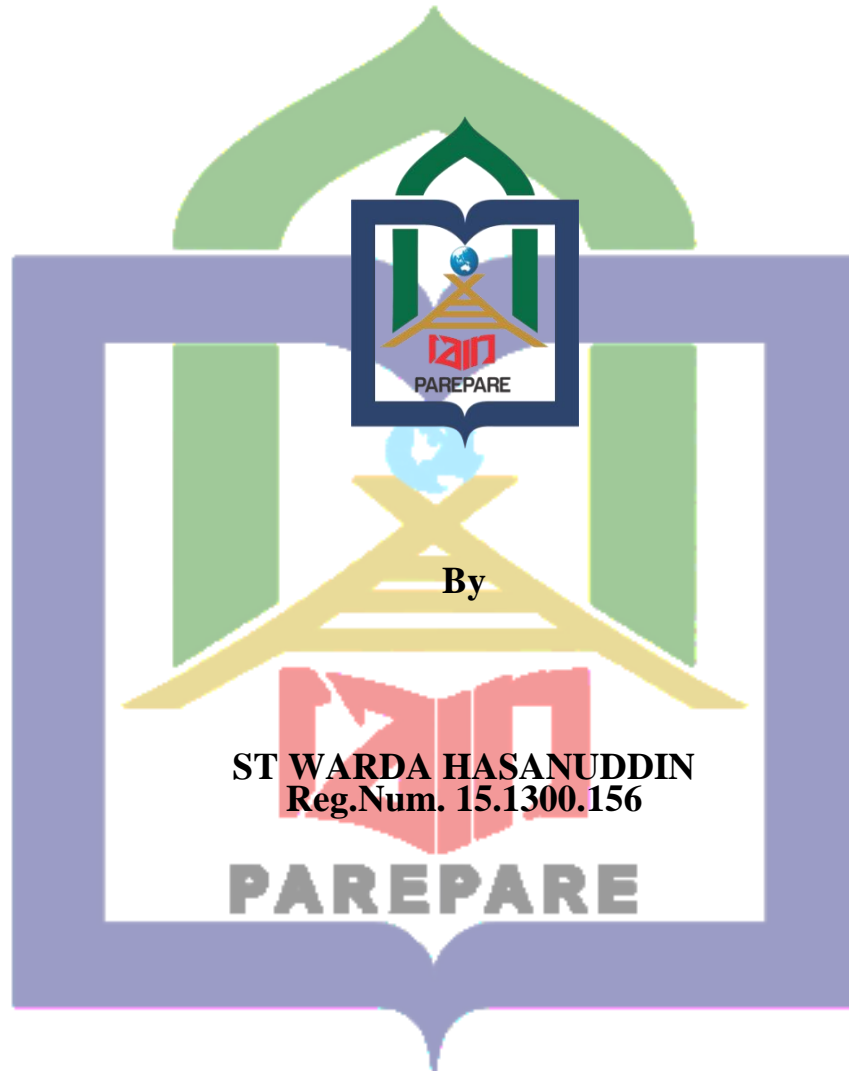


SKRIPSI
THE IMPLEMENTATION OF DESCRIBING PICTURES
TO IMPROVE WRITING SKILLS AT SMP NEGERI 2
BATULAPPA KAB.PINRANG



By

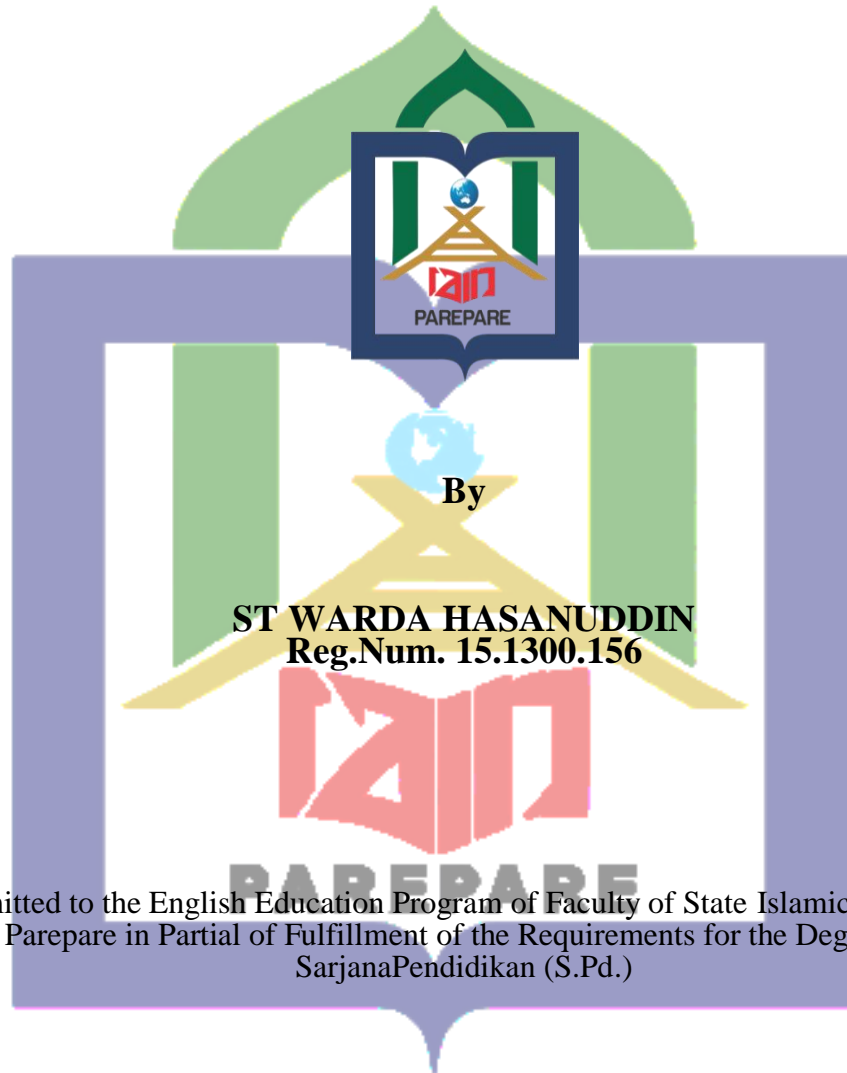
ST WARDA HASANUDDIN
Reg.Num. 15.1300.156

PAREPARE

ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

2020

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ST WARDA HASANUDDIN
Reg.Num. 15.1300.156

Submitted to the English Education Program of Faculty of State Islamic Institute of Parepare in Partial of Fulfillment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd.)

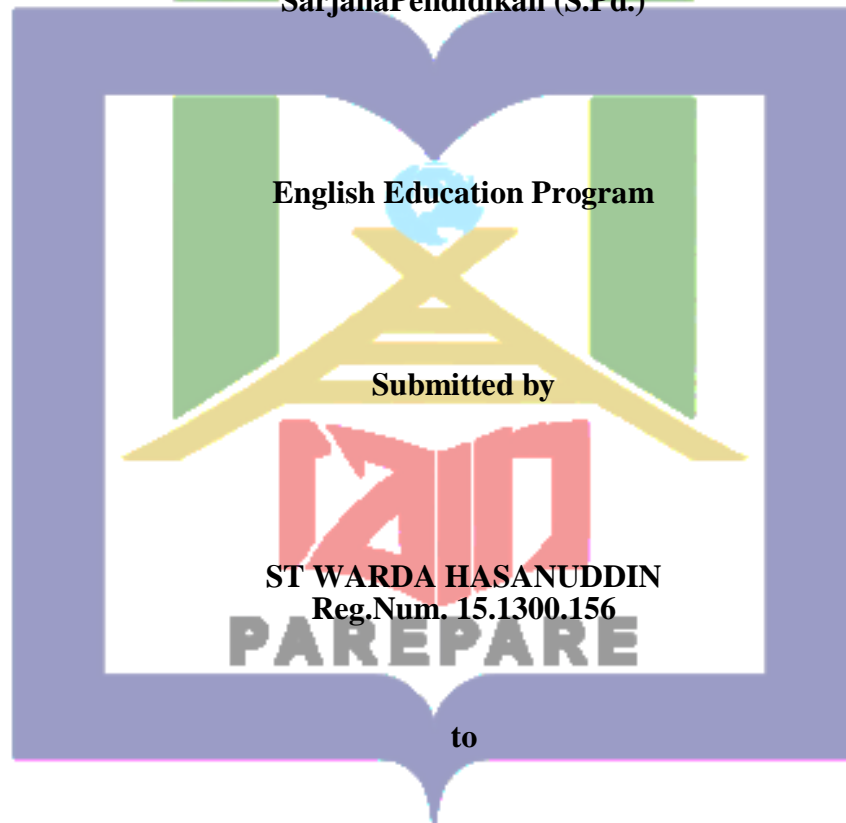
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Skripsi

**As Partial Fulfillment of the Requirement for the Attainment of the Degree
Sarjana Pendidikan (S.Pd.)**



**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2020

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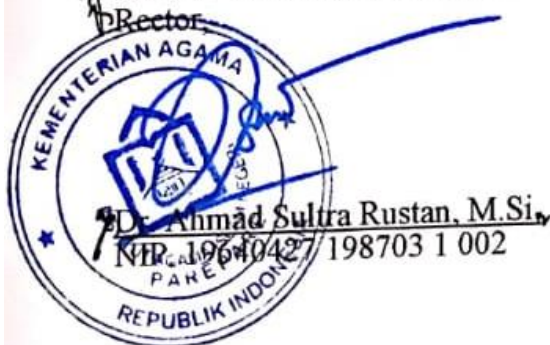
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First of all, there is no beautiful sentence to say except praying and thanks to our god Allah swt, for her blessing, mercies and enjoyment so that the writer could finish this skripsi perfectly. May shalawat and salam always be given to our prophet Muhammad saw, who was guided us from the stupidly to cleverness.

From the bottom of writer's heart said that this skripsi would not be finished and completed from perfectness without any guidance support, motivation, encouragement, suggestion and help from the other people. So, the writer sincerely thanks to much for them. They are as follow:

1. The gratitude for my beloved parent, Hasanuddin and St Hafsa for their love and sincerely pray for her and always give invocation, motivation and support to finish my studying at IAIN Parepare
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Finally, the writer realized that the skripsi still has any weakness and still far from being perfect. Therefore she hopes criticism, a suggestion for its perfection and she hopes this final project will be useful for the reader

May Almighty Allah swt. Always be with us.

Parepare, march 12th, 2020

The Writer,



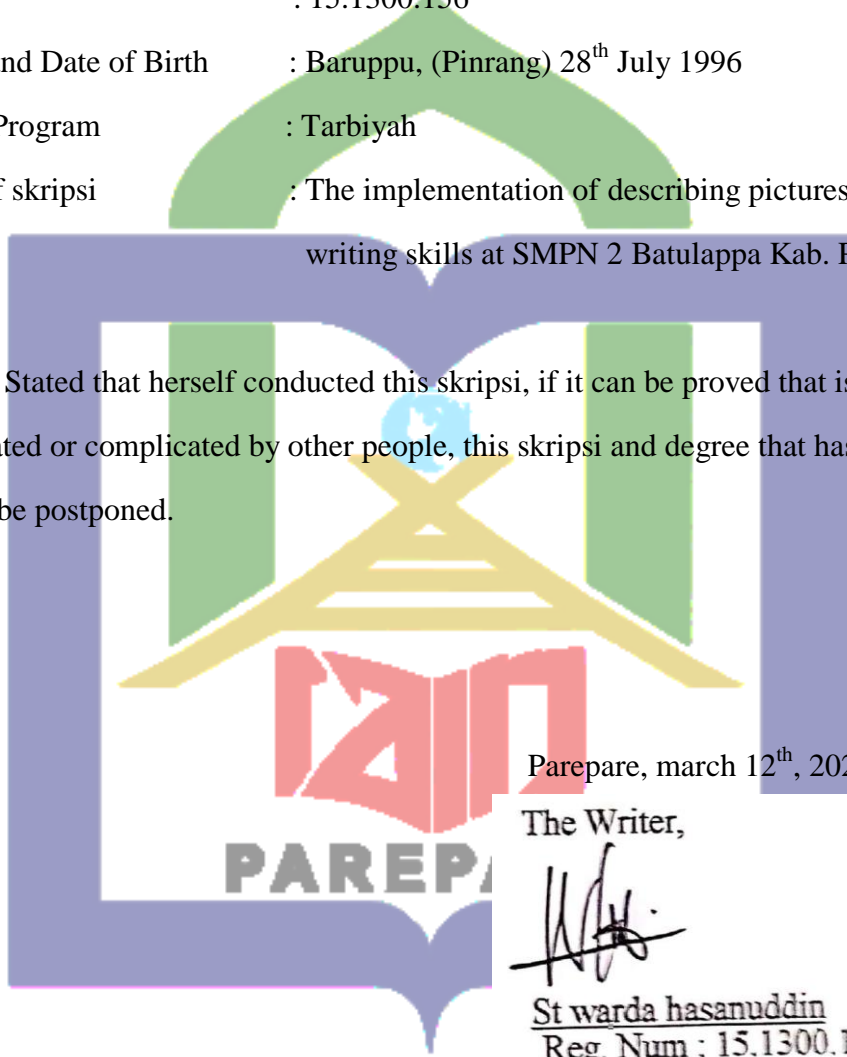
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DECLARATION OF THE AUTHENTICITY OF THE RESEARCH

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Stated that herself conducted this skripsi, if it can be proved that is copied, duplicated or complicated by other people, this skripsi and degree that has been would be postponed.



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ABSTRACT

ST. WARDA HASANUDDIN.”The implementation of describing pictures to improve writing skills at SMP Negeri 2 Batulappa” (suvervised by Ismail Latief and Ali Halidin).

In this research was conducted study to examine the effectiveness of describing pictures to improve the students’ writing skillsat the SMPN 2 Batulappa kab. Pinrang.

This research used a pre-experimental method, by one group pre-test and post-test design. There were two variabels they were independent variable the use of describing pictures strategy and dependent variable the students’ writing. The population of this research was the second year students of SMPN 2 Batulappa kab pinrang in academic year 2019/2020 which consists of three classes. The sample of this research was take one class of the population was class VIII.1 . in collecting data on students’ writing skills The researcher has taken twice that is before and after treatment is given. The data collected through describe pictures by using score of students and t-test.

The result calculation of mean score pre-test of students was 39,33 and mean score post-test of students was 67,85 it showed that the students writing skills was improving. The result finding that score of t-test value was 4,56 while the score of t-table value was 1,725 for the level significance 0,5 degree of freedom 20. It showed that the alternative hypothesis (Ha) was accepted, which the t-test value was greater than t-table value. It means that the describing pictures can be improved students writing skills at the SMPN 2 Batulappa kab. Pinrang.

Keyword: describing pictures, writing skills.

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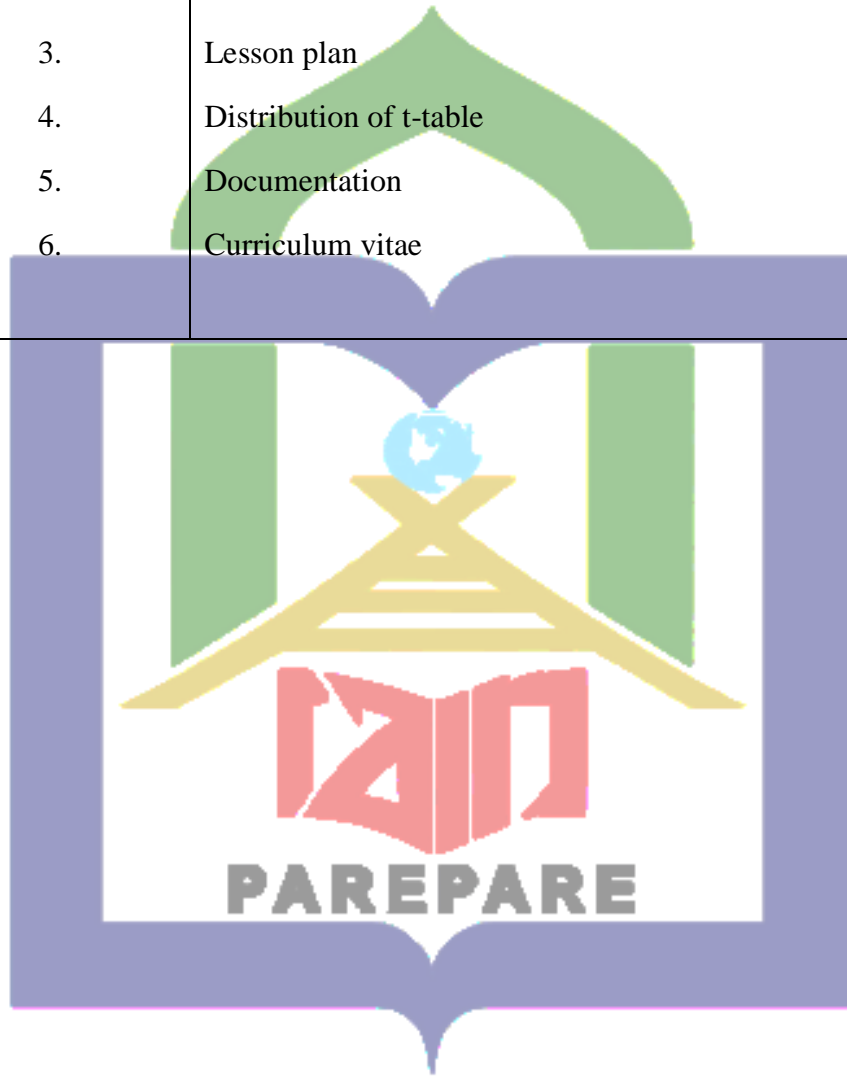
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CHAPTER I

INTRODUCTION

1.1 Background

Being an international language, English occupies the first position in the world for communication nowadays. This position makes it widely used for all over the world in all aspects of human life. English knowledge was desired by the students in higher education and by workers in certain professions. This was because a wide variety may be accumulated from people around the world through English as a medium of communication either spoken or written. Getting as well as giving information and ideas in English may be from English broadcast, movies, videos, textbooks, and scientific articles in newspaper, magazine, and journal, leaflet and advertisement.

Language is the centre of human life. It is one of the most important ways of expressing love or hate for people.¹

Writing is an important part of English and communication that have to be thought in school in higher education, it is one of the learning requirements of the students to be successful in their study. Moreover writing was considered the most difficult to master because it involved some language components (spelling, language use, vocabulary, and punctuation). That is why writing was regarded as the most difficult language skill to learn. For example writing clear sentences, it requires the students to learn the rules of English grammar and mechanics such as the correct use of verbs and spelling, as well as commas and other marks of punctuation.

¹Sa'diyah, Halimatus. "Improving Students' Ability in Writing Descriptive Texts Through a Pictures Series- Ideal Learning Strategy." *The English Teacher* (2017), p. 19.

Unfortunately, the aspect of writing make it is very difficult and complex skill to learn. It worsened that English teacher in indonesia still focuses on reading and grammar when they teach writing. It is stated by harmer for many years the teaching of writing focused on the written product rather than on the writing process. It means that students only directed to have good product of writing than the way how to proceed. The explanation above creates a consideration that writing is very difficult and complex skill to learn.²

Writing doesn't come naturally or automatically, but through cognitive efforts, training, instruction, and practice. This skill is not just about the process to construct words into meaningful sentences based on one's ideas. But it is complicated skill since it involves producing meaningful segments to carry a message in the language also the way to develop ideas into comprehensible written form by concerning the aspect of writing such as content, organization, vocabulary, language use and mechanic.³

Based on the interview of English teacher and the pre-observation in SMPN 2 Batulappa, the students found difficulty in writing paragraph and most of the students in classroom are passive in joining the teaching learning process especially in writing. When the researcher observes the students, most of the students can only write a few words. They have difficulty to make it in written form. And when the teacher asked them to present the text in front of the class one by one, most of them only said some words.

²Harmer J, *how to teach writing*. Endinburgh: (Pearson Education Limited: 2007), P. 56.

³Weigle S.C. *assesing writing 3rd* (New York. Canbridge University press : 2009), P. 25.

Students had many problems in writing texts. It can be seen from the following indicators: (1) students had difficulty to explore their ideas, (2) students had problems used the proper word in writing, (3) some of them cannot write the words correctly, (4) students had problems in producing grammatically correct sentences, (5) students often make mistakes in applying the appropriate structure of present tense in the texts, (6) students had difficulty to used mechanic (punctuation and spelling) in writing and students forgot give coma in their writing.

Pictures also made a particulary powerful contribution to both the content and the process of teaching learning; especially contribute to interest and motivation. Besides, the students are also involved to found material sthe steps in find materials are: first, the teacher will ask the students (individually) to find material from google, after that the materials which were suitable to apply in the classroom. Pictures from google can be useful to motivate students iterested i teaching lerning process because the materials found by themselves.

Describing pictures could make them more fun in learning english. So, by using pictures in teaching writing, it is hoped that students of SMPN 2 Batulappa would improve their skills in writing.⁴

1.2 Research Question

Based on the background above, the researcher formulates the research question as follow:

⁴ Namirah. “*The Implementation of Video to Improve Student’s Writing Skill in Procedure Text at The Second Grade Students of SMA 7 pinrang*”.Skripsi Sarjana ;Jurusan Tarbiyah. Parepare, 2017.

Is the implementation of describing pictures able to improve writing skills at the SMPN 2 Batulappa kab pinrang?

1.3 Objective of the research

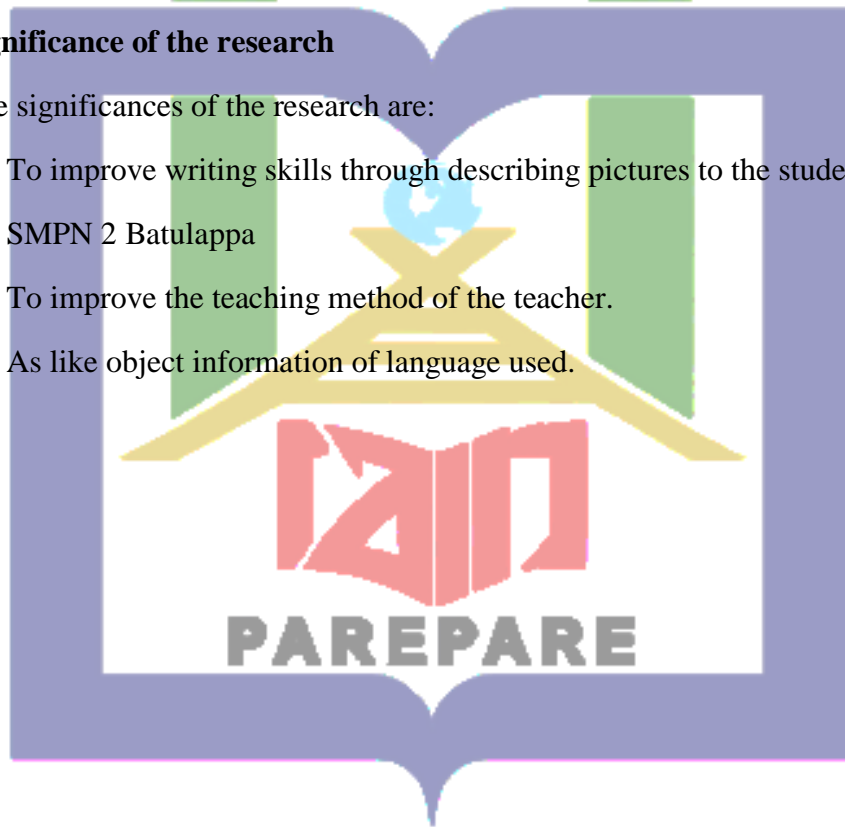
based on the research question previously set out the report of this research aimed at finding out the following objective:

to find out whether or not the using describing pictures able to improve the students writing skills at SMPN 2 Batulappa

1.4 Significance of the research

The significances of the research are:

- 1.4.1 To improve writing skills through describing pictures to the students at SMPN 2 Batulappa
- 1.4.2 To improve the teaching method of the teacher.
- 1.4.3 As like object information of language used.



CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Some Partinent Ideas

2.1.1 The Concept of Writing

In this concept of writing the researcher will explain more about writing, they are the defenition of writing, types of writing, the process of writing, components of writing skills, the problems of writing and also the reason why teaching writing.

2.1.1.1 Defenition of writing

Writing is one of the most significant cultural accomplishments of human being and skill that students have to learn besides speaking, listening, and reading. It is one of activity the students most do in learning english in the class. In writing, students should have a capability i arranging words, pharases, and sentences or gramtically correct as well as appropriate with its purpose. Writing allows us to communicate at a distance, either at a distant place or at distant time. Writin can be defined as the words we thought in the foreign language. Some definitions of writing given by differents were presented as follows:

Writing is simply modified version of speaking where it can be as media in expanding fetching at in can be enjoyed not only for the writer but also the reader, in other words writing as a media of communication between writer and reader. Besides that, writing can be also said is the act of forming the symbols or any letters like as making a mark on a surface. But writing is clearly much more than the production of graphic symbols, just a speech is more than the production of sound.⁵

⁵ Donn Byrne, *Teaching Writing Skills, New Edition* (Longman: Longma Group UK Limited, 1988), p. 1.

According to Oxford Dictionary, writing is activity of writing, written words of an author and hand writing.⁶

Nurlaeni improving the writing ability through describing people of the second year students of SMP 2 Sendana ‘’ Based on the findings and discussion of the previous chapter above in this study, the writer concluded that describing people technique improves the writing ability of the students who were though by this activity than who were not. It is proved by the result of post-test’ t-Test value which is greater than t-Table and it means that is more effective to be applied i the teaching-learning process than throug ordinary teaching because they were helped by the interesting describing people. From the first describing people till the last was closely related in order to help the students write paragraph⁷

2.1.1.2 Types of Writing

There are some types of writing the form of writing which is use to tell or relate is called narration, which is used to describe is called description, which use to explain is called exposition and the last which is use to argue is called argumentation.

1. Narration is the form of writing use to relate the story of acts or events. Narration places occurences i time and tells what happen according to natural time sequence. Types of narration include short stories, novels and new stories, as well as large part of our everyday social interchange in comversation.
2. Description reproduces the way things look, smell, taste fell our sound. It may also evoke mood, such as happiness, loneliness, or fear. It was used to create a

⁶Oxford University Press, *Oxford Learner’s Pocket Dictionary*, Third Edition (Printed in China, 2003, p. 502.

⁷Nurlaeni, ‘‘*Improving the Writing Ability Through Describing People of the Second Year Students of SMP 2 Sendana*’’, (Parepare: STAIN Parepare, 2012), p. 41.

visual image of people, places, even of units of time days, times of day or reason. It may tell about the people character of personality.

3. Exposition is used in giving information, making explanation, and interpreting meanings. It includes editorials, essays, and informative and instructional material. Use in combination with narrative, exposition supports and illustrates. Used part from narrative, it stand alone as an essay.
4. Argumentation is used in persuading and convincing. It is closely related to exposition and often found combined with it. Argumentation is used to make a case or to prove or disprove a statement or preposition.⁸

2.1.1.3 The Process of Writing

In this part is how the process of writing. Its process have several stages that are: planning, drafting, editing (reflecting and revising), and final version.

1. Planning is the process of writer's plan what they are going to write. Before starting to write, they try and decide what is they are going to say. For some writers this may involve making detiled notes as their structure in writing. In planning, there are three items who has to be considered by the writers; the purpose of their writing which consist of its language whom they use, and the information whom they choose, the writer has to consider the audience they are writing for (howit is laid out, how the paragraphs are structured), and content structure talk about how best to sequence the facts, ideas, or arguments).
2. Drafting is refers to the first version of a piece of writing as a draft. This first goes at a text is often done on the assumption that it will be amended later.

⁸George E. Wilson, *Lets Write English*. (New York: Litton Educational Publishing. Inc, 1980), p. 377-383.

3. Editing (reflecting and revising). In this process, the writer revise about the order of the information is ot clear. Perhaps the way something written is ambiguous or confusing, etc. So the reflecting and revising process are often help the by others readers (or editors) who comment and make suggestion.
4. Final version. When the writer has edited their draft, making the changes they consider to be necessary, they produce their final version. This may look considerably different from both the original plan and the first draf, because things have changed in the editing process. Even when they get to want they think is their final drafts they may find themselves changing their mind and re planning, drafting or editing.⁹

Based on the explanation about the types of writing above, the researcher will conclude that before making it. We have to know that at times we may have to back up and repeat the stages. But it does not mean that we have focus on all four stages at the same time.

2.1.1.4 Components of Writing Skills

There are five compoents which can be used to evaluate writing skill. They are: (1) contents, (2) grammar (such as subject-verb agreement, tenses, and article use), (3) word choise, (4) organization, and (5) mechanichs.¹⁰

1. Content

In writing, one has to keep the channel of communcation open though his or her own efforts to ensure both through his or her choice of sentence structure. One has to master the written form the language and to learn certain structures, which are

⁹ Jeremy Harmer, *How To Teach Writing*. (England: Pearson Education Limited, 2008). p. 4.

¹⁰ Jerry G.Gebhard, *Teaching English as a Foreign or Second Language: a Teacher Self-development and Methodology Guede*, p. 221.

used in speech or perhaps not used at all, but which are important for effective communication in writing.

2. Grammar

As a matter of fact, writing using strict, standard grammar encourages one to become careful, disciplined, and responsible writers. Essentially everything that is rule-based is included here: question transformation, negations tenses, and sentence combining.¹¹ These three qualities will lead one to make further progress. Grammar controls what one writes; it judges whether one follows or breaks the language rules. Consequently, writers who keep on breaking the basic grammar rules might be regarded as careless. To understand the fundamentals of grammar, one must first understand the basic components of a sentence.

A correctly constructed sentence consists of a subject and predicate (some sentences also include a phrase or phrases). In a structural description, the grammar of the language is described in terms of systematic structures that carry the fundamental propositions (statement, interrogative, negative, imperative) and notions (time, number, gender, etc.). By varying the words within these structural frameworks, sentences with different meanings can be generated.

3. Words choice

Another aspect which can show the writers' skill is the words choice. The writer must use words that his reader can understand easily. The uses of words which have obscure meaning, jargons, or abbreviations have to be avoided or used with great consideration.

¹¹ Patricia Wilcox Peterson, *Developing Writing: Writing skills Practice Book For EFL* (Washington DC: United States Department of State, 2003), p. 10.

4. Organizations

Writing is thinking process. It needs organizing thought, argument, and logic. A written text is usually organized and carefully formulated, since its composer has time and opportunity to edit it before making it available for reading. If one's writing is clear, concise and accurate, but the other cannot follow

his his or her train of thought because of the text rambles, he or she still has not communicated effectively. Successful writing must be well organized. According to Brown there are four terms of the organization that are effectiveness of introduction, logical sequence of ideas, conclusion, and appropriate length.¹²

5. Mechanics

Mechanics including spelling and punctuation also play important role in writing. This section assesses the value of these features as a part of the resources of the written form of the language and their relative importance in writing programs. In mechanics, the more accurate the punctuation and spelling the better text will be. If all the aspects of writing are obeyed by a writer, it can be stated that he/she is good in writing skills

Spelling. Byrne says that the mastery of the writing systems includes the skill to spell.¹³ Incorrect spelling including typing errors or word processing errors distracts the reader rather than impedes comprehension. To avoid this kind of errors, the writer should check word spelling using dictionary. And punctuation is the system of separating written words by the use of punctuation marks the periods, comma, colon, semicolon, and etc.

¹² H. Douglas Brown, *Teaching by Principle: An interactive Approach to Language Pedagogy-2 Edition* (New York: Longman Group, 2001), P. 342.

¹³ D Donn Byrne, *teaching writing skills* (London and New York: Longman Group UK Limited, 1990), p. 15.

2.1.1.5 The Problems of Writing

For most people, writing is considered as a difficult activity, both in the mother tongue and in a foreign language. There are three heading problems which are caused by writing:

1. Psychological problems

writing is essentially a solitary activity and the fact that people are required to write on their own draft, without the possibility of interaction or the benefit of

feedback, in itself makes the act of writing difficult. Writers have no immediate feedback to let them know how they are doing and whether they should change their approach. There is no immediate interaction between the producer and the receiver.¹⁴

2. Linguistics Problems

Different from oral communication, the language used in written language is either simplified (list, telegram, note, etc.) or more elaborate, more formal. In a foreign language this process is all the more difficult as there may be interference on a cultural level, not just the linguistics, between mother tongue and the foreign language.

3. Cognitive Problems

Writing is learned through process of instruction. The written form of the language and certain structures, which are less used in speech, should be mastered and learned.¹⁵ The way to organize the ideas is also important for effective communication which has to be learned in writing.

¹⁴ Donn Byrne, *Teaching Writing Skills*, p.4.

¹⁵ Donn Byrne, *Teaching Writing Skills*, p. 5.

2.1.1.6 The Reason Why Teaching Writing

Someone doing something is of course they have reason why they do that. It is same in learning process and teaching process *''why we learn''* and *''why we teach?''* or *''why teach writing?''*. In Jeremy Hermer's book there are some reasons why teach writing to the students as foreign language include.

1. Reinforcement

Some students acquire language is purely oral/aural way, but most of us benefit greatly from seeing the language written on. The visual demonstration of language construction is invaluable for both our understanding of how it all fits

together and as an aid to committing the new memory. Students often used new language shortly after they study it.

2. Language Development

Process of writing help us to learn we go along. We can not be sure, but it seems that the actual process of writing (rather like the process of speaking) helps as to learn as we go along. The mental activity we have to go through in order to construct proper written text is all part of the on going learning experience.

3. Writing As a Skill

Students need to know write a letter, how to put written reports together, how to reply to advertisements and increasingly, how write use electronic media. They need to know some of writing's special convention. Just as they needed to pronounce speak English appropriately. Part of our job is give them that skill.¹⁶

¹⁶ Jeremy Hermer, *How To Teach English, An Introduction To The Practice Of English Language Teaching* (London: Longman Group, 1991), p. 79.

4. Teaching Writing

In the past, test writers have been too ambitious and unrealistic in their expectation of testees' performances in composition writing: hence the constant complaint that the relatively few foreign learners of English attain a satisfactory level in English composition writing has been unfortunate: teachers have to often anticipate examination requirements by beginning free composition too early, before the basic writing has been acquired.¹⁷

According to Brown a simplistic view of writing would assume that written language is simply the graphic representation of spoken language. Writing is more complex than this; hence writing is "as different from speaking as swimming is from walking".¹⁸

This is supported and developed by Hedge, who states that writing is more than producing accurate and complete sentences and phrases. She states writing is about guiding students to: "produce whole pieces of communication, to link and develop information, ideas, or arguments for a particular reader or a group of readers. Therefore effective writing requires several things: a high degree of organization regarding the development and structuring of ideas, information and arguments. Furthermore Hedge mentions features such as: a high degree of accuracy, complex grammar devices, as careful choice of vocabulary and sentences structure in order to create style, tone and information appropriate for the readers of one's written text. All consideration for efficient learning of writing strategies.

¹⁷ J.B Heaton, *Writing English Language Tests*. Longman Handbook for Language Teachers (London and New York: Longman Group, 1988), p. 137.

¹⁸ H. Douglas Brown, *Teaching By Principles: An interactive Approach to Language Pedagogy-2nd Edition*, p. 335.

2.1.2 The Concept of Teaching Describing Pictures

2.1.2.1 Defenition of Picrures

Pictures is one of teaching and learning language media as media of two dimensions. Pictures is a effective visual instrument, because it can apply things realistically. The information which will be expressed cn be understood by the other people easily. It means that the content of pictures is similar with the fact or really situation.

In the oxford learner's dictionary, the word picture means painting, drawing and photograph, in this research the writer uses it as media to teach the lesson material. Picture is extremely useful for a variety of communication activity, such as describe and draw activities.¹⁹

A picture is an illustration that can be used as a two dimensional visual representation of person, place, or thing. Picture is very simple, because it can be drawn, printed or photographical processed i any size and color, and also it can be correlated with a lesson and real life. Furthermore, it can arise student's motivation in learning writing.

Picture which used in formal instruction should be simple, clean easily seen by the class. The picture must be big enough to see or share with the whole class.

2.1.2.2 The types of pictures.

Noor Aliza yunus in his book grouped the picture into three groups.

1. Individual pictures are single pictures of objects, person or activities such as pictures in zise from small newspaper pictures and can be mounted singly.

¹⁹ Jeremy harmer, *The Practice English Language Teaching, 3rd edition* (London: Longman, 2001).

2. Composite picture are large single pictures, which show a scene (hospital, beach, canteen, railway station, street) in which number of people can be seen doing things.
3. Pictures composition is a series of picture, an event. A picture composition or picture sequence shows on an activity.²⁰

2.1.2.3 The function of using picture in learning

The use of picture in teaching learning will be very effective to help students in understanding material. Besides, it also will build students' interesting and motivation in learning. Therefore, the researcher will explain some functions of using picture in learning:²¹

1. Attention function; engaging and leading students' attention to concentrate with the content of material related to picture that is shown or espousing a text of subject,
2. Affective function; picture or visual sign can encourage students' emotion and attitude, for instance information related to social problem,
3. Cognitive function; visual media can be seen from artifacts or research reveal that visual picture will make the achievement of purpose easier to be understood and remains information or message that is in the picture
4. Confenstory function; the learning media can be seen from the result of research that visual or picture can give a context to comprehend a text and help students in lacking of reading.

²⁰ Eight 8 hundred, 2010, types of pictures, <http://05128800.blogspot.com/2011/06/types-of-pictures.html>,(online. Accessed on Wednesday 3 2013).

²¹ Prof. Dr. Azhar Arsyad, *media pembelajaran* ,(Jakarta, PT Raja Grafindo Persada:2003), p. 16-17.

Based on the research, by giving a stimulant such as picture to the students it will make better the result of learning.

According to Jeremy Harmer, pictures can be in form of flash card, large wall pictures, cue cards, photographs or illustration, and projected slide.²²

1. Flashcard

It is a small card which teacher can hold up for students to see. Flashcards are particularly useful for drilling grammar items, for cueing different students, or practicing vocabulary.

1. Large wall picture

It is big enough for everyone to see detail. Some time large wall pictures, when pointing to detail of a picture to elicit a response.

2. Cue card

It is a small card which students use in pair or group work. Teachers put students in pair or groups and give them some cue cards so that when a student picks up the top cue card in a pile he or she has to say a sentence that the card suggests.

3. Photograph or illustration

It is a photo or image that depicts a situation or people in action. The teachers use to make the situation or the action clear. Photograph can be found in the book, newspaper, magazine, etc

4. Projected slide

In the multimedia class, the teachers also use it to teach, sometimes the teachers use it to show the images in the big form.

²² Jeremy Harmer, *How to Teach Writing*. (England: Longman, 2007), p157.

2.1.2.4 advantages of pictures

A picture is an excellent media in which this can be done pictures arouse playfulness to the students because pictures are interesting. They provide variety of fun and games, furthermore, it also means that the use of picture may offer parallel opportunities both for teacher-students interaction.

The advantages of picture as follow:

1. they are inexpensive and widely available.
2. They provide common experiences for an entire group.
3. The visual detail makes it possible to study subject, which would turn back to be impossible.
4. They can help you to prevent and correct misconception.
5. They offer a stimulus to further study, reading and research visual evidence is a powerful tool.
6. They help to focus attention and to develop critical judgement.
7. They are easily manipulated.

The main advantage of picture is offering instead a non verbal means to stimulate written responses. Good way in beginning the writing process by using the picture to the students and pointing out the main characters, the actions, the situation and the new language material in context.

2.1.2.5 Definition of Describing Pictures

Several definitions of describing have been given by different writers such as:

1. Give a description.
2. To give an account or representation of in words.
3. Make a mark or lines on a surface.

4. Identify as an botany or biology
5. Relate, tell, report, present, detail, explain, express, illustrate, set out, specify, chronicle, recount, recite, impart, narrate, ser forth, give an account of, put in words²³

In webster new world dictionary, describe is say what somebody or something is like.²⁴

2.1.2.6 Teaching describing picture

Describing picture is a method that very easy to play it. This method is very suitable to students in junior high school. If the students are given describing picture, they use their five senses more maximu, because they used eyes to saw the picture, used ears to listen what their partner said, use mouth to said the picture, used pen to describe the picture. So, the researcher hopes with using describing picture, students more active in the class.

There are steps of aplication in describing picture according to *ismail* in *Strategi Pembelajaran Agama Islam Berbasis Paikem* as follows:²⁵

1. The teacher prepares picture according to the topic or material of subject.
2. The teacher asks students to examined the picture accuracy.
3. The teacher divides students in groups
4. The teacher asks all members of groups to write the vcularies based on the result of their examined the picture (necessary limitation of the time).
5. Then, every group make sentences and writes on the blackboard.

²³[http://www.dictionary30.com/meaning/describing\(online\)](http://www.dictionary30.com/meaning/describing(online)), accessed on 30th June 2016.

²⁴Oxford Uneversity Press, *Oxford Learners Pocket Dictionary*, (New York: Pindar Graphies Origination Scarborough,1995), p. 155.

²⁵ Ismail SM, *Strategy Pembelajaran Agama Islam berbasis paikem* (Semarang: RaSAIL Media Group, 2008), p. 130.

6. After that, every group describes the picture.
7. Clarification/ conclusion/ teacher reflection.

This is example of strategy or method that can used as individual or callaboration with the other strategy based on the necessity. The researcher hopes describing picture be successes. So, the researcher must prepare preparations that used in this technique. And the researcher also prepares the procedures to give regulations to the students, so that students can be understood with the researcher hope.

There are preparations and procedures that used in describing picture.

1. Preparation

If want this technique more comfortable, must prepare material that used in drawing pictures technique before give this technique to students. And there are some preparations: select from magazines, internet, books, any pictures which show a number of different objects, the objects should be clear in shape and the pictures should preperably. It is amusing if the objects are bizarre in some way, but this is not essential. Alternatively, the language can be limited if the original is a simple line drawing or the language may be specialised if the original is a technical diagram.

2. Procedures

There are some procedures of describing picture to teach writing skill, they are let the class work in pair two different pictures. Tell them not to look at each other's picture. Ask A to describe his or her picture, and ask B to write it.

3. The example of describing picture

Learner 1: there is a square table in the picture. It is in the middle of the picture.

Learner 2: about here?

Learner 3: yes... well, a little futher down.

Learner 4: it is like that?

Learner 5: No, no quite, the legs are too long.

When the artist and his patron have done as much as they can, the original and the copy should be compared, e.g.

Learner 2: Oh, the table legs are too long!

Learner 1: I told you they wer. But you wouldn't change them!

These are the preparations ad procedures of describing picture. Although this method can make students crowded, the searcher hopes this technique make students more active and no bored in the class. And the researcher hope describing picture can be succesful in junior high school and useful to the students.

2.2 Previous Research Findings

there are several research findings which are related to this research, below are some of previous research findings which are related to this one, as follows:

Alimuddin in this research "Improving writing ability of the second year students At SMP Negeri 1 Pangkajene Sidrap Through Movie Story" he concludes that the students' writing at the second year student was improved after learning writing using movie story. It can be proved by looking at the number of words that could be correctly writing by each students in the pre-test and post-test. It means that teaching writing through movie story is effective in improving writing ability of the second year students at SMPN 1 Pangkajene Sidrap.²⁶

²⁶Alimuddin, "Improving Writing Ability of the Second Year Students at SMPN 1 Pangkajene Sidrap Through Movie Story" (" (Unpublished a skripsi of Tarbiyah Faculty of STAIN Parepare, 2012), p. 41.

Inta Aulia Asfa in her thesis, the effectiveness of Using Describing Picture to Improve Students' Speaking skill in descriptive Text (An Experimental Research at the eight Grade Students of SMP H. Isriati Semarang in the Academic Year of (2010/2011). Describing picture in the teaching of speaking in descriptive text was effective. It was proved by the obtained score of t-test 4.348 was higher than $t_{table 2.01}$. it meant that H_a (alternative hypothesis) was accepted and H_o (null hypotheses) was rejected.²⁷

Based on the result of the study, it suggested that teaching using still pictures could improved their fluency in writing and was effective.²⁸

The first research showed describing picture in the teaching of writing was effective. Then the second research also showed teaching using still picture could improve their fluency in writing and was effective. Based on the previous research above, the researcher optimist that in this research also show the same result with research above.

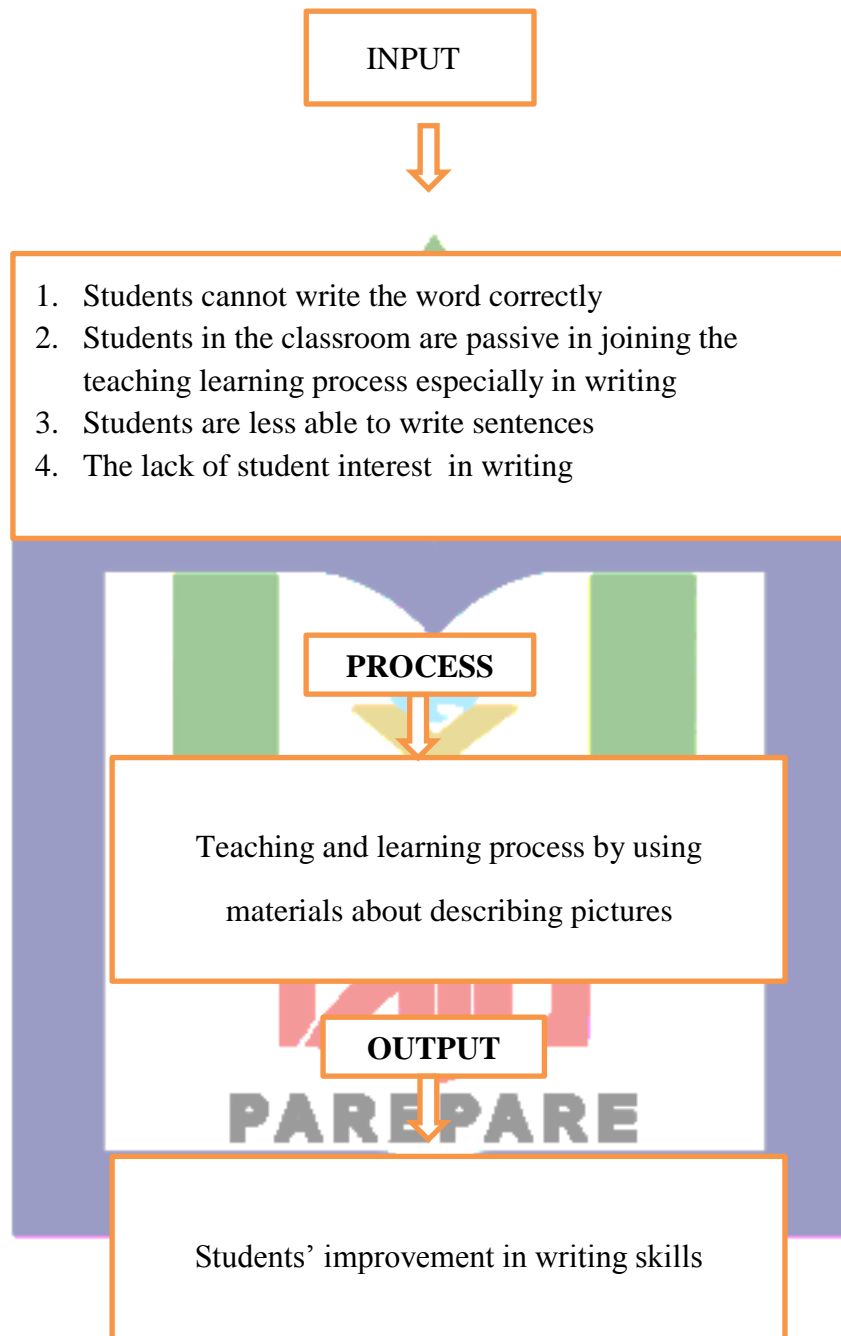
2.3 Conceptual Framework

The theoretical framework of this research is given in the following diagram:

Related to the previous explanation the researcher will formulate the hypothesis as in the following:

²⁷ Inta Aulia asfa in her thesis, *The Effectiveness of Using Describing Picture to Improve Students' Speaking skill In Descriptive Text (An Experimental Research at the eight Grade students of SMP H. Isriati Semarang in The Academic Year of 2010/2011* (IAIN walisongo Semarang, 2010).

²⁸ Dian Mayang Sari *Teaching English Using Still Pictures to Improve Their Fluency in Speaking of the Seventh Grade of SMP N 1 Sukorejo Kendal in Academic Year 2008/2009* (IKIP:2008/2009).



In the following the three in components will be explained

Input : it refers to explain about the media that is used by the research in classroom that using describing picture to improve the students' writing skills.

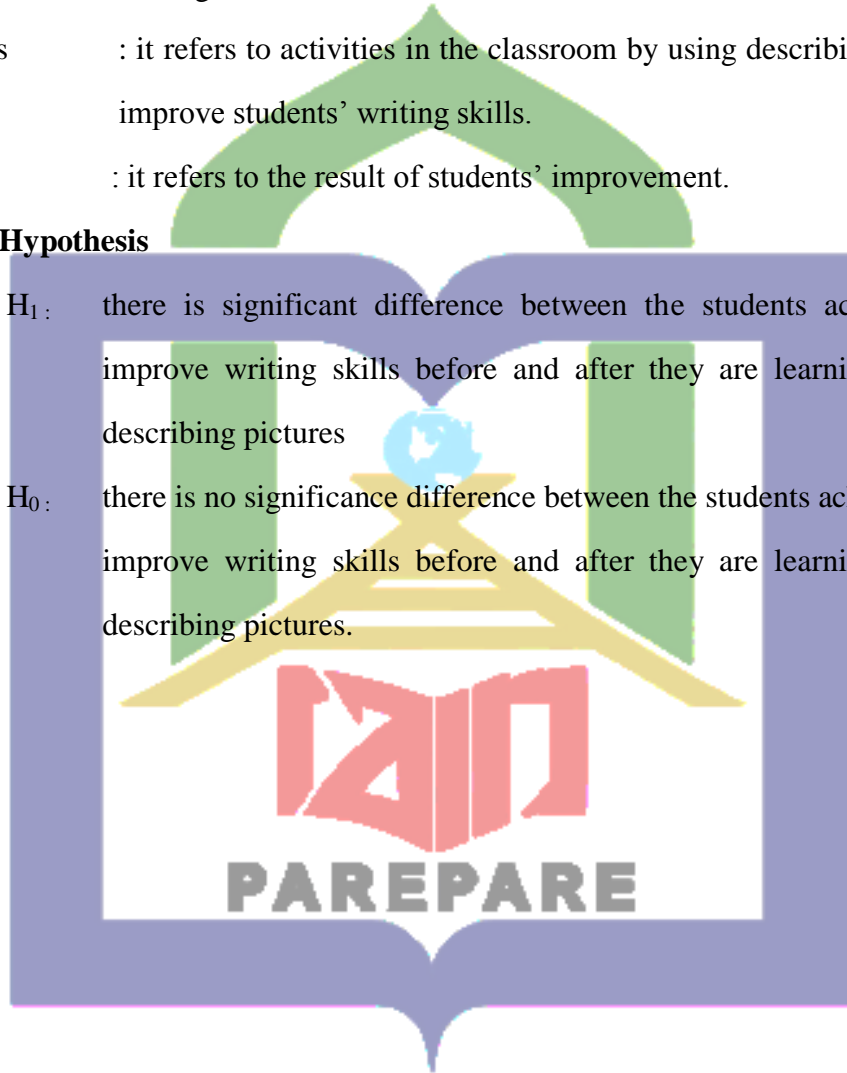
Process : it refers to activities in the classroom by using describing picture to improve students' writing skills.

Output : it refers to the result of students' improvement.

2.4 Hypothesis

H_1 : there is significant difference between the students achievement in improve writing skills before and after they are learning by using describing pictures

H_0 : there is no significance difference between the students achievement in improve writing skills before and after they are learning by using describing pictures.



CHAPTER III RESEARCH METHOD

3.1 Method of The Research

3.1.1 Variabel of The Research

There were two variables involved in this research, namely independent variable and dependent variable.

3.1.1.1 Independent variable

Independent variable of this research was describing picture to improve writing skills at SMPN 2 Batulappa.

3.1.1.2 Dependent variable

The dependent variable of this research was writing skills at SMPN 2 Batulappa.

3.2 Definition of variable

Writing skills is a way of communicating a message to a reader for purpose. The purpose of writing are to express one's self, to provide information for one's reader, to persuade one's reader, and create a literary work²⁹

3.3 Research Design

The method of this research was pre-experimental design that applied one group pre-test and post-test. In this research treatment was given between pre-test (01) and post-test (02). The design is presented as follow:

E= 01 X 02

Where:

E : experimental class

²⁹Pincas, *Teaching English Writing, Essential Language Teaching Series*. (London: The Macmilan Publisher, Ltd, 1998), p. 56.

01 : Pre-test

X : Treatment

02 Post-test³⁰

3.4 Population and Sampel

3.4.1 Population

The population of this research at SMPN 2 Batulappa, in academic year 2019/2020. There are three classes, namely: class VIII.1, class VIII.2, and class VIII.3

Table 3.1 Population of the students of SMPN 2 Batulappa

No	Class	Total
1	VIII1	20
2	VIII2	20
3	VIII3	20

(source: Dataof Students of SMPN 2 Batulappa)

3.4.2 Sample

The researcher chose one class as a sample, the research took VIII.1. the sample was selecting by using random sampling. The purpose of taking this sample is caused the students have same level in English.

3.5 Instrumen of the Research

In this research, the researcher used writing test as an instrument. The test applies for pre-test to find out the students' ability before and after joining the treatment.

³⁰Gay. L, R. *Educational Research Compotencies for Anlysis and Application*. (Second Edition, Colombus; Penerbit; Charles Merril; 1981), P. 281.

3.6 The procedure of Collecting Data

3.6.1 Pre-test

The pre-test gave to the students before the treatment on the first meeting. The researcher could give pre-test for 60 minutes to find out student writing skill.

The gave explanation about the test to the students then in the last meeting of pre-test, the researcher knew the students writing skills before using describing picture.

3.6.2 post-test

post-test is given by the researcher after doing the treatment to know whether or not using describing picture effective to facilitate student in understanding writing skills. The researcher gave the same method with the testin pre-test but different picture.

3.7 Treatment

1. The first meeting

One the first meeting the researcher will gave greeting for the students and then gave motivation and introduce the material. The first material to the students with topic “describing profession”, the researcher gave example about the material and then order the students to write on the paper. The ending material the researcher makes conclusion and close the meeting.

2. The second meeting

On the second meeting the researcher will gave greeting for the students before study. The second material to the students with topic “describing profession”. The researcher gave example opinion about profession. The ending material the researcher makes conclusion and close the meeting.

3. The third meeting

On the third meeting the researcher will give greeting for the students before study. The third material to the students with topic “describing like something”. The researcher gave explanation about the topic and then give example.. The ending material the researcher makes conclusion and close the meeting.

4. The fourth meeting

On the fourth meeting the researcher will give greeting for the students before study. The fourth material for the students with topic “Describing like something” the researcher gave explanation about the topic and then give example. The ending material the researcher makes conclusion and close the meeting.

5. The fifth meeting

On the fifth meeting the researcher will give greeting for the students before study. The fifth material to the students with topic “Describing animal”. The researcher gave example opinion about the topic. The ending material the researcher makes conclusion and close the meeting.

6. The sixth meeting

On the sixth meeting the researcher will give greeting for the students before study. The sixth material to the students with topic “Describing animal”. The researcher gave example opinion about the topic. The ending material the researcher makes conclusion and close the meeting.

3.8 Technique of Data Analysis

There were five components presented in the analytical scoring rubric for writing, for example: content, organization, vocabulary, language use, mechanics.

The researcher uses analytical scoring rubric to analyze the data related to the students' writing skills.

Table 3.2 the scoring criteria of Writing

classification	criteria	Score level
Content	a. Excellent to very good: knowledge, substantive through development of topic, relevant to assigned topic.	30-27
	b. Good to average: some knowledge of subject, adequate range, limited development of topic, most relevant to topic, but lacks detail.	26-22
	c. Fair to poor: limited knowledge of subject, little substance, inadequate development of topic.	21-17
	d. Very poor: does not show knowledge of subject, non-substantive, not pertinent, or not enough to evaluate	16-13
organization	a. Excellent to very good: fluent expression, ideas clearly stated/supported, succinct, well organized, logical sequencing, cohesive.	20-18
	b. Good to average: somewhat choppy. Loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.	17-14
	c. Fair to poor: non fluent, ideas confused or	

	<p>disconnected, lacks logical sequencing and development.</p> <p>d. Very poor: does not communicate, not organized or not enough to evaluate.</p>	9-7
vocabulary	<p>a. Excellent to very poor sophisticated range, effective word/idiom choice and usage, word from mastery, appropriate register</p>	20-18
	<p>b. Good to average: adequate range, occasional errors of word/idiom from choice and usage, meaning not confused or obscured.</p>	17-14
	<p>c. Fair to poor: limited range, frequent error of word/idiom from choice and usage meaning not confused or obscured.</p>	13-10
	<p>d. Very poor: essentially translation, little knowledge of English vocabulary, idioms word from or not enough to evaluate.</p>	9-7
	<p>a. Excellent to poor: effective complex construction, few errors of agreement, tense, number, word order/function, articles, pronoun, preposition.</p>	25-22
	<p>b. Good to average: effective but simple/complex construction, minor problems in complex constructions, several errors of agreement, tense, number, word, order/function articles,</p>	21-18

Language use	<p>pronouns, preposition but meaning seldom obscured.</p> <p>c. Fair to poor: major problem in simple/complex constructions: frequent error of negation, agreement, tense, number, word/function, articles, pronoun, prepositions and/or fragments, deletion, meaning confused or obscured.</p> <p>d. Very poor: virtually no mastery of sentence construction rules, dominated by errors, does not communicate or not enough to evaluate.</p>	<p>17-11</p> <p>10-5</p>
mechanics	<p>a. Excellent to very good: demonstrates mastery of competencies. Few errors of spelling, punctuation, capitalization and paragraphing.</p> <p>b. Good to average: occasional errors of spelling, punctuation, capitalization and paragraphing but meaning not obscured.</p> <p>c. Fair to poor: frequent errors of spelling, punctuation, capitalization, paragraphing poor handwriting, meaning confused or obscured.</p> <p>d. Very poor: no mastery of competencies, dominated by errors of spelling, punctuation, capitalization paragraphing, handwriting illegible or not enough to evaluate.</p>	<p>5</p> <p>4</p> <p>3</p> <p>1</p>

In this research the researcher was apply the test analyze quantitatively. This quantitative analysis employed statically calculation to test the hypothesis. Some formulas will be applied in this research to process the data follows:

1. Scoring the students correct answer of pre-test and post-test

$$\text{Score} = \frac{\text{Students correct answer}}{\text{total number of items}} \times 100$$

2. Classifying the students' score in to the following criteria:

Table 3.3 Classification score

Score	Classification
81-100	Excellent
61-80	Good
41-60	Fair
21-40	Poor
≤20	Very poor ³¹

(Source: Suharsimi Arikunto, 2009:245)

3. Calculating the frequency and percentage of the students:

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

Where:

P= Percentage

F= Frequency

N= Total Number of Sampel³²

4. Finding out the mean score of the students' pre-test and post-test using this formula:

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

³¹Suharsimi Arikunto, *Dasar-dasar Evaluasi Pendidikan*, Edisi Revisi; (Jakarta: Bumi Aksara, 2009), p. 245.

³²L.R. Gay, *Educational Research Compotencies For Analysis and Application*, p. 225.

Where :

- X = Mean score
 $\sum x$ = The sum of the all score
 N = Total number of sample³³

5. Finding out the standard deviation by using the following formula:

$$SD = \sqrt{\frac{SS}{N-1}} \text{ Where } SS = \sum x^2 - \frac{(\sum x)^2}{N}$$

Where:

- SD = Standard deviation
 $\sum x^2$ = The sum all square
 N = The total number of students
 $(\sum x)^2$ = The sum square of the sum of square³⁴

6. Finding the significant difference between the mean score pre-test and post-test by calculating the value of the test using the following formula :

$$t = \frac{D}{\sqrt{\frac{\sum x - \frac{(\sum x)^2}{n-1}}{N(N-1)}}$$

- Where : t = Test of significant
 D = Mean score
 $\sum D$ = The sum of different score
 N = The total number of the sample³⁵

³³ L.R. Gay, *Educational Research Competencies For Analysis and Application*, p. 298.

³⁴ L.R. Gay, *Educational Research Competencies For Analysis and Application*, p. 298.

³⁵ L.R. Gay, *Educational Research Competencies For Analysis and Application*, p. 331.

CHAPTER IV

FINDING AND DISCUSSION

1. FINDING

This chapter deals with the presentation of data analysis as well as the describe on the result of data analysis, if we see the instrument used in this research, the data collected as put forward in the previous chapters, namely objective test consists of pre-test an post-test i describe picture, the data were analysis in order to describe the students' in the writing skills throught describe picture

The result of the students' pre-test wa tabulated as follows:

Table: 4.1 the students' score in pre-test

No	Name	Score	Classification
1	AHMAD HAFIS	25	Poor
2	ARDI MAGGU	30	Poor
3	FEBY SISWANDI	25	Poor
4	GILANG RAMADHAN	42	Fair
5	MUH. ADNAN PRATAMA	35	Fair
6	MUH. HAFIS	35	Fair
7	MUH. ZUL HILMIL	62	Good
8	PERDI	35	Fair
9	RISMAN	30	Fair
10	ALTIKA. S	45	Fair
11	APRIL AMELIAH	45	Fair
12	ARSI TASIPANA	25	Poor
13	BUNGA	35	Fair

14	INDRIANI	61	Good
15	NIRMALAH	45	Fair
16	NUR ATIKA AULIA	65	Good
17	NURUL	25	Poor
18	PADILA	45	Fair
19	RISKA DIANSARI	61	Good
20	SRI FADILA	30	Fair
21	SRI SAFIRA	25	Poor

The rate percentage was acquired by the students in pre-test writing skills. It has been mention in the previous chapter that after tabulation and analyzing the score into percentage, the score was classified into five levels as follow:

Table 4.2 the frequency and percentage of the result pre-test

No	Classification	Score	Frequency	Percentage
1	Exellent	81-100	0	
2	Good	61-80	4	19,04%
3	Fair	41-60	6	28,57%
4	Poor	21-40	11	52,38%
5	Very poor	20	0	
			21	100%

The table showed that, there were 4 students 19,04% got the score “good”, 6 students 28,57% got the score “fair”, 11 students got the score 52,38% got the score “poor”

Based on the table above, it's mean that the rate percentage of the students' score of the students writing skills was still low because none of students got highest score and most of them got poor classification.

Table 4.3 The result students' score on post-test

No	Name	Score	Classification
1	AHMAD HAFIS	55	Fair
2	ARDI MAGGU	62	Good
3	FEBY SISWANDI	55	Fair
4	GILANG RAMADHAN	65	Good
5	MUH. ADNAN PRATAMA	62	Good
6	MUH. HAFIS	70	Good
7	MUH. ZUL HILMIL	85	Exellent
8	PERDI	65	Good
9	RISMAN	55	Fair
10	ALTIKA. S	62	Good
11	APRIL AMELIAH	65	Good
12	ARSI TASIPANA	62	Good
13	BUNGA	82	Exellent
14	INDRIANI	85	Exellent
15	NIRMALAH	70	Good
16	NUR ATIKA AULIA	82	Exellent
17	NURUL	55	Fair
18	PADILA	82	Exellent
19	RISKA DIANSARI	85	Exellent
20	SRI FADILA	62	Good
21	SRI SAFIRA	62	Good

Table 4.4 the frquency and percentage of the result post-test

No	Classification	Score	Frequency	Percentage
1	Exellent	81-100	6	28,57%
2	Good	61-80	11	52,38%
3	Fair	41-60	4	19,04%
4	Poor	21-40	0	0%
5	Very poor	20	0	0%
			21	100%

The table showed that, there were 6 students 28,57% got the score “exellent” and 11 students 52,38% got the score “good” , and 4 students 19,04% got the score “fair”.

1. based on the table above, it’s mean that the rate percentage of the students score writig in post-test is varied. Fourt students got higher score and there is no students got lowest score.

The mean score of the pre-test and post-test was tabulated as follows:

$$1) X_1 = \frac{\sum X_1}{N} = \frac{826}{21} = 39,33$$

$$2) X_2 = \frac{\sum X_2}{N} = \frac{1428}{21} = 67,85$$

Table 4.5 The mean score pre-test and post-test

Test	Mean score	Classification
Pre-test	39,33	Poor
Post-test	67,85	Good

From the result data above shows that the mean score obtained by the students was different. The result of post-test was higher than pre-test. It's proved by the mean score of the post-test 68,80 while the mean score of pre-test 38,85 it means that after gave treatment by using describe pictures, the students score obtained increased and the classification of post-test was good.

The calculating score of the pre-test and post-test

Table 4.6 the worksheet of the calculating score of pre-test and post-test

No	X_1	X_2	X_1^2	X_2^2	$D(X_2-X_1)$	$D^2(X_2-X_1)^2$
1	25	55	625	3025	30	900
2	30	62	900	3844	32	1024
3	25	55	625	3025	30	900
4	42	65	1764	4225	23	529
5	35	62	1225	3844	27	729
6	35	70	1225	4900	35	1225
7	62	85	3844	7225	23	529
8	35	65	1225	4225	30	900
9	30	55	900	3025	25	625
10	45	62	2025	3844	17	287
11	45	65	2025	4225	20	400
12	25	62	625	3844	37	1369
13	35	82	1225	6724	47	2209
14	61	85	3721	7225	24	576
15	45	70	2025	4900	25	625
16	65	82	4225	6724	17	287
17	25	55	625	3025	30	900

18	45	82	2025	6724	37	1369
19	61	85	3721	7225	24	576
20	30	62	900	3844	32	1024
21	25	62	625	3844	37	1369
N	826	1428	36100	99484	602	18352

1. The standard deviation of the students pre-test and post-test was tabulated as follows:

1) Standard deviation of pre-test

$$SD = \sqrt{\frac{\sum X^2 - (\sum X)^2}{N-1}}$$

$$SD = \sqrt{\frac{36100 - (826)^2}{21-1}}$$

$$SD = \sqrt{\frac{36100 - 682276}{20}}$$

$$SD = \sqrt{\frac{646176}{20}}$$

$$SD = \sqrt{32308,8}$$

SD=17,97

1) Standar deviation of post test

$$SD = \sqrt{\frac{\sum X^2 - (\sum X)^2}{N-1}}$$

$$SD = \sqrt{\frac{99484 - (1428)^2}{21-1}}$$

$$SD = \sqrt{\frac{99484 - 20306}{20}}$$

$$SD = \frac{20}{\sqrt{79178}}$$

$$SD = \frac{20}{\sqrt{3958,9}}$$

$$SD = 62,91$$

Table 4.7 Standard deviation

No	Test	Standart deviation
1	Pre-test	17,97
2	Pos-test	62,91

2. The result computation of T-test and T-table value was tabulated as follows:

$$D = \frac{\sum D}{N} = \frac{602}{21} = 28,6$$

$$N = 21$$

$$t = \frac{D}{\sqrt{\frac{\sum x^2 - \frac{(\sum x)^2}{n-1}}{N(N-1)}}$$

$$t = \frac{28,6}{\sqrt{\frac{\sum 18352 - \frac{(602)^2}{21-1}}{21(21-1)}}$$

$$t = \frac{28,6}{\sqrt{\frac{\sum 18352 - \frac{362,404}{20}}{21(20)}}$$

$$t = \frac{28,6}{\sqrt{\frac{\sum 18352 - 18,12}{420}}}$$

$$t = \frac{28,6}{\sqrt{\frac{16540}{420}}}$$

$$t = \frac{28,6}{\sqrt{39,38}}$$

$$t = \frac{28,6}{6,27}$$

$$t = 4,56$$

To find out (df) dependent sampel

$$Df = N - 1$$

$$= 21 - 1$$

$$Df = 20$$

$$\alpha = 1,725 \text{ and } t\text{-test value} = 4,56$$

The data above means that it can be obtained on t or t-table significance 5% was 1,725. If it compared with the result of t-test was 4,56, so it can be known that is t-test higher than t-table $4,56 \geq 1,725$. Because the result of t-test was higher than t-table, so H_0 was rejected. It means that there was significance differences in writing skills between before and after through describing picture to improve the students' writing skills.

Based on the result above, it convinces that through describing pictures able to improve the students' writing skills.

4.2 Discussion

The teaching describing picture is a method that very easy to play it. This method is very suitable to students in Junior High School. If the students are given

describing picture, they used their senses more maximum, because they used eyes to saw the picture, use ears to listen what their teacher said, used pen and paper to describe the picture. So, the researcher hopes with using describing picture, students more active in the class.

There are steps of application in describing picture in SMPN 2 Batulappa is teachers prepares picture according to the topic or material of subject. The teacher asks students to examined the picture accuracy. The teacher divides students in groups. The teacher asks all members of groups to know writing skills the students. After that, every group describes their picture.

In this activity, students must describe pictures. Every students gets one picture and must describe it. The purposes of this activity are to train students imagination and retell story in writing English. This method is to make students easier to describe something, and make learner process more enjoyable. Picture are one of the visual aids that can be used in teaching writing. It makes something more interesting for the students. It also can be used in creating situation for writing classes more clearly. Picture as aids are clearly in despensable for language teacher since they cn be used in so many ways. The teacher can teach vocabulary easily through pictures it means blackboard drawing, wall picture, chart and flashcard.

The finding trough the pre-test shows us that most the show of the students had lowin english writing, while finding through post-test shows us that most of the students had fairly good in english writing. It was illustrated by the increase of the students score, in which none the students got very good in pre-test, but increased in post-test.

The mean score of the students' pre-test was 39,33 with standard deviation 17,97 and 67,85 with standard deviation 62,91 in the post-test. The comparison between the mean scores in pre-test and post-test showed a difference and increased then before. According to the data analyzing above, it showed that the score in post-test was higher than the score in pre-test.

Result of the percentage in post-test of students score above, takes the writing skills by using describing pictures at the SMPN 2 batulappa kab pinrang was improve. This means that the student's writing developed after being given treatment.

That statement was supported by the calculation of the mean score on pre-test and post-test. the result shows us that before giving the students treatment, their score was categorized in poor classification with the mean score 17,97. After giving the treatment, their writing skills had improved with mean score 62,91 which is categorized fairly good classification. This means that the average score of the students had significant development.

To know what is the hypothesis receipt between alternative hypothesis (H_i) and null hypothesis (H_o), the researcher used t-test to calculating result showed that on the t-test value 4,56 was greater than the t-table value 1,725 with degree of freedom (df) $N-1$ (21-1). It means the alternative hypothesis (H_i) concluded that use describing pictures in teaching english can improve the students' writing skills at SMPN 2 batulappa kab. Pinrang was accepted while the null hypothesis (H_o) was rejected.

Before the researcher gave describing pictures to the students, they are face same problem in writing, namely:

1. The students cannot write the word correctly
2. The students in the classroom are passive in joining the teaching learning process especially in writing
3. Students are less able to write sentences
4. The lack of students in writing

All of the material was very interesting for the students, because the material was familiar make them interest to express their idea and speak up more. They got improvement from their writing skills. It could be seen from their post-test.

Besides that there was improvement which was achieved by students of SMPN 2 batulappa kab. Pinrang namely:

1. The students speak more fluently because they felt fun and more confident to face the material. They were not afraid to say something in English even though sometimes they made mistakes.
2. The students easily mastered the material because describe pictures gave interesting material for them.

Based on the findings above and the theory in chapter II describing pictures is applied by English education teachers is expected the quality of education learn english whether it be writing speaking, reading can be run with the condition into existence as a response to the successful educator or learners in the learning process

Describing pictures can be either verbal award so that students felt happy because the results of his efforts rewarded. The award may be applause, praise, gifts and others. The happy feeling of course will have a positive influence on students' motivation, the researcher concluded that use describing pictures in teaching able to improve the students' writing skills at the SMPN 2 baulappa kab pinrang.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presented of two parts namely conclusion and suggestion. The conclusion was based on the research finding and the discussion. The suggestion was based on the conclusion.

5.1 Conclusion

The implementation of describing pictures to improve writing skills at SMPN 2 batulappa kab. Pinrang. It was proved by the data showed that the mean score of pre-test was 17,97 and the mean score of post-test was 62,91 it means that, there was significant improvement of the students' writing skills by using describing pictures. Besides that, the indicator of learning achievement in this researcher had been achieved. Therefore, the researcher concluded that the influence of describing pictures to improve writing skills at SMPN 2 batulappa kab. Pinrang was able to improve their writing skills.

Finally, the using describing pictures could help the students in learning English materials because this strategy was interest and easy to learn.

5.2 Suggestion

Based on the result of the research, the researcher would like to offer some suggestion to improve the students' writing skills. The suggestions are:

1. For an English teachers, should be using describing strategy in teaching English writing as one precisely alternative. Strategy in teaching English writing as one way to motivate and stimulate the students in learning English vocabulary.

2. For the next researcher, they could use this research as a literature to guide them when they want to do the similar research. Although this study has been done but because of limited time it still has many weaknesses.

Therefore, any researchers interested in the same field are suggested to do deep analysis and focus on improving the students' writing skills by using describing pictures.



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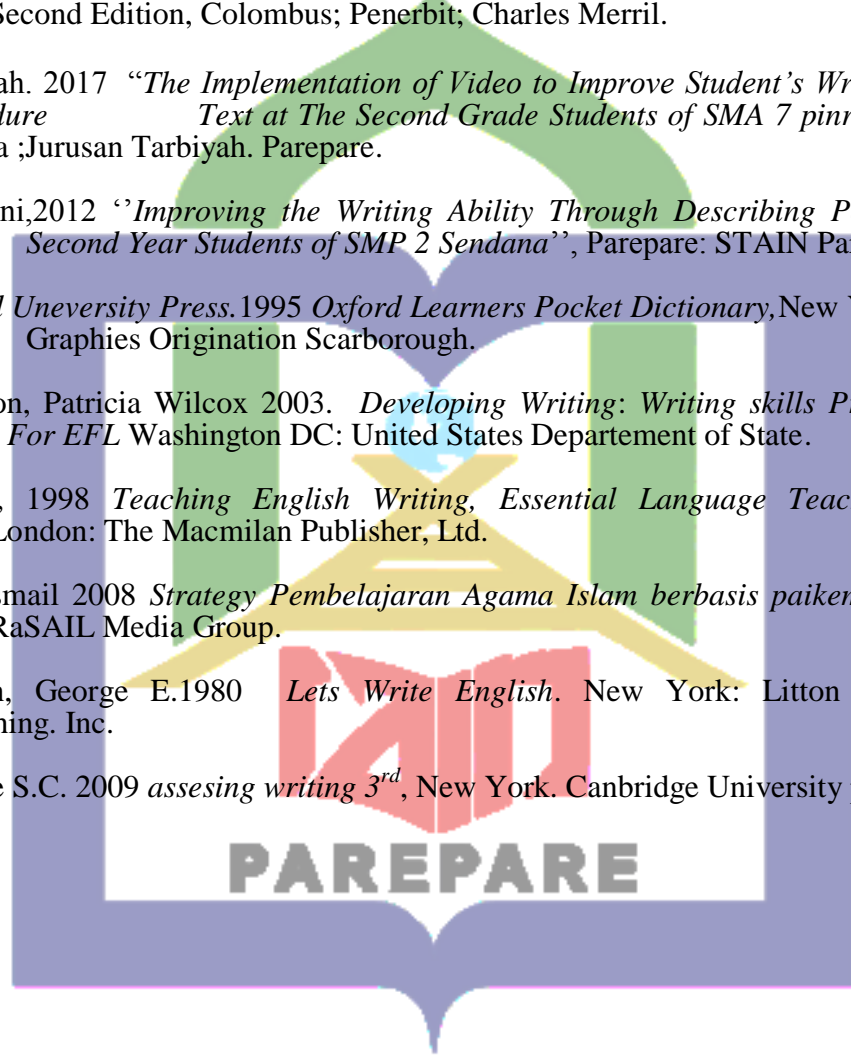
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**THE INSTRUMENT OF PRE-
TEST AND POST-TEST**

Instrument of the research

Pre-Test and Post-Test

1. Direction
 - a. Write down your name, register number and class on the right top corner on the answer sheet.
 - b. Read carefully the direction than do it based on the direction.
2. Buatlah sebuah paragraph dengan memilih salah satu kata kunci dibawah ini:

- a. profession



- b. beach



- c. animal





LESSON PLAN

PAREPARE

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama sekolah : SMPN 2 Batulappa

Mata Pelajaran : Bahasa Inggris

Pertemuan : Ke-1 dan 2

Kelas : VIII.1

Alokasi Waktu : 2 x 45 menit

A. Standar Kompetensi

Mengungkapkan makna dalam teks tulis yang berterima dalam konteks kehidupan sehari-hari.

B. Kompetensi Dasar

Mengungkapkan makna dalam teks dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari

C. Indikator Pencapaian Kompetensi

1. Siswa mampu mengungkapkan ide-ide atau gagasan dalam bentuk tulisan
2. Siswa mampu memahami makna dari ide idenya dan menuliskan dikertas

D. Tujuan

1. Siswa mampu menulis kalimat sederhana melalui gambar
2. Siswa mampu mengetahui aturan aturan dalam menulis kalimat sederhana
3. Siswa mampu menulis kalimat sederhana dengan jelas

E. Materi Ajar

Describe this pictures!



F. Metode Pembelajaran

Audio visual method (AFM)

G. Langkah-Langkah Kegiatan

1. Kegiatan Pendahuluan

- a. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam mengajak peserta didik untuk merapikan kelas dan penampilan mereka, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik.
- b. Guru mengajukan pertanyaan tentang materi bahasa Inggris yang dipelajari atau telah dikenal sebelumnya.
- c. Guru menyampaikan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai
- d. Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP.
- e. Guru memberikan motivasi.

2. Kegiatan inti

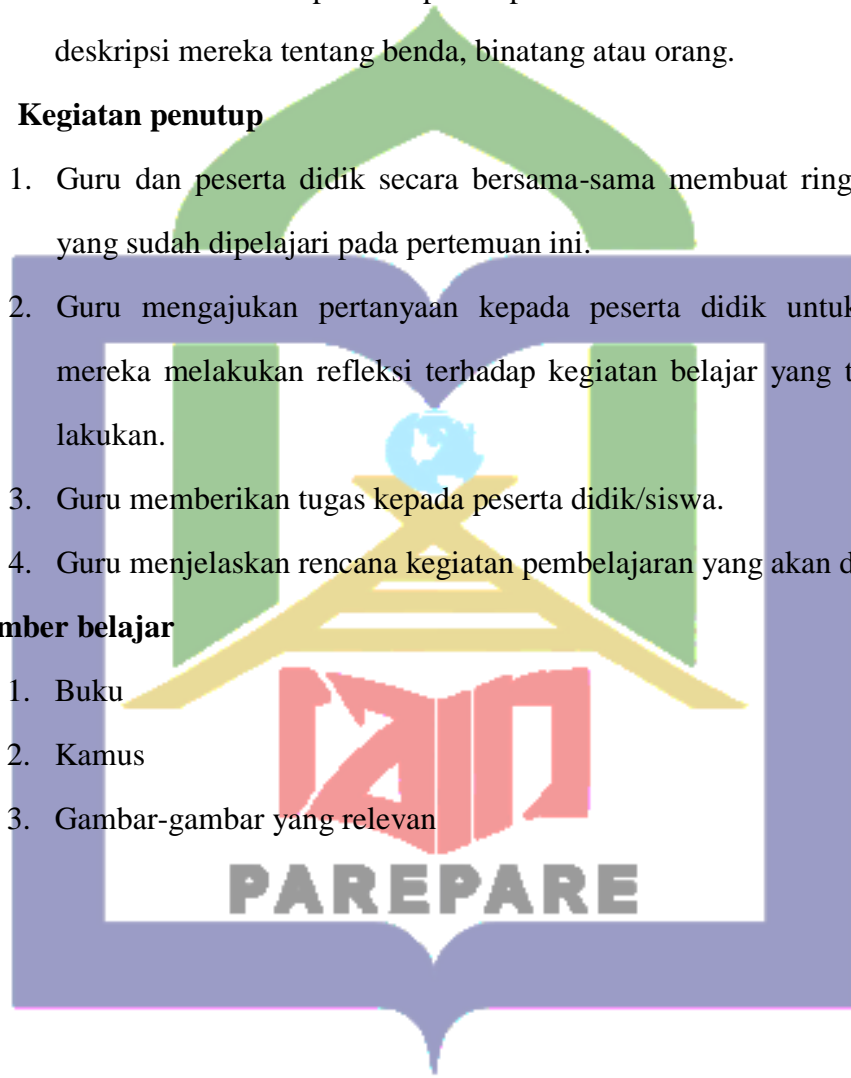
1. Memberikan stimulus berupa pemberian materi tentang writing
2. Mendiskusikan materi bersama siswa
3. Memberikan kesempatan kepada peserta didik untuk menyampaikan deskripsi mereka tentang benda, binatang atau orang.

3. Kegiatan penutup

1. Guru dan peserta didik secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini.
2. Guru mengajukan pertanyaan kepada peserta didik untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan.
3. Guru memberikan tugas kepada peserta didik/siswa.
4. Guru menjelaskan rencana kegiatan pembelajaran yang akan datang

H. Sumber belajar

1. Buku
2. Kamus
3. Gambar-gambar yang relevan



RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama sekolah : SMPN 2 Batulappa

Mata Pelajaran : Bahasa Inggris

Pertemuan : Ke-3 dan 4

Kelas : VIII.1

Alokasi Waktu : 2 x 45 menit

A. Standar Kompetensi

Mengungkapkan makna dalam teks tulis yang berterima dalam konteks kehidupan sehari-hari.

B. Kompetensi Dasar

Mengungkapkan makna dalam teks dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari

C. Indikator Pencapaian Kompetensi

1. Siswa mampu mengungkapkan ide-ide atau gagasan dalam bentuk tulisan
2. Siswa mampu memahami makna dari ide idenya dan menuliskan dikertas

D. Tujuan

1. Agar siswa mampu mengungkapkan hasil fikirannya sendiri dalam bentuk tulisan
2. Agar siswa mampu mengaplikasikan hasil fikirannya didepan kelas maupun diluar kelas

E. Materi Ajar

Describe this picture!



F. Metode Pembelajaran

Students center

G. Langkah-Langkah Kegiatan

1. Kegiatan Pendahuluan

- a. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam mengajak peserta didik untuk merapikan kelas dan penampilan mereka, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik.
- b. Guru mengajukan pertanyaan tentang materi bahasa Inggris yang dipelajari atau telah dikenal sebelumnya.
- c. Guru menyampaikan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai
- d. Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP.
- e. Guru memberikan motivasi.

2. Kegiatan inti

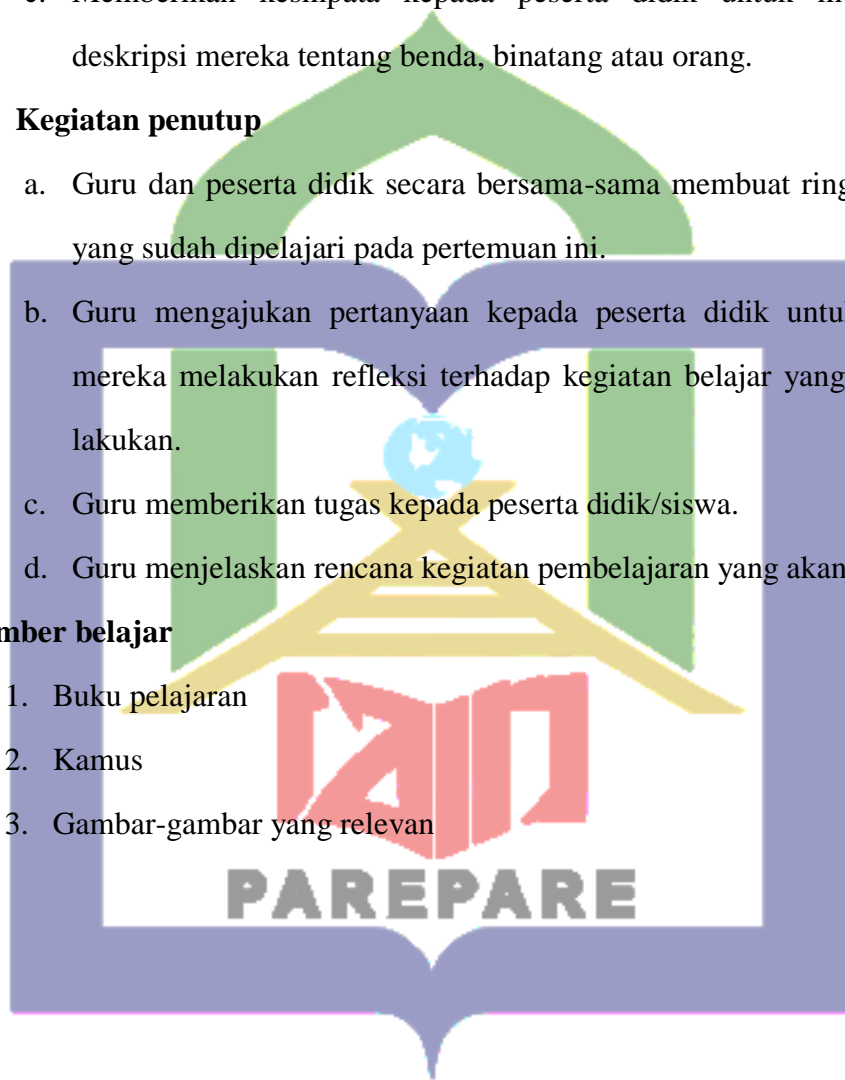
- a. Memberikan stimulus berupa pemberian materi tentang writing
- b. Mendiskusikan materi bersama siswa
- c. Memberikan kesempatan kepada peserta didik untuk menyampaikan deskripsi mereka tentang benda, binatang atau orang.

3. Kegiatan penutup

- a. Guru dan peserta didik secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini.
- b. Guru mengajukan pertanyaan kepada peserta didik untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan.
- c. Guru memberikan tugas kepada peserta didik/siswa.
- d. Guru menjelaskan rencana kegiatan pembelajaran yang akan datang

H. Sumber belajar

1. Buku pelajaran
2. Kamus
3. Gambar-gambar yang relevan



RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama sekolah : SMPN 2 Batulappa
Mata Pelajaran : Bahasa Inggris
Pertemuan : Ke-5 dan 6
Kelas : VIII.1
Alokasi Waktu : 2 x 45 menit

A. Standar Kompetensi

Mengungkapkan makna dalam tekstulis yang berterima dalam konteks kehidupan sehari-hari.

B. Kompetensi Dasar

Mengungkapkan makna dalam teks dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari

C. Indikator Pencapaian Kompetensi

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D. Tujuan

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2. Agar siswa mampu mengaplikasikan hasil fikirannya didepan kelas maupun diluar kelas

E. Materi Ajar

Describe this picture!



F. Metode Pembelajaran

Students' center

G. Langkah-Langkah Kegiatan

1. Kegiatan Pendahuluan

- a. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam mengajak peserta didik untuk merapikan kelas dan penampilan mereka, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik.
- b. Guru mengajukan pertanyaan tentang materi bahasa Inggris yang dipelajari atau telah dikenal sebelumnya.
- c. Guru menyampaikan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai
- d. Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP.
- e. Guru memberikan motivasi.

2. Kegiatan inti

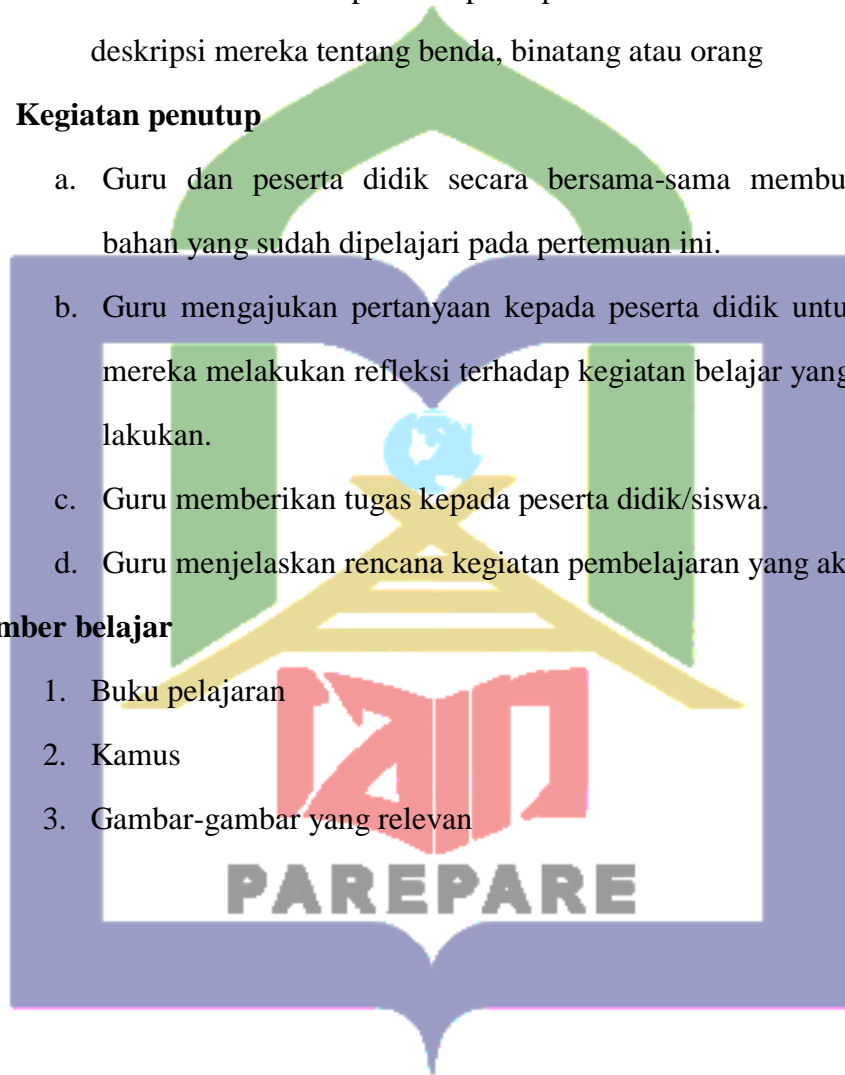
- a. Memberikan stimulus berupa pemberian materi tentang writing
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- c. Memberikan kesempatan kepada peserta didik untuk menyampaikan deskripsi mereka tentang benda, binatang atau orang

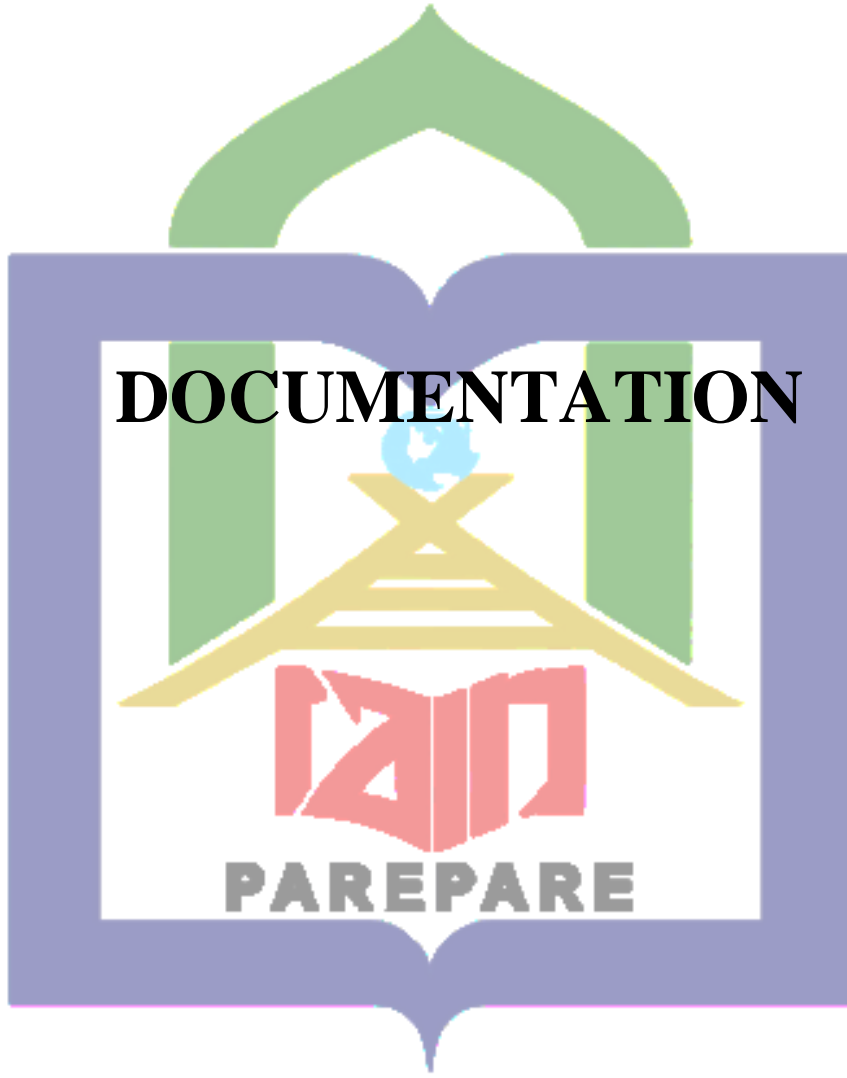
3. Kegiatan penutup

- a. Guru dan peserta didik secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini.
- b. Guru mengajukan pertanyaan kepada peserta didik untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan.
- c. Guru memberikan tugas kepada peserta didik/siswa.
- d. Guru menjelaskan rencana kegiatan pembelajaran yang akan datang

H. Sumber belajar

1. Buku pelajaran
2. Kamus
3. Gambar-gambar yang relevan







MAMA : MUH HAFIS
NIS : 18.910
KELAS : 8.1
TOPIC : ANIMAL

CAT is one of the Animal that I Really like, I like cats because is very funny and cats are also that are loved by everyone cats also harmless animal.

Nama : Rizka diensari
NIS : LP.923
Kelas : 8.1
Topic : Profession

The teacher is profession I really like because I want become teacher. the teacher is person who is very important in education because the teacher is important with education student



Nama : Nur atika aulia

NIS : 18.920

Kelas : 8.1

Topic : Beach

~~I really like~~

I really like beach because the scenery very beautiful. and can use ~~as~~ as place to take photo with friend and the beach can also use as place to travel



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH

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PO Box909 Parepare 91100, website: www.iainparepare.ac.id, email: iainparepare@iainparepare.ac.id

: B. 2432/In.39.5.1/PP.00.9/12/2019

an : 1 Bundel Proposal Penelitian

: Permohonan Rekomendasi Izin Penelitian

IPATI PINRANG

ala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu

AB. PINRANG

nu Alaikum Wr. Wb.

ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

: St. Warda Hasanuddin

/Tgl. Lahir : Baruppu, 28 Juli 1996

: 15.1300.156

s / Program Studi : Tarbiyah / Pendidikan Bahasa Inggris

er : IX (Sembilan)

: Baruppu Desa Kaseralau Kec. Batulappa Kab. Pinrang

usud akan mengadakan penelitian di wilayah KAB. PINRANG dalam rangka penyusunan
rang berjudul :

**Implementation of Describing Pictures to Improve Writing Skills At SMP Negeri 2
opa Kab. Pinrang"**

anaan penelitian ini direncanakan pada bulan Desember sampai bulan Januari Tahun 2020.

an permohonan ini disampaikan atas perhatian dan kerjasamanya diucapkan terima kasih.

amu Alaikum Wr. Wb.

Parepare, 23 Desember 2019

Wakil Dekan I,



san :

tor IAIN Parepare

PEMERINTAH KABUPATEN PINRANG
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
UNIT PELAYANAN TERPADU SATU PINTU
Jl. Jend. Sukawati Nomor 40, Telp/Fax : (0421)921695 Pinrang 91212

KEPUTUSAN KEPALA DINAS PENANAMAN MODAL
DAN PELAYANAN TERPADU SATU PINTU KABUPATEN PINRANG
Nomor : 503/0026/PENELITIAN/DPMPTSP/12/2019

Tentang

REKOMENDASI PENELITIAN

ng : bahwa berdasarkan penelitian terhadap permohonan yang diterima tanggal 27-12-2019 atas nama **ST. WARDA HASANUDDIN**, dianggap telah memenuhi syarat-syarat yang diperlukan sehingga dapat diberikan Rekomendasi Penelitian.

- at :
1. Undang - Undang Nomor 29 Tahun 1959;
 2. Undang - Undang Nomor 18 Tahun 2002;
 3. Undang - Undang Nomor 25 Tahun 2007;
 4. Undang - Undang Nomor 25 Tahun 2009;
 5. Undang - Undang Nomor 23 Tahun 2014;
 6. Peraturan Presiden RI Nomor 97 Tahun 2014;
 7. Peraturan Menteri Dalam Negeri Nomor 64 Tahun 2011 sebagaimana telah diubah dengan Peraturan Menteri Dalam Negeri Nomor 7 Tahun 2014;
 8. Peraturan Bupati Pinrang Nomor 48 Tahun 2016; dan
 9. Peraturan Bupati Pinrang Nomor 38 Tahun 2019.

- ntikan :
1. Rekomendasi Tim Teknis PTSP : 0033/R/T.Teknis/DPMPTSP/12/2019, Tanggal : 30-12-2019
 2. Berita Acara Pemeriksaan (BAP) Nomor : 0028/BAP/PENELITIAN/DPMPTSP/12/2019, Tanggal : 30-12-2019

MEMUTUSKAN

- n :
- Memberikan Rekomendasi Penelitian kepada :
1. Nama Lembaga : INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE
 2. Alamat Lembaga : JL. AMAL BAKTI NO. 8 SOREANG, KOTA PAREPARE
 3. Nama Peneliti : ST. WARDA HASANUDDIN
 4. Judul Penelitian : THE IMPLEMENTATION OF DESCRIBING PICTURES TO IMPROVE WRITING SKILLS AT SMP NEGERI 2 BATULAPPA KAB. PINRANG
 5. Jangka waktu Penelitian : 1 Bulan
 6. Sasaran/target Penelitian : SISWA SMP 2 BATULAPPA KELAS VIII.1
 7. Lokasi Penelitian : Kecamatan Batulappa
- Rekomendasi Penelitian ini berlaku selama 6 (enam) bulan atau paling lambat tanggal 30-06-2020.
- Peneliti wajib mentaati dan melakukan ketentuan dalam Rekomendasi Penelitian ini serta wajib memberikan laporan hasil penelitian kepada Pemerintah Kabupaten Pinrang melalui Unit PTSP selambat-lambatnya 6 (enam) bulan setelah penelitian dilaksanakan.
- Keputusan ini mulai berlaku pada tanggal ditetapkan, apabila dikemudian hari terdapat kekeliruan, dan akan diadakan perbaikan sebagaimana mestinya.

Diterbitkan di Pinrang Pada Tanggal 30 Desember 2019



Ditandatangani Secara Elektronik Oleh :
ANDI MIRANI, AP., M.Si
NIP. 197406031993112001
Kepala Dinas Penanaman Modal dan PTSP
Selaku Kepala Unit PTSP Kabupaten Pinrang

0,-



Balai
Sertifikasi
Elektronik



ZONA
HIJAU



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DPMPTSP



PEMERINTAH KABUPATEN PINRANG
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPT SMP NEGERI 2 BATULAPPA

Alamat : Jl. Puang sulebatang Kec. Batulappa Kab. Pinrang

SURAT KETERANGAN

Nomor. 421.3/ 026 /SMP.072/2020

petanda tangan di bawah ini :

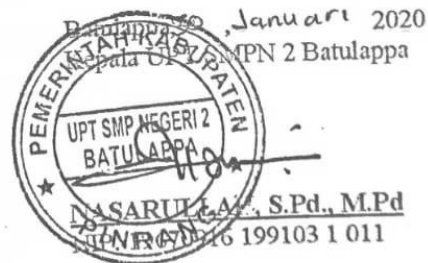
Nama : Nasarullah, S.Pd.,M.Pd
NIP : 19670916 119103 1 011
Jabatan : Kepala UPT SMPN 2 Batulappa

yang bersangkutan bahwa yang tersebut namanya dibawah ini :

Nama : ST. WARDA HASANUDDIN
Tempat/Tgl Lahir : Baruppu, 28 Juli 1996
Alamat : Baruppu, Kec. Batulappa, Kab.Pinrang
NIM : 15.1300.156
Asal Universitas : Intitut Agama Islam Negeri(IAIN) Pare-Pare

Telah selesai melakukan penelitian dalam penyusunan Skripsi pada UPT SMPN 2 Batulappa, Pinrang dengan judul "THE IMPLEMETATION OF DESCRIBING PICTURES TO ROVE WRITING SKILL AT SMPN 2 BATULAPP KAB. PINRANG".

Demikian surat keterangan ini dibuat untuk dapat digunakan sebagaimana mestinya.



CURRICULUM VITAE



ST WARDA HASANUDDIN. The writer was born on July 28th 1996 in Baruppu, Kabupaten Pinrang. She is the sixth child from nine siblings, she has four sisters and four brothers. Her father's name is Hasanuddin and her mother's name is St Hafsa. The first sibling's name is Asryani, the second is Rahmani, the third is Aswar, the fourth is Iqbal, the fifth is Arham, the seventh is Asrul, the eighth is Asiah, and the ninth is Alfiah. Her education background, she began her study in 2003 in SDN Impress Baruppu Kab. Pinrang, and graduated in 2008. She continued her study in SMP Muhammadiyah Pinrang and graduated in 2011. She continued her study as a student in SMAN7 Pinrang and graduated in 2014. She continued her study at State Islamic College (STAIN) Parepare but now it has changed to become State Islamic Institute (IAIN) Parepare. She completed her thesis with the title "The implementation of describing pictures to improve writing skills at SMPN 2 Batulappa Kab. Pinrang".