use of

Animation Movie for Developing Students' Writing Skill of Narrative Texts A Case Study of Teaching English at the Eleventh Grade Students of SMA N 10 Semarang in the Academic Year 2006/2007. The objectives of her study were to know the students' difficulties in understanding a narrative text and to know to what extent teaching writing of a narrative text can improve students' writing skill. Her study used action research design. The population of her study was 280 students and the sample was 40 students. The techniques of collecting data were by using tests that were pre-test and post-test. An interview was also done to know students' difficulties in producing a narrative text faced by the students. The result of the tests showed that the students' scores in the writing draft I were 64,3%. It means that the test was not successful. On the other hand, in the writing of the revision II, the students' achievement reached 72,9%. It means that the test was successful. She also suggested that a teacher of English should be able to attract students' interest by giving interesting motivation such as movies.

The second study by Yeni Kusuma Ningrum. Her research's title is "The Use of Pictures as Media for Teaching Writing (A Case Study at the Eleventh Grade of SMA Negeri 3 Brebes)". The aim of this study is to find out the difference between the mean scores of the experimental and control group. So, this is experimental research in which her studied two groups: an experimental group and a control group. The experimental group was the XI IPA 3 class that was taught writing by using pictures and verbal guidance whereas the control group that was XI IPA 4 class that was

taught writing without pictures as media. Those two groups belong to “SMA Negeri 3” Brebes. She used a test to gather the data. The test was writing composition. The students were expected to make a descriptive composition. Besides she also gave the students the questionnaire to support the data and used the students’ result that was completed by the mean to know the difference between the two groups. The results showed the difference between the two groups that is 1.71. The analysis was done based on Product Moment formula to know whether this instrument were reliable or not. Hopefully the results of the research can be used as consideration for teachers to make improvements and betterments of the teaching writing in that school. The suggestion is that: the use of pictures can be done as one of the techniques to teach writing composition.

Those previous studies give much input in conducting the research because they have the same topic so that the researcher will be able to improve the research about using picture to increase students’ writing descriptive ability. The similarities between the previous study and this study: (1) the picture was used by the previous study for teaching descriptive writing 2) This studies the experimental method for teaching narrative writing. And the differences are the location of the research and the samples of the research. In the previous study, the population in senior high school but in this study the population tend to junior high school.

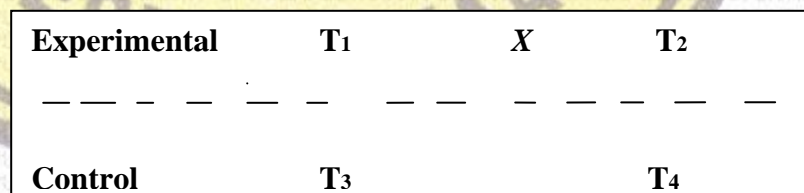
CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This research will be conducted at 10th grade students of SMA Al Mubarak kota Serang, Banten. Ary (2013:16) state that quasi-experimental designs are similar to randomized experimental designs in that they involve manipulation of an independent variable but differ in that subjects are not randomly assigned to treatment groups.

This design will be selected because it is commonly used in education and it is often impossible to randomize the subject. This design will be chose because the population of this study does not consist of individuals but group of individual cluster. According to Sugiyono (2008:116) the participants in this study were not chosen randomly. Moreover, pretest and post-test will be given to the experimental and control groups. In schematic, the design is as follow:



The measurement process of students' writing scores are represented by T. T₁ and T₃ are students' writing scores in the pretest. T₂ and T₄ are students' writing scores in the post-test. X refers to the exposure to an experiment or the treatment.

Parallel row are separated by dashed lines represent groups not equated by random assignment (Cohen, et al, 2007:283).

This study will use two classes. Each class will serve as the experimental group and control group. The experimental group will receive treatment using picture while the control group will not. Both group will receive pretest and post test to measure their writing scores.

3.2 Variable and the measurement

There are two types of variables. Those are independent and dependent variables. Independent variable is a factor which is manipulated by the researcher to determine the relationship between the phenomena observed. While dependent variable is a factor which is observed and measured to determine the effect of independent variable.

So, according to the definition above, in this study the independent variable is the use of picture in teaching narrative. This is the variable which selected, manipulated, and measured. The dependent variable is students' ability in writing descriptive text. The dependent variable is the major variable that will be measured in the research to determine the effect of the independent variable (Hatch & Lazaraton, 1991:63).

3.3 Population, Sampling Technique and Sample

3.3.1 Population

According to Arikunto (2010:173) population is an entire of the subject while a sample is a part or the representative of population that is investigated.

The population of this research is the tenth grade students of SMA Al mubarak kota Serang, Banten. The total populations of tenth grade students in the school are 128 students which are divided into four classes 10A, 10B, 10C until 10D, and each class has 32 students in class 10A, 32 students in class 10B, 32 students in class 10C, and 32 students in class 10D.

Table 3.1
The Population of The Tenth Grade Students of SMA Al mubarak kota
Serang, Banten

No.	Population	Number of population
1	10 A	32
2	10 B	32
3	10 C	32
4	10 D	32
Total		119 Students

3.3.2 Sampling Technique

The first step in sampling is the identification of the target population. According to Ary (2010: 150) “ The four types of probability sampling most frequently used in educational research are simple random sampling, stratified sampling, cluster sampling, and systematic sampling’. The researcher will apply cluster sampling because the unit chosen is not an individual but, rather, a group of individuals who are naturally together. These individuals constitute a cluster in so far as they are alike with respect to characteristics relevant to the variables of the study. Technically, the researcher will take lottery from the population to get the sample.

3.3.3 Sample

A sample is a portion of a population (Ary, 2010:150). While Arikunto (2010) also says that a sample is a part or the representative of population that is investigated. In this study, after the researcher applies cluster sampling and take lottery from the population, class 10A and 10B are selected as the samples. Where class 10A consists of 32 students, will be taken as the control group, while class 10B which consists of 32 students will be taken as the experimental group. The total sample from class 10A and 10B are 64 students.

3.4 Research Instrument

After the researcher knows exactly what is to be observed and from whom data will be gotten, the next step is deciding the instrument. The researcher will use test as the instruments. The test that is used in this research will measure the students' ability in writing descriptive text. The test will be divided into Pre-test and Post-test. To account the grade of writing test, it will get from the result of the students' capability to comprehension and to write descriptive text correctly. There are five criteria of grading such as content, organization, grammar, vocabulary and mechanics.

Table 3.2
Writing Scoring Rubric

Aspect of the Writing	Level	Score	Criteria
Content	Very good	17-20	If the central purpose, the unity, the coherence, and the continuity of the composition are all correct.
	Good	14-16	If the composition contains few errors of the central purpose, unity, coherence, and the continuity.
	Average	11-13	If the composition contains some

			errors of the central purpose, unity, coherence, and continuity.
	Poor	8-10	If the composition is dominated by errors of the central purpose, unity, and continuity.
	Very poor	5-7	If the central purpose, unity, coherence, and continuity are all incorrect.
Organization	Very good	17-20	If the words, sentences, and paragraphs line up easily from a clear pattern.
	Good	14-16	If the composition contains few errors of words, sentences and paragraphs.
	Average	11-13	If the composition contains some errors of words, sentences and paragraphs
	Poor	8-10	If the composition is dominated by errors of the words, sentences and paragraphs.
	Very poor	5-7	If the words, sentences and paragraphs pattern of the composition are all incorrect.

Grammar	Very good	17-20	If the grammar of composition is all correct.
	Good	14-16	If the composition contains occasional errors of vocabulary, but the meaning is not obscured.
	Average	11-13	If the composition contains frequent errors of vocabulary but the meaning is not obscured.
	Poor	8-10	If the composition is dominated by errors vocabulary and the meaning is confusing.
	Very poor	5-7	If the vocabulary of the composition are inappropriate
Vocabulary	Very good	17-20	If the composition contains wide range of vocabulary and using effective words.
	Good	14-16	If the composition contains occasional errors of vocabulary but the meaning is not obscured.
	Average	11-13	If the composition contains frequent errors of vocabulary but the meaning

			is not obscured.
	Poor	8-10	If the composition is dominated by errors of vocabulary and the meaning is confusing.
	Very poor	5-7	If the vocabulary of the composition are all inappropriate.
Mechanics	Very good	17-20	If the punctuation, spelling, and capitalization of the composition are all correct.
	Good	14-16	If the composition contains few errors of punctuation, spelling and capitalization.
	Average	11-13	If the composition contains some errors of punctuation, spelling and capitalization.
	Poor	8-10	If the composition is dominated by errors of punctuation, spelling and capitalization.
	Very poor	5-7	If the punctuation, spelling and capitalization are all incorrect.

(Heaton, 1988: 146)

3.5 Data Analysis

3.5.1 Test Instrument Analysis

The data will be calculated and analyzed to find out its validity and reliability. According Sugiyono (2008:365) the quantitative research we have to examine the research instrument to get the valid data. Hence, if the instrument is valid, it can be used in the research.

3.5.1.1 Validity of the Test

According to Ary et al (2010:224) validity is defined as the extent to which scores on a test enable one to make meaningful and appropriate interpretations. The focus of recent views of validity is not on the instrument itself but on the interpretation and meaning of the scores derived from the instrument. In other words, a measuring tool is said to be valid if it provides the true data that indicates the intended ability we wish to assess.

3.5.1.1.1 Logical Validity

The term "logical validity" contains the word "logical" is derived from the word "logic" which means reasoning. Logical validity of an instrument for the evaluation shows the conditions for a valid instrument that meets the requirements based on the results of reasoning. The condition is deemed invalid because the instrument in

question met already well designed. Following the theory and existing provisions. Validity logical condition need not be tested, but directly obtained after the instrument was completed in the arrangement.

There are two kinds of logical validity that can be achieved by an instrument, namely: content validity and construct validity. Content validity for an instrument refers to a condition in an instrument that is structured contents subject matter being evaluated. Further construct validity of an instrument refers to a condition of an instrument indicates a condition of an instrument which is based on the psychological aspects of the construct that should be evaluated (Arikunto, 2010: 80).

3.5.1.2 Reliability of the Test

According to Ary (2010:267) reliability of a measuring instrument is the degree of consistency with which it measures whatever it is measuring. This quality is essential in any kind of measurement. A test is reliable to the extent that it is consistent with itself, that is, it ranks the individuals in essentially the same position on its successive application.

In other words, if a measuring device is tested on the same subjects on two different occasions, for example, the result will more or less be similar.

Thus, reliability is a characteristic that a measuring device must possess in

the sense that its reliability will influence the reliability of the research result.

3.5.1.2.1 Inter Rater Reliability

According to Phelan & Wren (2006) Inter-rater reliability is a measure of reliability used to assess the degree to which different judges or raters agree in their assessment decisions. Inter-rater reliability is useful because human observers will not necessarily interpret answers the same way; raters may disagree as to how well certain responses or material demonstrate knowledge of the construct or skill being assessed.

To know the reliability of the test, the researcher ask another researchers to make the score table, after that the researcher combine both of total score from researcher 1 and researcher 2. The score table can be describes as follows:

Table 3.4 The Score Table

No	Students' Name	Rater 1 (x)	Rater 2 (y)	x^2	y^2	$x y$
1.						
2.						
3.						

4.						
...						
28						
Total	Σx	Σy	Σx^2	Σy^2	$\Sigma x y$	

After the score table done, then computing the reliability of the test by using Spearman-Brown Formula, as follow:

$$r_{11} = \frac{2 \times r_{1/21/2}}{(1 + r_{1/21/2})}$$

$$\text{With } r_{1/21/2} = \frac{n \sum XY - (\sum X)(\sum Y)}{\sqrt{\{n \sum X^2 - (\sum X)^2\} \{n \sum Y^2 - (\sum Y)^2\}}}$$

In which:

r_{11} : Reliability of the instrument.

$r^{1/2}{}^{1/2}$: Pearson correlation of odd and even value.

N : the number of students

Σx : the sum of the total score in each item

Σy : the sum of the total score from each subject

Σx^2 : the sum of the square of the total score in each item

Σy^2 : the sum of the square of the total score from each subject

Σxy : the sum of the multiple of the score from each subject with the total score

To know the reliability of the instrument, the researcher will compare the result of the Spearman-Brown number and r_{table} . If $r_{11} > r_{table}$, the instrument will be determined as a reliable instrument. Yet, if $r_{11} < r_{table}$, the instrument will be determined as not valid instrument (Arikunto, 2010: 227).

3.5.2 Pre-test and Post-test Data Analysis

All the data that will be gained from the pre-test and post test will be analyzed by using statistical analysis. The researcher will calculate the normal distribution, variance homogeneity, and the t-test analysis.

3.5.2.1 Normal Distribution and Variance Homogeneity

Normality test is a way to obtain the normality of the distribution score of each group in pre test and post test. The gained data is input into distribution table to be calculated. If the distribution is said to be normal, then the distribution of the test in each group is valid. Then, homogeneity test is conducted to measure the equality of sample variance from the two groups in pre test and post test.

3.5.2.1.1 Normal Distribution

The researcher will use the Kolmogrov-Smirnov's formula in this research. There will be three steps to analyze the normal distribution:

1. Starting the hypothesis and setting the alpha level

The alpha level set is at 0.05 (two-tailed test).

H_0 = The distribution of scores are normally distributed

H_1 = The distribution of the score are not normally distributed

2. Analyzing the group by using Kolmogrov-Smirnov formula on SPSS v. 19.
3. Interpreting the data

If the level of significance > 0.05 , the null hypothesis is accepted which means the distribution of data is normal. Yet, if significance level < 0.05 , the null hypothesis is rejected which means the distribution of the data is not normal.

3.5.2.1.2 The Variance Homogeneity

In this research, the researcher will use Levene's formula. The following steps will be used by the researcher:

1. Starting the hypothesis

H_0 = the variance of experimental and control group are homogeneous.

H_1 = the variance of the experimental and control group are not homogeneous.

2. Comparing the level of significance value to test hypothesis. If Levene's test is significant at $p < 0.05$, it means that the null hypothesis is incorrect and the variances are significantly difference. But, if Levene's non significant at $p > 0.05$, it means that the variance is approximately equal.

3.5.2.2 T-test Analysis

After collecting the data by using test, the writer will analyzes the result of the test. To find out the result of the test, the writer uses some statistic and takes the following steps.

1. Identifying the students' mistakes by reading the students worksheet one by one. In reading, the researcher will identify the mistakes retelling to grammar, content, vocabulary, organization, and mechanics.
2. Giving the score in determining this, the researcher will find the percentages of each problem type.

Table 3.5

The percentage result

86 – 100	A
76 – 85	B
60 – 75	C
55 – 59	D
0 – 54	E

(Arikunto, 2010: 245)

3. Statistical Procedure

Statistical procedures are steps that used statistically to analyze the students' achievement. To interpret the result of the students' worksheets, some statistical procedures are used as follows:

- 1) To find out the Mean (X) of all scores

The mean is the average of group scores. It is used to determine the position of the students in achieving or mastering the given materials. The way to compute a mean is adding all the students' scores of dividing this sum by the number of the test takers. The formula used to compute the mean is as follows:

$$M = \frac{\sum X}{N}$$

In which:

M : Mean

ΣX : Sum of any score

N : number of students

a. Mean of the test of experimental group (M_x or M_1)

The formula is as follows:

$$M_1 = \frac{\Sigma X}{N}$$

In which:

M_1 : Mean of experimental group

ΣX : Sum of test score

N : Number of students of experimental group

b. Mean of the test of control group (M_y or M_2)

The formula is as follows:

$$M_2 = \frac{\Sigma Y}{N}$$

In which:

M_2 : Mean of control group

ΣY : Sum of test score

N : Number of students of control group

2) To find out standard deviation and standard error of the mean from test scores of experimental group.

The formula is as follows:

$$SD_1 = \sqrt{\frac{\sum x^2}{N}}$$

In which:

SD_x or SD_1 : Standard deviation of experimental group

$\sum x^2$: Deviation of test scores of experimental group

N : Number of students of experimental group

$$SEM_1 = \frac{SD_1}{\sqrt{N_1 - 1}}$$

In which:

SEM_1 : Standard error of the mean of experimental group

SD_x or SD_1 : Standard deviation of experimental group

N : Number of students of experimental group

3) To find out standard deviation and standard error of the mean from test scores of control group. The formula is as follows:

$$SD_2 = \sqrt{\frac{\sum y^2}{N}}$$

In which:

SD_y or SD_2 : Standard deviation of control group

$\sum y^2$: Deviation of test scores of control group

N : Number of students of control group

$$SEM_2 = \frac{SD_2}{\sqrt{N_2 - 1}}$$

In which:

SEM_2 : Standard error of the mean of control group

SD_y or SD_2 : Standard deviation of control group

N : Number of students of experimental group

After getting the result of standard error of each group either experimental group or control group, the next step is the writer will combine to get standard error of the mean (SEM_{i-M2}) The formula is as

Follows:

$$SEM_{i-M2} = \sqrt{SEM_1^2 + SEM_2^2}$$

4) In hypothesis testing, the writer uses T-test formula of Sudijono (2012: 284).

After getting the result of mean of the test, the next step is to put the data into T-test formula. The intention is to know whether there is any significant difference of writing narrative text between students' taught by using comic and taught without using comic.

The T-test which is used in this research is as follows:

$$t = \frac{M1 - M2}{SEM1 - M2}$$

In which:

T : T-test

M1 : The mean scores of experimental group

M2 : The mean scores of control group

N : The number of the students

SEM1-M2: Standard error of the mean of experimental and control group.

After finding the result with T-test, it is conducted to the students to know whether the alternative hypothesis can be accepted or rejected. If the score of T-test > table value, so there is a significant difference in writing narrative text between the students who are taught by using comic and those are taught without using comic. To calculating the data, the researcher will use SPSS 19.0.

3.6 Research Procedures

The researcher have taken some procedures as follows:

1. The researcher has come to SMA Al-Mubarak kota Serang, Banten.
2. The researcher has asked permission to the headmaster and English teacher of SMA Al-Mubarak kota Serang, Banten.
3. The researcher has met the students who will be researched.
4. The researcher has taken 56 samples from 119 populations then divide into two groups they are control and experimental group.
5. The researcher has given pre-test to control and experimental group
6. The researcher has given treatment about descriptive text to experimental group by using picture.
7. The researcher has given treatment about descriptive text to control group without using picture.
8. The researcher has given post-test to experimental group and control group.
9. The researcher has analyzed the data.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter deals with the measurements of the individuals abilities of the students in developing writing skill between those who are taught by using pictures and those who are not taught by using pictures. This chapter discusses the findings and discussions of the research based on the data gathered. This chapter also presents the result of statistical analysis.

4.1 Findings

This section explores several important points of research conducted. The data was obtained from experiment that had been computed by statistics formula. The type of this research was quantitative, which was quasi-experimental research. The method of the research concerned with investigating the influence of using picture to improve students' writing skill of descriptive text. The research aimed at showing whether there is any influence after teaching writing descriptive text by using *picture* at 10th grade students of SMA Al Mubarak kota Serang. The detail of the results of this research is explained below.

4.1.1 Test Instruments Analysis

The data was calculated and analyzed to find out its validity and reliability. Sugiyono (2008: 365) states that in quantitative have to examine

the research instrument to get the valid data. Hence, if the instrument is valid, it can be used in the research. In this research, test instruments were given to the students of 10A at SMA Al Mubarak kota Serang.

4.1.1.1 Validity

The researcher used logical validity to measure the test instruments. According to Ary et al (2010:224) validity is defined as the extent to which scores on a test enable one to make meaningful and appropriate interpretations. In logical validity, content validity can be achieved by an instrument. For having good tests and research, the researcher should measure content validity of the test. The criterion validity evidence involves the correlation between the test and a criterion variable (or variables) taken as representative of the construct. In other words, it compares the test with other measures or outcomes (the criteria) already held to be valid. According to Hatch and Farhady (1982:251), content validity is the extent to which a test measures a representative sample of the subject matter content. The focus of content validity is on the adequacy of the sample. They add if a test covering course content, then the test items should correspond to the materials covered in the course.

According to the title of the research “The Influence of Using Picture toward Students’ Writing Skill In Descriptive Text at 10th Grade of SMA Al

Mubarok kota Serang”, the researcher gave material of descriptive text. The content validity in this instrument is structured and systematically because the material which delivered to the students the same as the instruments which given to the students. It can be shown in the result of students’ test scores where from 32 students who follow the test, only two students were misunderstanding about how to answer the test. They wrote recount text in their answer sheets. It means that the instruments were structured contents subject matter being evaluates. Furthermore, According to the explanation above, the instruments were valid and it can be use in this research.

4.1.1.2 Reliability

The researcher applied Inter-rater reliability to measure the reliability of the test. According to Ary (2010:267) reliability of a measuring instrument is the degree of consistency with which it measures whatever it is measuring. The researcher asked co-researcher to make the score table, after that the researcher combined both of total score from rater 1 and rater 2. The score table can be described.

The researcher computed the reliability of the test by using Spearman-Brown Formula, the steps as follow:

$$r_{11} = \frac{2 \times r_{1/21/2}}{(1 + r_{1/21/2})}$$

$$\text{With } r_{1/21/2} = \frac{n \sum XY - (\sum X)(\sum Y)}{\sqrt{\{n \sum X^2 - (\sum X)^2\} \{n \sum Y^2 - (\sum Y)^2\}}}$$

- Before computing r_{11} above, the researcher find out $r_{1/2 1/2}$ as follow:

$$\begin{aligned} r_{1/21/2} &= \frac{n \sum XY - (\sum X)(\sum Y)}{\sqrt{\{n \sum X^2 - (\sum X)^2\} \{n \sum Y^2 - (\sum Y)^2\}}} \\ &= \frac{32 \times 142625 - (2331) \cdot (1920)}{\sqrt{\{32 \times 173467 - (2331)^2\} \times \{32 \times 127950 - (1920)^2\}}} \\ &= \frac{4564000 - 4475520}{\sqrt{\{5550944 - 5433561\} \times \{4094400 - 3686400\}}} \\ &= \frac{88480}{\sqrt{117383 \times 408000}} \\ &= \frac{88480}{\sqrt{47892264000}} \\ &= \frac{88480}{218843} \\ &= 0.40431 \end{aligned}$$

- Then after finding $r_{1/2 1/2}$, the researcher computed to the reliability formula as follow:

$$\begin{aligned} r_{11} &= \frac{2 \times r_{1/21/2}}{(1 + r_{1/21/2})} \\ &= \frac{2 \times 0.40431}{(1 + 0.40431)} \\ &= \frac{0.80862}{1.40431} \\ &= 0.576 \end{aligned}$$

- After finding the reliability of the instrument, then the researcher compared the result of the Spearman Brown number and r_{table} where the formula of r_{table} is ($dk = n-2$) with the significance level at 0.05 (See list of r_{table} in Appendix 3).

Where: $r_{11} = 0.576$
 $r_{table} = n-2$
 $= 32 - 2$
 $= 30$

$r_{table} 30$ at significance level 0.05 = 0.361

So, $0.576 > 0.361$

$r_{11} > r_{table}$

Based on the explanation above $r_{11} > r_{table}$, ($0.576 > 0.361$). So the researcher concluded that the instrument was determined as a reliable instrument.

4.1.2 Pre Test Scores Analysis

Pretest scores were obtained from the experimental group and control group before conducting the treatment. It conducted on April 30th, 2018. Table 4.2 below presents the mean and standard deviation of students' pretest score of each group.

Table 4.1

Descriptive Statistic of Pretest Scores

Group	N	Mean	Std Deviation	Minimum	Maximum
Control	32	60.91	18.949	21	85
experimental	32	53.56	21.347	21	85

The table 4.1 shows that the mean for experimental group is 53.56 while the mean for the control group is 60.91. From the explanation above, it assumed that the pretest scores are significantly different. Therefore, using SPSS 19.0, the scores of both groups compared. Before the comparison, the pretest scores were tested for normality distribution and homogeneity variance. These tests performed using SPSS 19.0.

4.1.2.1 Normality Distribution Test

Normality test is a way to obtain the normality of the distribution score of each group in pre test and post test. After the values obtained, the researcher calculated normality distribution test by using the SPSS 19.0 for windows. Then set the variable view after the input value of the variable data and then would analyze the data by using Kolomogorov Smirnov normality. Table 4.2 below shows the result of normality test in pretest data score for both experimental group and control group.

Table 4.2 The Result of Normality Test

One-sample Kolomogorov-Smirnov Test

		Pre Test Control	Pre Test Experimental
N		32	32
Normal Parameters ^{a,b}	Mean	60.91	53.56
	Std. Deviation	18.949	21.347
Most Extreme Differences	Absolute	.124	.186

	Positive	.124	.156
	Negative	-.700	-.186
Kolmogorov-Smirnov Z		.700	1.050
Asymp. Sig. (2-tailed)		.711	.220

a. Test distribution is Normal.

F

b. Calculated from data.

From the table 4.2 it can be seen that the probability (Asymp.Sig) of the control group is 0,711 and the experimental group is 0,220 which are higher than the level of significance (0.05). Hence, the alternative hypothesis is rejected and null hypothesis is accepted because the pretest in the control and experimental group are normally distributed.

4.1.2.2 Variance Homogeneity Test

In testing homogeneity, if the value of F-Test is lower than F Tabel it means the data is homogenous. Tabel 4.3 below shows the result of homogeneity test.

Table 4.3
The Result of Homogeneity Test

ANOVA

Pre Test					
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	293.380	1	293.380	3.381	.070
Within Groups	6682.519	77	86.786		
Total	6975.899	78			

From the table 4.3 it can be seen that the probability (F Test) is 3.381 smaller than the level F 3.97. Hence, the alternative hypothesis is rejected and null hypothesis is accepted because the variances of two groups are equal.

4.1.3 Post Test Scores Analysis

The procedure of post test data analysis was quite similar to the pretest data analysis. First, the normality distribution of both experimental and control groups was determined. After that, the homogeneity variance was also determined.

Table 4.4
Descriptive Statistic of Post test Scores

Group	N	Mean	Std Deviation	Minimum	Maximum
Control	32	59.34	8	53	80
Experimental	32	72	9.043	40	90

The table 4.4 shows that the mean for experimental group is 72 while the mean for the control group is 59.34. From the explanation above, it assumed that the post test scores experimental are higher than control since using picture in teaching descriptive text. Therefore, using SPSS 19.0, the scores of both groups compared. Before the comparison, the pretest scores were tested for normality distribution and homogeneity variance. These tests performed using SPSS 19.

4.1.3.1 Normality Distribution Test

Kolmogorov- Smirnov test at level of significance 0.05 was used to analyze the post test score. In addition, if the probability > 0.05 H_0 is accepted, while if the probability < 0.05 H_a is rejected. The following table shows, the result of post test normality test for both experimental and control group.

Table 4.5 The Result of Normality Test

One-sample Kolomogorov-Smirnov Test

		Post Test Control	Post Test Experimental
N		32	32
Normal Parameters ^{a,b}	Mean	59.34	72.66
	Std. Deviation	9.043	8.687
	Absolute	.165	.203
Most Extreme Differences	Positive	.165	.203
	Negative	-.123	-.172
Kolmogorov-Smirnov Z		.932	1.148
Asymp. Sig. (2-tailed)		.143	.350

a. Test distribution is Normal.

b. Calculated from data.

the table above, that the probability (asyp.sig) of the control group is 0,143 and the experimental group is 0,350 which are higher than level of significance (0.05). Therefore, it can be concluded that null hypothesis is accepted because the score of the control group and experimental group are normally distributed.

4.1.3.2 Variance Homogeneity Test

After calculating the normality test the next step is analyzing the homogeneity of variance test. If the probability $f\text{-test} > f\text{-table}$ did not indicate homogeneity, while if the probability $f\text{-test} < f\text{-table}$ it homogeneity. The following table is the result of homogeneity by using Anova test with the level of significance at 0.05.

Table 4.6
The Result of Homogeneity Test

ANOVA					
Posttest	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2835.563	1	2835.563	36.067	.000
Within Groups	4874.438	62	78.620		
Total	7710.000	63			

The result of variance homogeneity test can be seen in the significance of the score. The table above shows that the probability (F-Test) of the posttest is 36.067 is higher than the F-Table 3.96. It means that null hypothesis is accepted because the variances of two groups are not same because the student ability was different.

4.1.4 T-test Analysis

The T-test performed to find out whether the post-test scores of the experimental group and control group were significantly different or not. The test

showed that the means of post-test scores in the experimental group are significantly different with control group.

Table 4.7
Independent Sample Test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error	95% Confidence Interval of the Difference	
									Lower	Upper
Posttest	Equal variances assumed	.491	.486	6.006	62	.000	13.313	2.217	8.881	17.744
	Equal variances not assumed			6.006	61.900	.000	13.313	2.217	8.881	17.744

The researcher used independent sample test in order to answer the research question in chapter 1, whether there was the effective improvement in experimental class by comparing the result pretest and posttest in experimental.

The researcher used independent sample t-test in SPSS 19.0 for windows. The result of the output can be seen at table 4.7

From the table above, the t -test was 6.006 then it would be compared by T -table. The T -table in the df 62 in the significance level 0.05 was 1.990. So (H_0) was rejected while (H_a) was accepted because the T -test scores higher than T -table ($1.990 < 6.00$). In conclusion, it is proved that the alternative hypothesis (H_a) in which *picture* is influence to improve students' writing skill of descriptive text at the 10th grade students of SMA Al Mubarak kota Serang.

4.1.5 Hypothesis Testing

Before deciding the result of hypothesis, the researcher proposed interpretation towards t_{test} with procedure as follow:

H_a : There is significance influence after teaching writing descriptive text by using *Pictures*. It means that the students who got the treatment by using pictures media in teaching writing got more significant increase in average score than the students who taught by usual method.

H_0 : There is no significance influence after teaching writing descriptive text by using *Pictures*. It means that the students who got the treatment by using picture media in teaching writing did not get more significant increase in average score than the students who taught by usual method.

Furthermore, the researcher followed the assumption that below:

$T\text{-test} > T\text{-table}$ = Alternative hypothesis was accepted

$T\text{-test} < T\text{-table} =$ Null hypothesis was accepted

The $T\text{-test}$ resulted 6.00

So, the $T\text{-table}$ at df 62 in the significance level 0.05 was 1.990. So (H_0) was rejected while (H_a) was accepted because the $T\text{-test}$ scores higher than $T\text{-table}$ (1.990 < 6.00). In conclusion, the researcher accepted the alternative hypothesis (H_a), pictures are significance influence to increase students' writing skill of descriptive text at the 8th grade students of SMA Al Mubarak kota Serang.

4.2 Discussions

4.2.1 The Influence of Using Picture to Improve Students' Writing Skill of Descriptive Text at 10th Grades of SMA Al Mubarak kota Serang

Answering the formulation of the research which focused on the influence of using pictures to improve students' writing skill of descriptive text at 10th grade student of SMA Al Mubarak kota Serang, the researcher conducted tests as the instrument. The research conducted into four meetings. It was conducted from April 30th, May 3rd, May 7th, and May 10st in the first semester of the academic year of 2017-2018. The instruments were tested in order to get valid and reliable tests.

There was descriptive writing question in the try-out test, and then it was analyzed in order to get the valid and reliable instrument. After testing the instrument and can be used as a research instrument, the researcher conducted the research.

The researcher administered the pre-test to both of experimental and control class. Pre-test was intended to find out students' initial scores. The students were asked to write short essay based on the descriptive text that given to them. From the analysis of pre-test scores, it was found that the descriptive writing skill was not interesting. The researcher was disappointed with the scores in both of the class because most of them still did not reach the passing grade in the school. The passing grade in the school is 65. Based on the pre-test result, it can be seen that mean of pre-test of control class was 60.91 meanwhile the experimental class was 53.56. From the result, the mean of control class was higher than experimental class.

According to the result above, it considered to conduct the different treatment in order to reach the targeted-score. The ultimate aim of writing is to give the students the opportunity to express their own ideas facile using the language pattern they have learned. Students need this kind of opportunity in order to begin to use English in a way that enables them to express their ideas, interests, feeling, and needs, clearly, correctly and confidently. This is undoubtedly their goal in studying English and it is the teacher's role to help them reach it. One of the ways to teach writing is by using pictures. For this to take place, the researcher conducted pictures as media to teach writing descriptive text for experimental class. The using of pictures in teaching writing is actually meant to help students in catching and expressing their idea easily

Pictures are media that can be used to support the students to read and write well and helped the teacher transfer the material to the students. Picture can be interpreted as any substances, which play important role in teaching and learning processes. They help the students to master the material that is presented by the teachers. Picture is painting, drawing, or photograph, especially as work of art. Picture can be used as teaching media in the classroom. Harmer (2001: 134) says that language teacher can use pictures or graphic whether drawn, taken from book, newspaper and magazine, or photograph to facilitate learning. Pictures are often used to present situation in grammar or vocabulary work. Furthermore, their ability to transport to different world means that they can also be used to incite students to creative flights of fancy.

The explanation above in line with the results of post-test, it shows that the students' descriptive writing skill is effective since they use pictures as media to learn descriptive writing text. They worked hard in class in order they comprehend and mastered the material that they learned. Most of students' sheets could reach passing grade in the school. It means that they were seriously tried to understand the lesson. The experimental class showed the miraculous point in this research. When the researcher administered pre-test to them, their scores was not as high as control class but in the post-test their scores was higher than control class. It was caused the researcher used the pictures in teaching descriptive writing text.

Based on the progress of students' writing skill in descriptive text, it can be said that the progress of students' score increases if their writing of descriptive text has increased by media of pictures. Furthermore, the result of pre-test and post-test also showed that students in experimental class had progress on treatment compared with students in control class without treatment. It can be seen from the different scores of both experimental and control classes. For experimental class, the mean of scores in pre-test and post-test increased from 53.56 to 72.66 while the mean of scores in control class was low from 60.91 in pretest to 59,34 in post-test. This was proven through the computation of t-test. Since the t-test result from both pre-test and post-test result of experimental classes was higher than t-table. Moreover, the result of t-table for df 62 with the significant level of 0.05 the researcher found 1.990. With comparing t-table which researcher had got in t_o (6.006). The researcher gives interpretation " t_o " was higher than " t_t ". It showed that since " t_o " was higher than " t_t ", the score of students' writing of descriptive text before and after giving the treatment was significant. Based on the explanation above, the null hypothesis (H_o) of this research is rejected while the alternative hypothesis (H_a) is accepted. It means that the use of pictures in teaching writing descriptive text was more effective than without using pictures. In the other word, the use of pictures in teaching descriptive text is effective to increase students' writing skill of descriptive text.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents not only the conclusions based on the findings and discussions in the previous chapter but also presents some suggestions for English teachers and future studies.

5.1 Conclusions

This research concerned on the influence of using picture toward students' writing skill of descriptive text at 10th grade students of SMA Al Mubarak kota Serang. The research aimed at showing whether there is any influence after teaching writing descriptive text by using picture at 10th grade students of SMA Al Mubarak kota Serang.

Based on the research findings and discussions, it can be concluded that the use of pictures is influence to increase students' writing, particularly on descriptive text. It can be seen from computation result of independent t-test which showed that t-test 6.006 was greater than t-table 1.990 for df 62 at the significant level of 0.05 which indicated that the alternative hypothesis (H_a) is accepted. It means that there was significant difference toward students' understanding on descriptive text between experimental and control class after the treatments. The description of results above shows that the use of pictures is influence to increase students' writing skill

especially in descriptive text as has been proven through this research. In the other words, the researcher accepted the alternative hypothesis (Ha) in which pictures is effective to increase students' writing skill of descriptive text at the 10th grade students of SMA Al Mubarak kota Serang.

5.2 Suggestions

This research had proven that the use of pictures in teaching descriptive writing text showed good results. Then, the suggestions are proposed as follows:

For the teachers, it suggested that the teacher should be well prepared before conducting the lessons. The teacher also should be able to organize and select the tasks and appropriate to the students' needs. The teacher also must to pay attention to determine time allocation to make conducive the teaching learning process.

For future researcher who will conduct similar research, there are also some suggestions. First, they should determine the time allocation in teaching learning process. Second, it was recommended that pictures can be applied in teaching other text, such as recount, report, and procedural text. Third, they need to apply the media with various topics so that it will not monotonous and avoid students' boredom.

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Appendices

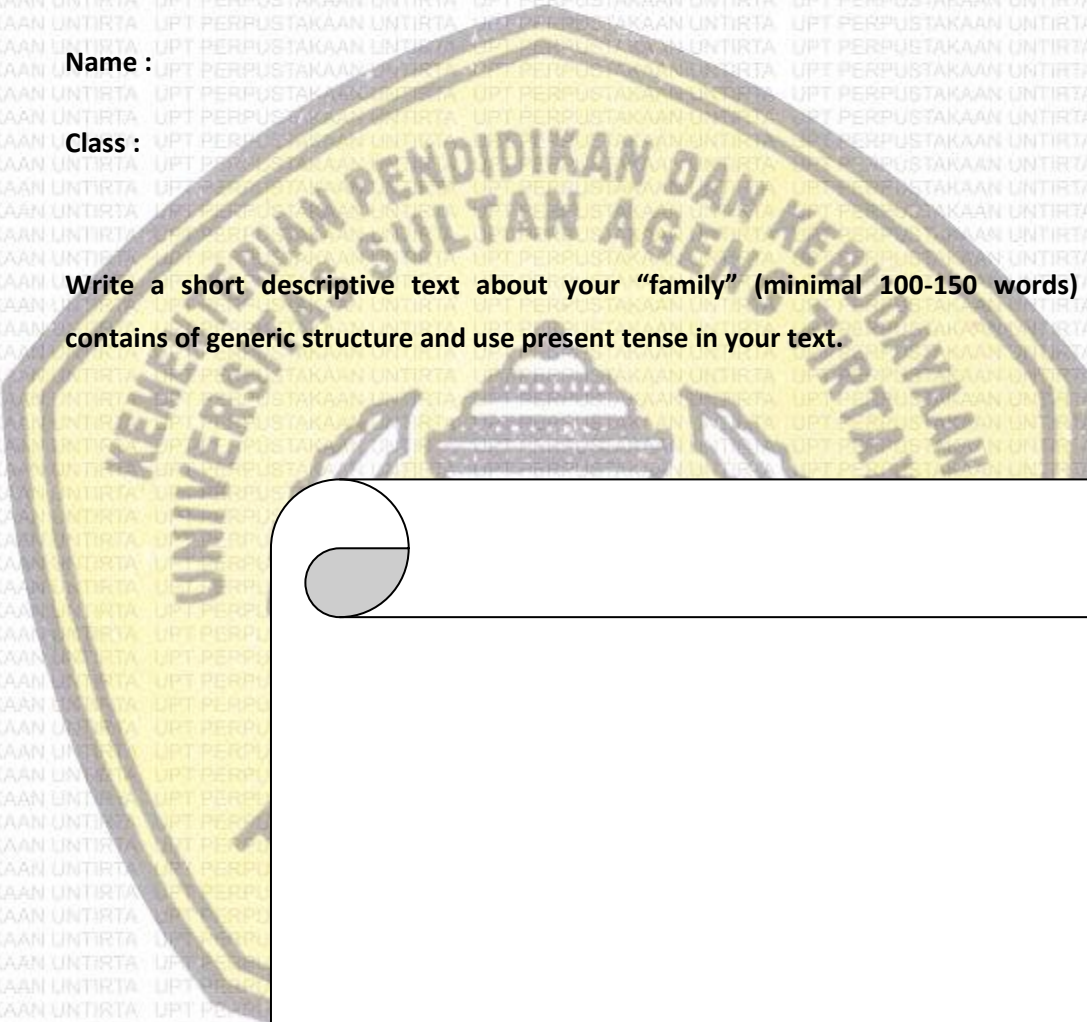
STUDENTS' WORK SHEET

PRE-TEST

Name :

Class :

Write a short descriptive text about your "family" (minimal 100-150 words) which contains of generic structure and use present tense in your text.



A large, white, rounded rectangular area with a black border, intended for writing the descriptive text. It has a decorative scroll-like shape on the left side and a small grey circle at the bottom left corner.

STUDENTS' WORK SHEET

POST-TEST

Name :

Class :

Write a short descriptive text by using one of the following pictures (minimal 100-150 words) which contains of generic structure and use present tense in your text:

a. Zebra



b. Sule



c. Banana



d. House



LESSON PLAN

Control Group

School Name : SMA Al-Mubarak kota Serang, Banten.

Class / Semester : X (Ten) / 2

Type Text : Descriptive Text

Theme : Describing person

Aspect / Skill : Writing

Time Allocation : 3 x 40 Minutes

Competency Standards:

6. Expressing meaning in written functional texts and simple short essays descriptive form, and recount to interact with the surrounding environment

Basic Competence:

6.2. Reveal the meaning and rhetorical steps in simple short essays using a variety of written language accurately, smoothly and thank to interact with the surrounding environment in the form of descriptive text and recount.

1. Objectives Learning

At the end of the lesson, students are able to:

- a. Understanding the meaning of a text written in a functional and simple short monologue descriptive form.
- b. Writing a descriptive text with the correct steps rhetoric

2. Learning Materials

a. Descriptive Text

Descriptive Text is a text that aims to describe or depict an object in detail, as well as explaining about a person, object, or a place

b. Generic Structure descriptive text:

- *Identification: Identifies phenomenon to be described*
- *Description: describes parts, qualities, characteristics*

c. Language features of descriptive text:

- *Focus on specific of participants*
- *Use of Simple Present Tense*
- *Verbs of being and having relational processes*
- *Use of descriptive adjectives*
- *Use of Noun Phrase to give detailed information about the subject*
- *Use of action verbs' Material Processes*
- *Use of adverbials to give additional information about the behavior*
- *Use of Figurative language*

Example of descriptive text

Generic Structure	My Mother
Identification	I think that my mother is a beautiful person. She is not tall but not short, and she has curly hair and black. Her eyes color are like honey and her color skin color light brown, and she has a beautiful smile.
Description 1	She is a very kind person. She is very lovely, friendly, patient, and she loves to help people. I love my mom, because she is a good example to me. She loves being in the mosque, and she loves sing and dance too.
Description 2	She always takes care of her family. She likes her house to be clean and organized. She a very organized person, and all things in the house are in the right place. She doesn't like messes. She always has a smile on her face. She is so sweet and lovely. I like when I am going to sleep or went I wake up or when I am going to go to some places, she always give me a kiss, and when the family have a problem she always be with us to helps us and to give us all her love.

3. Methods of Learning: Lectures, questions and answers, assignments

4. Steps of activity

a. Activities Introduction

Apperception:

- Encourage all students to pray to start lessons
- Attendance

Motivation:

motivate the importance of mastering the material well to assist students in understanding the expression associated with the day-to-day life.

b. Core Activities

Exploration

- Teachers provide information for students to understand about descriptive text, generic structure and language features in the descriptive text.
- Students are required to read descriptive text entitled *My Mother*
- Students are required to jointly identify *Generic Structure* of the text they read.

Elaboration

- Students are asked to write descriptive text to describe a bench friend yourself with the right rhetoric step
- Teachers and students together to discuss exercises that students do

Confirmation

- Students ask for material that has not been clear about the descriptive text
- Teachers assess the work created by students.

c. Closing Activities

- Teachers ask and provide solutions to the difficulties students in learning descriptive text.

- Teachers submit lesson plans to the next meeting.

5. Resource and Learning Tool

- Script descriptive text “ *My Mother* “
<http://www.cepatbisainggris.com/2014/01/09/pengertian-dan-contoh-descriptive-text/>
- Book package English class VIII: Soengeng 2005. Effective English. Solo: PT. Tiga Serangkai Pustaka Mandiri

6. Assesment

Competency Achievement Indicators	Assesment technique	Form of instruments	Instrumens
1. Understanding the meaning of a text written in a functional and simple short monologue form of descriptive text	The written test	Essay	<i>Write short descriptive text about your bench friend and identify the generic structure from the text.</i>
2. Write short and simple text in the			

form of descriptive by steps correct rhetoric.			
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a. Guidance for Assesment

Scores maximum = 100

$$\text{Score acquisition} = \frac{\text{SkorPerolehan}}{\text{SkorMaksimal}} \times 100 =$$

b. Rubric of Assessments

No	Aspect	Score			
1	Content				
2	Organization				
3	Grammar				
4	Vocabulary				
5	Mechanis				

(Assesing Writing Scoring Rubric by Heaton)

.....,20.....

English teacher,

Researcher

.....
NIY:

Abu Jihad Amin

NIM: 2223110296

Mengetahui
The Headmaster of SMA AI-Mubarak kota Serang, Banten.

.....
NIY:

LESSON PLAN

Control Group

School Name : SMA AI-Mubarak kota Serang, Banten.

Class / Semester : X (Ten) / 2

Type of Text : *Descriptive Text*

Theme : *Language Features in Descriptive text*

Aspect / Skill : Writing

Time Allocation : 2 x 40 Minutes

Competency Standard:

6. Expressing meaning in written functional texts and simple short essays descriptive form, and recount to interact with the surrounding environment

Basic Competence:

6.2. Reveal the meaning and rhetorical steps in simple short essays using a variety of written language accurately, smoothly and thank to interact with the surrounding environment in the form of descriptive text and recount.

7. Objectives Learning

At the end of the lesson, students are able to:

- c. Identify the language features in descriptive text.
- d. Writing a descriptive text with the correct steps rhetoric

8. Learning Materials

d. Descriptive Text

Descriptive Text is a text that aims to describe or depict an object in detail, as well as explaining about a person, object, or a place

e. Generic Structure descriptive text:

- *Identification: Identifies phenomenon to be described*
- *Description: describes parts, qualities, characteristics*

f. Language features of descriptive text:

- *Focus on specific of participants*
- *Use of Simple Present Tense*
- *Verbs of being and having relational processes*
- *Use of descriptive adjectives*
- *Use of Noun Phrase to give detailed information about the subject*
- *Use of action verbs' Material Processes*
- *Use of adverbials to give additional information about the behavior*
- *Use of Figurative language*

Example of descriptive text

Generic Structure	What is a dragonfly?
Identification	Dragonfly are characterized by long bodies with two narrow pairs of intricately veined, membranous wings that, while generally transparent, may have coloured markings. Unlike damselflies, the front and rear wing pairs are shaped differently.
Description 1	The winged adults are diversely coloured in a variety of shades ranging from metallic to pastel. Compared with other insects, they are large, with some having wingspans of up to 16 cm (about 6 inches). Even the smallest species are about 20 mm (0.8 inch) across. As well as being extremely agile fliers, they are also among the fastest insects.
Description 2	Dragonfly wing muscles must be warm to function optimally, and so, if cool, the insect often engages in wing-whirring and basking in the sun to generate heat before taking flight. The dragonfly's speed and agility contribute to its being one of the most effective aerial predators. Small flying insects are the usual fare, but some dragonflies regularly consume prey that is 60 percent of their own weight.

9. Methods of Learning: Lectures, questions and answers, assignments

10. Steps of activity

d. Activities Introduction

Apperception:

- Encourage all students to pray to start lessons

➤ Attendance

Motivation:

motivate the importance of mastering the material well to assist students in understanding the expression associated with the day-to-day life.

e. **Core Activities**

Exploration

- Teachers provide information for students to understand about descriptive text, generic structure and language features in the descriptive text.
- Students are required to read descriptive text entitled “*What is a Butterfly*”
- Students are required to jointly identify *language features* of the text they was read.

Elaboration

- Students are asked to write descriptive text about “*An Animal*” with the right rhetoric step
- Teachers and students together to discuss exercises that students do

Confirmation

- Students ask for material that has not been clear about the descriptive text
- Teachers assess the work created by students.

f. **Closing Activities**

- Teachers ask and provide solutions to the difficulties students in learning descriptive text.

- Teachers submit lesson plans to the next meeting.

11. Resource and Learning Tool

- Script descriptive text “*What is a Butterfly*” from:
<http://www.cepatbisainggris.com/2014/01/09/pengertian-dan-contoh-descriptive-text/>
- Book package English class VIII: Soegeng 2005. *Effective English*. Solo: PT. Tiga Serangkai Pustaka Mandiri

12. Assessment

Competency Achievement Indicators	Assesment technique	Form of instruments	Instrumens
3. Identify the <i>language feature</i> in descriptive text 4. Write short and simple text in the form of descriptive text by steps correct rhetoric.	The written test	Essay	<i>Write short descriptive text based on the theme about “An Animal” and identify the generic structure from the text.</i>

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c. Guidance for Assessment

Scores maximum = 100

$$\text{Score acquisition} = \frac{\text{SkorPerolehan}}{\text{SkorMaksimal}} \times 100 =$$

d. Rubric of Assessments

No	Aspect	Score		
1	Content			
2	Organization			
3	Grammar			
4	Vocabulary			
5	Mechanis			

(Assesing Writing Scoring Rubric by Heaton)



English teacher,

Researcher

.....
NIY:

Abu Jihad Amin
NIM: 2223110296

Mengetahui
The Headmaster of SMA Al-Mubarak kota Serang, Banten.

.....NIY:

LESSON PLAN

Control Group

School Name : SMA Al-Mubarak kota Serang, Banten.

Class / Semester : X (Ten) / 2

Type of Text : *Descriptive Text*

Theme : *Descriptive Text Review*

Aspect / Skill : Writing

Time Allocation : 3 x 40 Minutes

Competency Standards:

6. Expressing meaning in written functional texts and simple short essays descriptive

form, and recount to interact with the surrounding environment

Basic Competence:

6.2. Reveal the meaning and rhetorical steps in simple short essays using a variety of

written language accurately, smoothly and thank to interact with the surrounding

environment in the form of descriptive text and recount.

13. Objectives Learning

At the end of the lesson, students are able to:

- e. Identify the *generic structures, social function and language features* in descriptive text.
- f. Writing a descriptive text with the correct steps rhetoric.

14. Learning Materials

g. *Descriptive Text*

Descriptive Text is a text that aims to describe or depict an object in detail, as well as explaining about a person, object, or a place

h. *Generic Structure descriptive text:*

- *Identification: Identifies phenomenon to be described*
- *Description: describes parts, qualities, characteristics*

i. *Language features of descriptive text:*

- *Focus on specific of participants*
- *Use of Simple Present Tense*
- *Verbs of being and having relational processes*
- *Use of descriptive adjectives*
- *Use of Noun Phrase to give detailed information about the subject*
- *Use of action verbs' Material Processes*
- *Use of adverbials to give additional information about the behavior*
- *Use of Figurative language*

Example of descriptive text

Generic Structure	What is a Lion?
Identification	Lions are unique among cats in that they are the only species that forms social groups. All other cat species are solitary hunters. The social groups lions form are called prides. A pride of lions typically includes about five females and two males and their young.
Description 1	Lions play-fight as a means of honing their hunting skills. When they play-fight, they don't bear their teeth and they keep their claws retracted so as to not inflict injury on their partner. Play-fighting enables the lions to practice their battle skills which is useful for tackling prey and it also helps to establish relationships among the pride members. It is during play that lions work out which members of the pride are to chase and corner their quarry and which members of the pride are the ones to go in for a kill.
Description 2	Male and female lions differ in their size and appearance. Female lions are smaller than males and have a uniformly colored coat of a tawny brown color. Females also lack a mane. Males have a thick, woolly mane of fur that frames their face and covers their neck. Lions are carnivores (that is, meat-eaters). Their prey includes zebra, buffalo, wildebeest, impala, rodents, hares, and reptiles.

15. Methods of Learning: Lectures, questions and answers, assignments

16. Steps of activity

g. Activities Introduction

Apperception:

➤ Encourage all students to pray to start lessons

➤ Attendance

Motivation:

motivate the importance of mastering the material well to assist students in

understanding the expression associated with the day-to-day life.

h. Core Activities

Exploration

➤ Teachers provide information for students to understand about descriptive text such as; *generic structure, social function and language features* in descriptive text.

➤ Students are required to read descriptive text entitled “*What is a Butterfly*”

➤ Students are required to jointly identify *language features* of the text they have been read.

Elaboration

➤ Students are asked to write descriptive text about “*An Animal*” with the right rhetoric step

➤ Teachers and students together to discuss exercises that students do

Confirmation

➤ Students ask for material that has not been clear about the descriptive text

➤ Teachers assess the work created by students.

i. Closing Activities

- Teachers ask and provide solutions to the difficulties students in learning descriptive text.
- Teachers submit lesson plans to the next meeting.

17. Resource and Learning Tool

- Script descriptive text of “ *What is a Butterfly*”from:
<http://www.cepatbisainggris.com/2014/01/09/pengertian-dan-contoh-descriptive-text/>
- Book package English class VIII: Soegeng 2005. Effective English. Solo: PT. Tiga Serangkai Pustaka Mandiri

18. Assessment

Competency Achievement Indicators	Assesment technique	Form of instruments	Instrumens
5. Identify the <i>generic structure, social function, and language feature</i> in descriptive text	The written test	Essay	<i>Write short descriptive text based on the theme about “An Animal” and identify the generic structure from the text.</i>
6. Write short and simple text in the form of descriptive text by steps			

correct rhetoric.			
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e. Guidance for Assessment

Scores maximum = 100

$$\text{Score acquisition} = \frac{\text{SkorPerolehan}}{\text{SkorMaksimal}} \times 100 =$$

f. Rubric of Assessments

No	Aspect	Score		
1	Content			
2	Organization			
3	Grammar			
4	Vocabulary			
5	Mechanis			

(Assesing Writing Scoring Rubric by Heaton)

.....,20.....

English teacher,

Researcher

.....
NIY:

Abu Jihad Amin
NIM: 2223110296

Mengetahui

The Headmaster of SMA Al-Mubarak kota Serang, Banten.

.....
NIY:

LESSON PLAN

Experimental Group

School Name : SMA Al-Mubarak kota Serang, Banten.

Class / Semester : X (Ten) / 2

Type Text : *Descriptive Text*

Theme : *Describing thing*

Aspect / Skill : Writing

Time Allocation : 3 x 40 Minutes

Competency Standards:

6. Expressing meaning in written functional texts and simple short essays descriptive

form, and recount to interact with the surrounding environment

Basic Competence:

6.2. Reveal the meaning and rhetorical steps in simple short essays using a variety of

written language accurately, smoothly and thank to interact with the surrounding

environment in the form of descriptive text and recount.

19. Objectives Learning

At the end of the lesson, students are able to:

- g. Understanding the meaning of a text written in a functional and simple short monologue descriptive form.
- h. Writing a descriptive text with the correct steps rhetoric

20. Learning Materials

j. *Descriptive Text*

Descriptive Text is a text that aims to describe or depict an object in detail, as well as explaining about a person, object, or a place

k. *Generic Structure descriptive text:*

- *Identification: Identifies phenomenon to be described*
- *Description: describes parts, qualities, characteristics*

l. *Language features of descriptive text:*

- *Focus on specific of participants*
- *Use of Simple Present Tense*
- *Verbs of being and having relational processes*
- *Use of descriptive adjectives*
- *Use of Noun Phrase to give detailed information about the subject*
- *Use of action verbs' Material Processes*
- *Use of adverbials to give additional information about the behavior*
- *Use of Figurative language*

Example of descriptive text

Generic Structure	My Mother
Identification	My father is handsome. He has pointed nose than me. It makes me envy to him, and he has chubby cheeks same like me. My father is a great man that i ever know. He can

	<p>be a father, He can be a mother, and he can be a good friend for his family.</p>
Description 1	<p>My father is a brave man because he works to catch criminals. He is a soldier in Bogor. My father is a good soldier, he wins an award as the best soldier in Indonesia. I'm proud to him, and i'm proud to be his daughter. Many people think that soldier is horrible, but my father is not horrible person.</p>
Description 2	<p>He likes to make a joke, and makes his family laughing. My father's hobbies are swimming, running, practicing taekwon do. My father usually listens to the music when he works in his office. He has some idols such as Muse, Rolling Stones, Air Supply, and Judika. My father is a hard working person. He doesn't want to be a lazy person. He always says "don't waste your time to do something that's not important for you". I think i have a father who will be the best father that i ever have, and i love him so much.</p>

21. Methods of Learning: Lectures, questions and answers, assignments

22. Steps of activity

j. Activities Introduction

Apperception:

- Encourage all students to pray to start lessons
- Attendance

Motivation:

motivate the importance of mastering the material well to assist students in understanding the expression associated with the day-to-day life.

k. Core Activities

Exploration

- Teachers provide information for students to understand about descriptive text, generic structure and language features in the descriptive text.
- Students are shown a picture and asked to describe images by step right rhetoric
- Students are required to jointly identify Generic Structure of the text they made.

Elaboration

- Students are asked to write a descriptive text in the image shown by the teacher
- Students are asked to identify the generic structure of descriptive text that has been made
- Teachers and students together to discuss exercises that students do
- Students read the descriptive text that has been made in front of the class.

Confirmation

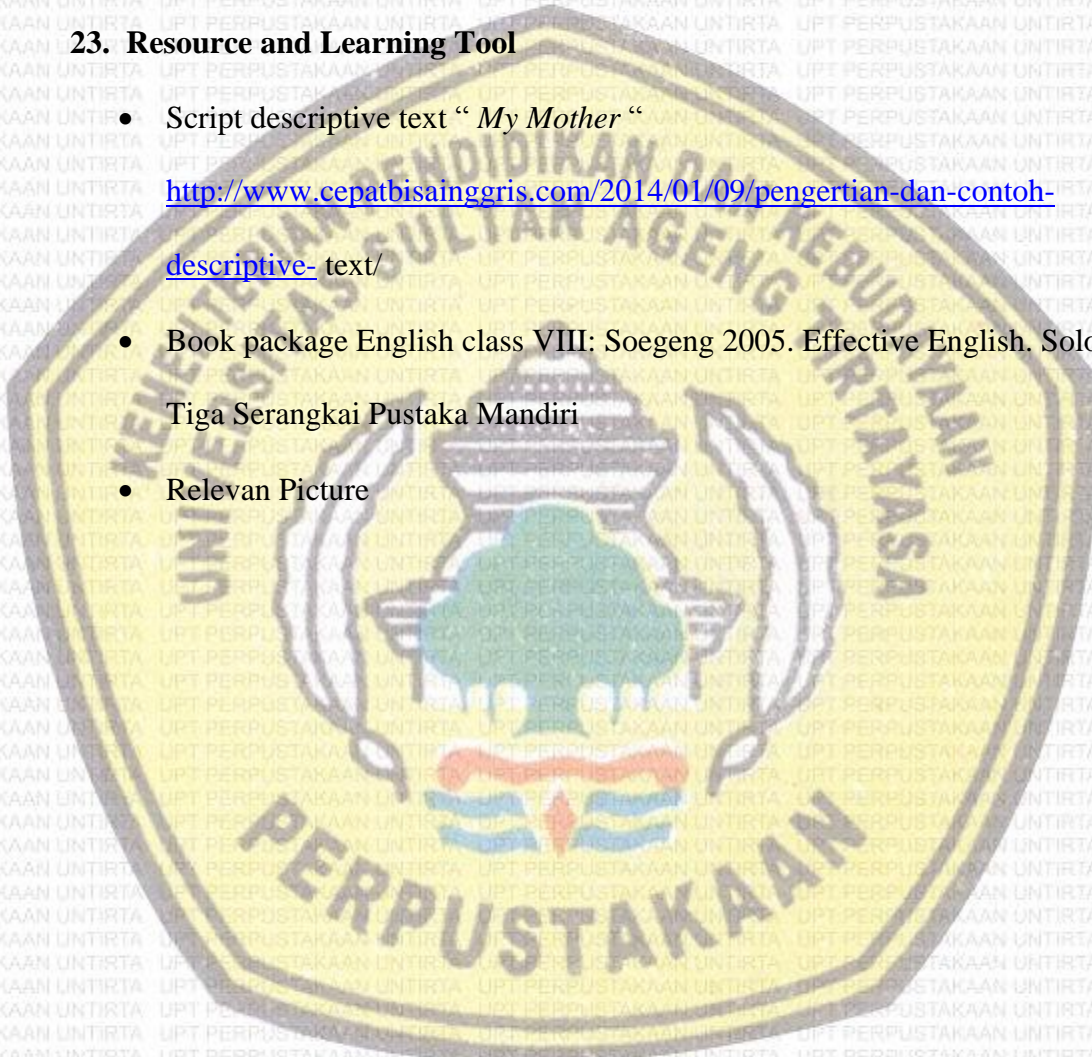
- Students ask for material that has not been clear about the descriptive text
- Teachers assess the work created by students.

l. Closing Activities

- Teachers ask and provide solutions to the difficulties students in learning descriptive text.
- Teachers submit lesson plans to the next meeting.

23. Resource and Learning Tool

- Script descriptive text “ *My Mother* “
<http://www.cepatbisainggris.com/2014/01/09/pengertian-dan-contoh-descriptive-text/>
- Book package English class VIII: Soegeng 2005. Effective English. Solo: PT. Tiga Serangkai Pustaka Mandiri
- Relevan Picture



24. Assessment

Competency Achievement Indicators	Assesment technique	Form of instruments	Instrumens
7. Understanding the meaning of a text written in a functional and simple short monologue form of descriptive text	The written test	Essay	<i>Write short descriptive text based on the picture and identify the generic structure from the text you has been made.</i>
8. Write short and simple text in the form of descriptive by steps correct rhetoric.			

g. Guidance for Assessment

Scores maximum = 100

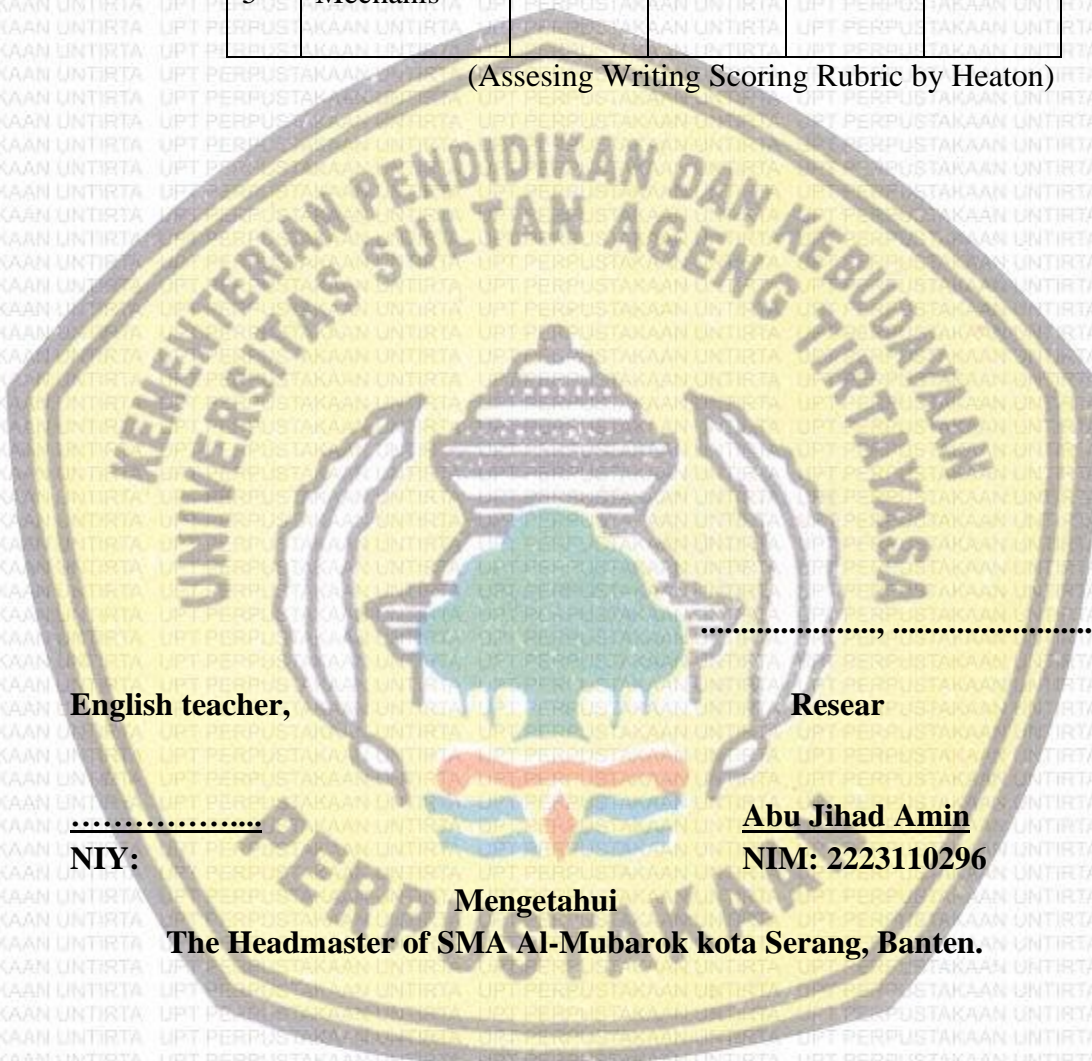
$$\text{Score acquisition} = \frac{\text{SkorPerolehan}}{\text{SkorMaksimal}} \times 100 =$$

h. Rubric of Assessments

No	Aspect	Score			
1	Content				
2	Organization				

3	Grammar			
4	Vocabulary			
5	Mechanis			

(Assesing Writing Scoring Rubric by Heaton)



English teacher,

Resear

NIY:

Abu Jihad Amin
NIM: 2223110296

Mengetahui
The Headmaster of SMA Al-Mubarak kota Serang, Banten.

NIY:

LESSON PLAN

Experimental Group

School Name : SMA Al-Mubarak kota Serang, Banten.

Class / Semester : X (Ten) / 2

Type of Text : *Descriptive Text*

Theme : *Language Features in Descriptive text*

Aspect / Skill : Writing

Time Allocation : 2 x 40 Minutes

Competency Standards:

6. Expressing meaning in written functional texts and simple short essays descriptive form, and recount to interact with the surrounding environment

Basic Competence:

6.2. Reveal the meaning and rhetorical steps in simple short essays using a variety of written language accurately, smoothly and thank to interact with the surrounding environment in the form of descriptive text and recount.

25. Objectives Learning

At the end of the lesson, students are able to:

- i. Identify the language features in descriptive text.
- j. Writing a descriptive text with the correct steps rhetoric

26. Learning Materials

m. *Descriptive Text*

Descriptive Text is a text that aims to describe or depict an object in detail, as well as explaining about a person, object, or a place

n. *Generic Structure descriptive text:*

- *Identification: Identifies phenomenon to be described*
- *Description: describes parts, qualities, characteristics*

o. *Language features of descriptive text:*

- *Focus on specific of participants*
- *Use of Simple Present Tense*
- *Verbs of being and having relational processes*
- *Use of descriptive adjectives*
- *Use of Noun Phrase to give detailed information about the subject*
- *Use of action verbs' Material Processes*
- *Use of adverbials to give additional information about the behavior*
- *Use of Figurative language*

Example of descriptive text

Generic Structure	What is a Butterfly?
Identification	Butterflies are beautiful, flying insects with large scaly wings. like all insects, they have six legs, three body parts, a pair of antennae, and compound eyes. The three body parts are the head, thorax (the chest), and abdomen (the tail)

	end). The four wings and the six legs of the butterfly are connected to the thorax. The thorax contains the muscles that make the legs and wings move.
Description 1	Butterflies are very good fliers. They have two pairs, of large wings covered with colourful scales. Butterflies and moths are the only insects that have scaly wings. The wings are connected to the butterfly's thorax (mid-section). Butterflies can only fly if their body temperature is above 27 degrees Centigrade. Butterflies sun themselves to warm up in cool weather. As butterflies get older, the colour of the wings fades and the wings become ragged.
Description 2	The speed varies among butterfly species (the poisonous varieties are slower than non – poisonous varieties). The fastest butterflies can fly at about 50 kilometers per hour (kph) or faster. Slow flying butterflies fly about 8 kph.

27. Methods of Learning: Lectures, questions and answers, assignments

28. Steps of activity

m. Activities Introduction

Apperception:

- Encourage all students to pray to start lessons
- Attendance

Motivation:

motivate the importance of mastering the material well to assist students in understanding the expression associated with the day-to-day life.

n. Core Activities

Exploration

- Teachers provide information for students to understand about descriptive text, *generic structure and language features* in the descriptive text.
- Students are shown a picture of the animal and the students were asked to describe the image

Elaboration

- Students are asked to write descriptive text about “*An Animal*” with the right rhetoric step
- Students are asked to identify the language features of descriptive text that has been made
- Teachers and students together to discuss exercises that students do
- Students read the descriptive text that has been made in front of the class.

Confirmation

- Students ask for material that has not been clear about the descriptive text
- Teachers assess the work created by students.

o. Closing Activities

- Teachers ask and provide solutions to the difficulties students in learning descriptive text.
- Teachers submit lesson plans to the next meeting.

29. Resource and Learning Tool

- Script descriptive text “*What is a Butterfly*”
<http://www.cepatbisainggris.com/2014/01/09/pengertian-dan-contoh-descriptive-text/>
- Book package English class VIII: Soegeng 2005. Effective English. Solo: PT. Tiga Serangkai Pustaka Mandiri
- Relevan Picture

30. Assessment

Competency Achievement Indicators	Assesment technique	Form of instruments	Instrumens
9. Identify the <i>language feature</i> in descriptive text 10. Write short and simple text in the form of descriptive text by steps correct rhetoric.	The written test	Essay	<i>Write short descriptive text based on the theme about “An Animal” and identify the Language features from the text.</i>

i. Guidance for Assessment

Scores maximum = 100

$$\text{Score acquisition} = \frac{\text{SkorPerolehan}}{\text{SkorMaksimal}} \times 100 =$$

j. Rubric of Assessments

No	Aspect	Score			
1	Content				
2	Organization				
3	Grammar				
4	Vocabulary				
5	Mechanis				

(Assesing Writing Scoring Rubric by Heaton)

.....,20.....

English teacher,

Researcher

.....
NIY:

Abu Jihad Amin
NIM: 2223110296

.....
Mengetahui

The Headmaster of SMA Al-Mubarak kota Serang, Banten.

.....
NIY:

Appendix

The Tiger



LESSON PLAN

Experimental Group

School Name : SMA Al-Mubarak kota Serang, Banten.

Class / Semester : X (Ten) / 2

Type of Text : *Descriptive Text*

Theme : *Descriptive Text Review*

Aspect / Skill : Writing

Time Allocation : 3 x 40 Minutes

Competency Standards:

6. Expressing meaning in written functional texts and simple short essays descriptive form, and recount to interact with the surrounding environment

Basic Competence:

6.2. Reveal the meaning and rhetorical steps in simple short essays using a variety of written language accurately, smoothly and thank to interact with the surrounding environment in the form of descriptive text and recount.

31. Objectives Learning

At the end of the lesson, students are able to:

- k. Identify the *generic structures, social function and language features* in descriptive text.
- l. Writing a descriptive text with the correct steps rhetoric.

32. Learning Materials

p. Descriptive Text

Descriptive Text is a text that aims to describe or depict an object in detail, as well as explaining about a person, object, or a place

q. Generic Structure descriptive text:

- *Identification: Identifies phenomenon to be described*
- *Description: describes parts, qualities, characteristics*

r. Language features of descriptive text:

- *Focus on specific of participants*
- *Use of Simple Present Tense*
- *Verbs of being and having relational processes*
- *Use of descriptive adjectives*
- *Use of Noun Phrase to give detailed information about the subject*
- *Use of action verbs' Material Processes*
- *Use of adverbials to give additional information about the behavior*
- *Use of Figurative language*

Example of descriptive text

Generic Structure	What is a Butterfly?
Identification	Butterflies are beautiful, flying insects with large scaly wings. like all insects, they have six legs, three body parts, a pair of antennae, and compound eyes. The three body parts are the head, thorax (the chest), and abdomen (the tail end). The four wings and the six legs of the butterfly are connected to the thorax. The thorax contains the muscles

	that make the legs and wings move.
Description 1	Butterflies are very good fliers. They have two pairs, of large wings covered with colourful scales. Butterflies and moths are the only insects that have scaly wings. The wings are connected to the butterfly's thorax (mid-section). Butterflies can only fly if their body temperature is above 27 degrees Centigrade. Butterflies sun themselves to warm up in cool weather. As butterflies get older, the colour of the wings fades and the wings become ragged.
Description 2	The speed varies among butterfly species (the poisonous varieties are slower than non – poisonous varieties). The fastest butterflies can fly at about 50 kilometers per hour (kph) or faster. Slow flying butterflies fly about 8 kph.

33. Methods of Learning: Lectures, questions and answers, assignments

34. Steps of activity

p. Activities Introduction

Apperception:

- Encourage all students to pray to start lessons
- Attendance

Motivation:

motivate the importance of mastering the material well to assist students in understanding the expression associated with the day-to-day life.

q. Core Activities

Exploration

- Teachers provide information for students to understand about descriptive text such as; *generic structure, social function and language features* in descriptive text.

- Students are shown a picture of the animal and the students were asked to describe the image

Elaboration

- Students are asked to write a descriptive text by picture of "Animal" which is shown by the teacher
- Students are asked to identify the generic structure and language features of descriptive text that has been made
- Teachers and students together to discuss exercises that students do
- Students read the descriptive text that has been made in front of the class.

Confirmation

- Students ask for material that has not been clear about the descriptive text
- Teachers assess the work created by students.

r. Closing Activities

- Teachers ask and provide solutions to the difficulties students in learning descriptive text.
- Teachers submit lesson plans to the next meeting.

35. Resource and Learning Tool

- Script descriptive text of "What is a Butterfly" from:

<http://www.cepatbisainggris.com/2014/01/09/pengertian-dan-contoh-descriptive-text/>

- Book package English class VIII: Soegeng 2005. Effective English. Solo: PT.

Tiga Serangkai Pustaka Mandiri

- Relevan Picture

36. Assessment

Competency Achievement Indicators	Assesment technique	Form of instruments	Instrumens
11. Identify the <i>generic structure, social function, and language feature</i> in descriptive text 12. Write short and simple text in the form of descriptive text by steps correct rhetoric.	The written test	Essay	<i>Write short descriptive text based on the theme about “An Animal” and identify the generic structure, language features, and social function from the text.</i>

k. Guidance for Assessment

Scores maximum = 100

$$\text{Score acquisition} = \frac{\text{SkorPerolehan}}{\text{SkorMaksimal}} \times 100 =$$

I. Rubric of Assessments

No	Aspect	Score			
1	Content				
2	Organization				
3	Grammar				
4	Vocabulary				
5	Mechanis				

(Assesing Writing Scoring Rubric by Heaton)

.....,20.....

English teacher,

Researcher

NIY:

Abu Jihad Amin
NIM: 2223110296

Mengetahui

The Headmaster of SMA Al-Mubarak kota Serang, Banten.

NIY:

Appendix

