SKRIPSI

**THE APPLICATION OF DESCRIBING PICTURE TECHNIQUE
TO IMPROVE STUDENTS' ABILITY IN WRITING
DESCRIPTIVE TEXT AT THE SECOND GRADE
STUDENTS OF SMP NEGERI 2
PATAMPANUA PINRANG
(Classroom Action Research)**

By

**NURHANA M
Reg. Number: 12.1300.113**

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

2019

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Submitted to the English Program of Tarbiyah Department of State
Islamic Collage of Parepare in Partial Fulfillment
of the Requirements for the Degree of
Sarjana Pendidikan (S.Pd)

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Skripsi

As Partial Fulfillment of Requirements for the Degree

of Sarjana Pendidikan (S.Pd)

**Study Program
English Study Program**

Arranged and Submitted by

**NURHANA M
Reg. Number: 12.1300.113**

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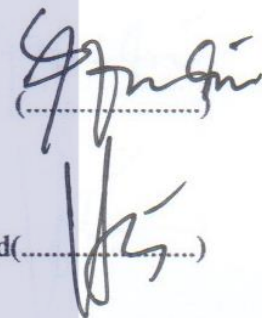STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2019

ENDORSEMENT OF CONSULTANT COMMISSION

Name of the Students	:	Nurhana M
Title of Skripsi	:	The Application of Describing Picture Technique to Improve Students Ability in Writing Descriptive Text at the Second Grade Students of SMP Negeri 2 Patampanua Pinrang (Classroom Action Research)
Student Reg. Number	:	12.1300.113
Faculty	:	Tarbiyah
Study Program	:	English Program
By Virtue of Consultant Degree	:	SK. Ketua STAIN Parepare No. Sti/19/PP.00.9/296/2015

Has been legalized by

Consultant : Dr. H. Saepudin, S.Ag, M.Pd. (...................)
Nip : 197212161999031001

Co- Consultant : Dr. Abd. Haris Sunubi, S.Pd, M.Pd(.............)
Nip : 197503082006041001

Cognizan of:

Tarbiyah Faculty
Dean,

Dr. H. Saepudin, S.Ag, M.Pd.
NIP. 19721216 199903 1 001

iv

SKRIPSI

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(Classroom Action Research)

Submitted by

NURHANA M
Reg. Num. 12.1300.113

Had been examined on August 23rd, 2019 and had been declared that is fulfilled the requirements.

Approved by

Consultant Commissions

Consultant	: Dr. H. Saepudin, S.Ag, M.Pd.	(.............................)
Nip	: 197212161999031001	
Co- Consultant	: Dr. Abd. Haris Sunubi, S.Pd, M.Pd.	(.............................)
Nip	: 197503082006041001	

State Islamic Institute Parepare
Rector,

Dr. Ahmad Sultra Rustan, M.Si
NIP. 19640427 198703 1 002

Tarbiyah Faculty
Dean,

Dr. H. Saepudin, S.Ag, M.Pd.
NIP. 19721216 199903 1 001

ENDORSEMENT OF EXAMINER COMMISSION

Name of the Students	:	Nurhana M
Title of Skripsi	:	The Application of Describing Picture Technique to Improve Students Ability in Writing Descriptive Text at the Second Grade Students of SMP Negeri 2 Patampanua Pinrang (Classroom Action Research)
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By Virtue of Consultant Degree	:	SK. Ketua STAIN Parepare No. Sti/19/PP.00.9/296/2015
Graduation Date	:	August 23rd, 2019

Approved by Examiner Commissions

Dr. H. Saepudin, S.Ag, M.Pd.   (Chairman)   (.............................)

Dr. Abd. Haris Sunubi, S.Pd., M.Pd.   (Secretary)   (.............................)

Drs. Ismail Latif ,MM.   (Member)   (.............................)

Dra. Hj. Nanning, M.Pd.   (Member)   (.............................)

Cognizan of:

State Islamic Institute Parepare
Rector,

Dr. Ahmad Sultra Rustan, M.Si.
Nip. 19640427 198703 1 002

ACKNOWLEDGEMENTS

Bismillahirrahmanirrahiim

Alhamdulillahirabbilalamin. First of all, the writer would like to express the best regard to Allah Subhanahu wa ta'ala. The lord of this world, the master of judgement day and the best creature in his universe who has been giving her beautiful and happy life, long life and healty condition.

Secondly, the writer presents her salawat and salam to prophet Muhammad sallallahu alaihi wasallam as the king of the great kingdom namely islam religion. Then brough the human from uneducated person to be educated person.

From the deepest of her heart, the writer say a great thanks to her beloved parents alm. Drs Mudding, Abdul Rahman and Naimah who always do their best for their first daughter, always praying to the good for the writer's good and healthy life. And also the writer send her big love to her sister and brothers for their affection and attention to their sister.

Then, the writer's endless grateful to her consultant Dr. H. Saepudin, M.Pd. as the first consultant and s the motivator, and a good teacher who has shared many things about knowledge to the writer. The second consultant is Dr. Abd. Haris Sunubi, S.Pd, M.Pd. who has been giving her uncounted knowledge and advice to help her to finish this script.

Unfogottenly, the writer allows to express a lot of thanks to:

1. The Head of State Islamic Institute (IAIN) Parepare, Dr. Ahmad Sultra Rustan, M.Si. and his staffs.

2. Dr. H. Saepudin, M.Pd. as the chairman of Tarbiah Faculty and also Mujahidah, M.Pd. as the chairman of English Program.
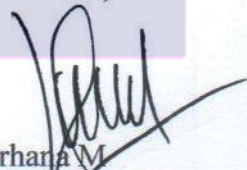
3. The lecturers and the staffs of State Islamic Institute for their guidance during the years of this study.

4. H. Amiruddin, S.Pd, MM as the headmaster of SMPN 2 Patampanua Pinrang and Samsiah S.P.d. as the English Teacher of SMPN 2 Patampanua Pinrang. The all teachers and staffs of SMPN 2 Patampanua Pinrang who helped the writer in conducting this research.

5. Her close friends Nurasia, Yuli Muliana, Uswatun Hasanah Firdaus, Nasti, and Mariani as the motivator, consultant, and good partner in this study.

6. For all best friends of IAIN Parepare especially her classmates since study in English Program, her cottage friends in Nurhayati's cottage, and many others that can not be mentioned one by one who has always gave motivation, help, support, and encouragement in doing this research.

Finally the writer realized that this skripsi still has any weakness an still far from being perfect. Therefore, the writer would highly appreciate all constructive suggestion and criticism.

May the almighty Allah Subhanahu Wa ta'ala always bless all we do now and forever, Aamiin.

Parepare, August 23rd2019

The Writer,

Nurhaña M

Reg. Num: 12.1300.113
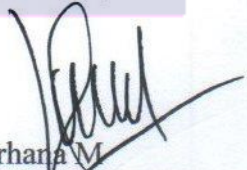
DECLARATION ON THE AUTHENTICITY OF THE SKRIPSI

The writer who signed the declaration below:

Name	:	Nurhana M
Students Reg Number	:	12.1300.113
Place and Date of Birth	:	Pinrang, 9th July 1994
Study Program	:	English Program
Faculty	:	Tarbiyah
Title of Skripsi	:	The Application of Describing Picture Technique to Improve Students Ability in Writing Descriptive Text at the Second Grade Students of SMP Negeri 2 Patampanua Pinrang (Classroom Action Research)

Declarated that this skripsi was her own writing, it was not copied, duplicated or it not complied by any other people. If it can be other skripsi, this skripsi and the degree that has been got would be postponed.

Parepare, August 17th 2019

The Writer,

Nurhana M
Reg. Num: 12.1300.113

ABSTRACT

Nurhana M. *The Application of Describing Picture Technique to Improve Students'Ability in Writing Descriptive Text at the Second Grade Students of SMP NEGERI 2 Patampanua Pinrang (Classroom Action Research)* (Supervised by Saepudin and Abd. Haris Sunubi)

The objective of this research are expected to find out the way the students' writing descriptive text ability achievement when the describing picture technique is implemented and to find out the students' classroom activity in writing descriptive text through describing picture. This skripsi employed Classroom Action Research which was conducted in two cycles in which every cycle consisted of four main components namely planning, scting, observing, and reflecting.

The location of this research was taken in second grade students of SMP NEGERI 2 Patampanua Pinrang with the number of subject were 21 students . it is aimed at giving description of the students writing descriptive ability of SMP NEGERI 2 Patampanaua Pinrang by applaying describing picture technique. The instruments are used in this research were observation and test.

The result of this research showed that the score of students in cycle II high more than the cycle I. Besides, the students show enthusiastic, good attendense and participation during the learning process by applying the describing picture technique. Moreover, the result of the observation sheet showed the students enjoy the classroom activity in students writing descriptive ability by applaying describing picture . based on the result above, the researcher then conclude that applying describing picture make students more active in writing at the second grade students of SMP Negeri 2 Patampanua Pinrang.
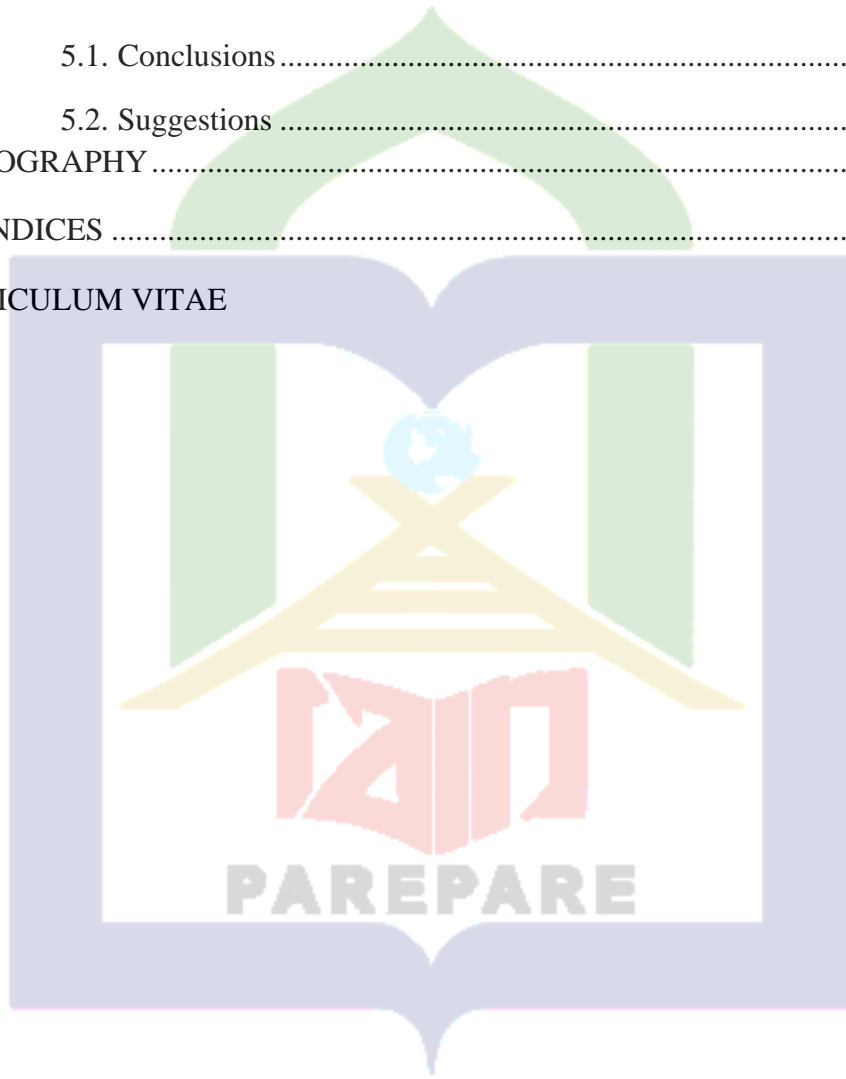
Keywords: writing descriptive ability, describing picture technique.

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CHAPTER I

INTRODUCTION

1.1. Background

As a tool of communication, English is in the first position as international language. Many countries use English as their first language. Specially in Indonesia, people learn English not only as a tool of communication with foreigners, but English also become set of educational curriculum. People learn english in formal and unformal school from junior high school up to the university level. In learning foreign language, english language is a skill that must be considered essentially consisting of four basic skill, namely listening, speaking, reading, and writing. That basic skill are the main assets in mastering a foreign language (English). Harmer states as follow

"... we use language in terms of four skills- reading, writing, speaking, and listening. There are often divide into two types. Receptive skills is a term used for reading and listening, skills where meaning is extracted from the discourse. Productive skills is the term for speaking and writing, skills where students actually have to produce language themeselves."[1]

Writing is how to produce a written product. It is a process of transforming ideas coherently and cohesively into written text. Many students state that writing is difficult to learn and to master, because writing is an active or productive skill so that the students who are learning writing have to learn how to find ideas, and express them into writing. Richards and Renandya state that "There is no doubt that writing is the most difficult skill for L2 learners to master. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable texts. So that the readers can be easily able to understand about what is the writing about.

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[1] Jeremy Harmer, *How to Teach Writing*, (New York: Longman, 2007). P. 265

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They also proposed that second language writer should pay attention to the higher skills of writing; they are generating and recognizing ideas and also pay attention to the lower writing skills such as spelling, punctuation, word choice, and etc."[2]

According to the basic competence in the junior high school curriculum, in learning writing, students are expected to write some texts for example letters, invitation texts, greeting cards, short message, monologs such as descriptive texts, recount texts, narrative texts, procedure texts, and report texts. To produce the those writing products, especially monologs , students have to follow the writing steps.

In writing skill, there are some kinds of text that will be learned by the students, one of them is descriptive text. Descriptive text is a kind of text that is use to describe something. It is usually used to describe a thing, person, place or event to give explanation for someone.

There are many factors that can influence the low of student's ability at writing descriptive text, such as internally and externally. Internally consist of motivation, interest, personality, element language, etc. externally consist of teacher's ability, facility of school, learning media include learning technique.

Based on the observation at SMP Negeri 2 Patampanua Pinrang, Some students regard that writing is difficult to master. Difficulty in gaining idea, lack of vocabulary, and low grammar mastery are the main problems in writing of the students of SMP Negeri 2 Patampanua Pinrang. In addition, students do not master some language components well such us spelling, grammar vocabulary and punctuation. The students were asked to write, they were reluctant to write even a

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[2] Richards and Renandya, , *Methodology in Language Teaching (An Anthology of Current Practice)*, (Cambridge: Cambridge University Press, 2002), p. 30

very simple text, and the products of their writings were far from the expectation. Actually students are expected to be able to write a good text with a good content and coherence, but in fact, the students could not do it well. Students did not have any ideas to write. In other words, they had blank minds when they were asked to write a text, for example descriptive text. The students have less interest that affects their ability at writing descriptive text. Ideally, if the teacher can be applying the learning technique which matches with the student's situation, it can makes the student's more interest and will improve their ability in mastering a learning material.

The researcher will use a technique to overcome the writing problems at SMP Negeri 2 Patampanua Pinrang namely describing picture. The describing picture is choosen because by using picture in this technique, students are expected to be more motivated and more interested in learning writing descriptive. Students are expected to write their own descriptive text by gaining ideas from the picture, with good grammar. The researher should motivate the students in teaching learning process by using some interesting materials for example using picture media. Picture media is one of the learning medias that can be stimulate the students in teaching writing descriptive text. Picture which full of colour make students more interesting in learning process. In other hand, picture can stimulate students idea, so students can express their ideas that they have got from the picture. Besides, students can get more vocabulary from the picture, whether it's objects (noun) or the situation that occur in the picture.

Based on the explanation above, the writer would like to observe the usage of the describing picture technique in the student's ability at writing descriptive text at class VIII of SMP Negeri 2 Patampanua Pinrang. the writer interests in doing

research on topic with title, " The Application of Describing Picture Technique to Improve Students' Ability in Writing Descriptive Text at The Second Grade Students of SMP Negeri 2 Patampanua Pinrang."

1.2. Identification of Problem

Based on the background above, the problem can be identified as follow:

1.2.1. The students have difficulties at writing, especially at writing descriptive text.

1.2.2. The students have difficulties in gaining ideas when writing

1.3. Research Questions

Based on the background, The researcher formulated research question, as follow:

1.3.1 In What way does describing picture improve students' ability in writing descriptive text to the second grade students of SMPN 2 Patampanua Pinrang?

1.3.2. Is describing picture technique effective to improve students ability in writing descriptive text at the second grade students of SMPN Patampanua Pinrang?

1.3.3. How is the students classroom activity in writing descriptive text through describing picture?

1.4. Objective of the Research

Relating of the problem statement above, the researcher state the objective of the research are formulated, as follow:

1.4.1. To find out the way describing picture improve students ability in writing descriptive text to the second grade students of SMPN 2 Patampanua Pinrang.

1.4.2. To find out the effective of describing picture technique to improve students ability in writing descriptive text at the second grade students of SMPN 2 Patampanua Pinrang.

1.4.3. To find out the students classroom activity in writing descriptive text through describing picture.

1.5. Significance of the Research

There are some adventages that can be taken from this research, as follow:

1.5.1. Practical significances

1.5.1.1.For the teachers, the result of this study is useful as informative input for them to improve their ability in choosing appropriate techniques in teaching writing.

1.5.1.2.For the students, this research can motivate them in improving their writing ability and help them to solve their problem in writing.

1.5.1.3.for the researcher, this research is expected become a reference for them to apply another good media to improve students' writing ability.

1.5.2. Theoretical significance

The result of this research is expected to next research which related to describing picture and the ability in writing descriptive text.
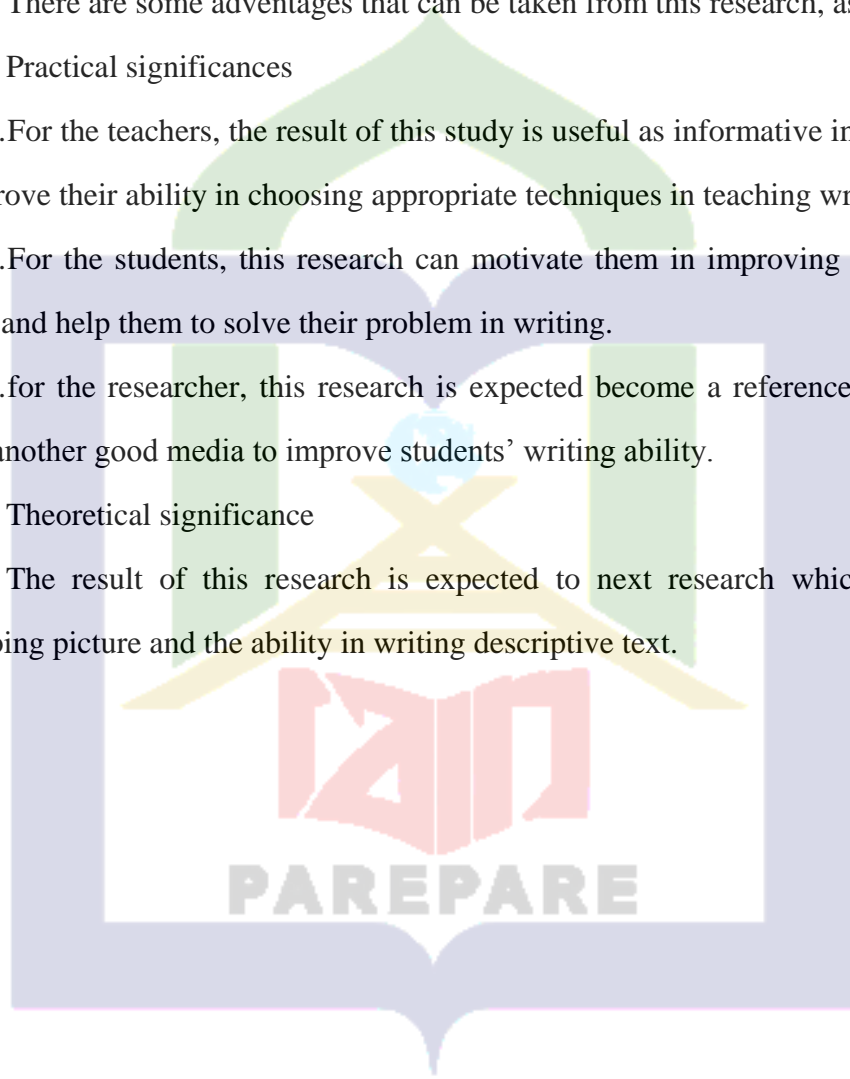
CHAPTER II
REVIEW OF RELATED LITERATURE

2.1 The Previous Related Research Findings

Some resarcher have conducted related results refered to this study in the following:

Nursiah in her research improving the ability in writing English thext through community language learning of the second year students of SMPN 3 Majene found that the application of community language learning in teaching writing is effective to improve the students' writing ability to write text, this method can improve the students' writing English text better that use of conventional way.[3]

Devigantari agusta in her research state that The action research was successful to improve writing ability of class VIII C students at SMPN 2 Sanden by using short animated videos. She was carried out in two cycles and it was successful in improving the students' writing ability in several aspects, they were content, organization, vocabulary and grammar and mechanics.[4]

Inta Aulia Asfa in her research concludes that the use of describing picture in teaching of speaking in descriptive text was effective. It was proved by the obtained score of t-test. T-test showed that t-score 4,348 was higher than t-table 2.01. it means

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[3]Nursiah, "Improving the Ability in Writing English Text Through Community Language Learning of the Second Year Sudents of SMPN 3 Majene", (Unpublished: skripsi STAIN Par epare, 2011), p. 56

[4] Devigantari Agusta, "Improving Students' Ability in Writing Narrative Texts Using Short Animated Stories at Class VIII C of SMPN 2 Sanden, Bantul in", (Unpublished: Skripsi UN yogyakarta, 2015), p. 98

that Ha (alternative hypotheses) was accepted and Ho (null hypotheses) was was rejected.[5]

Based on the related finding above, the researcher concluded that there are many way can be used in teaching writing to the students. Like Nursiah concluded that using community language learning is effective in teaching writing. while Devigantari state that using short animated videos successful to improve students' writing ability in several aspects. In this resarch, the researcher will applicate a technique namely describing picture technique with picture as a media in writing descriptive text.

2.2 Some Pertinent ideas

2.2.1. The Concept of Writing

2.2.1.1. Defenition of Writng

Oxford, writing is activity of writing, written words of an author and hand writing.[6] Longman, writing is words that are or printed or the way someone writes.[7] Webster's, writing is to trace or inscribe (letter, words, numbers, symbols, etc) on a surface with pen or pencil.[8] Writing is a medium of human communication that represents language and emotion with signs and symbol.[9]

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[5] Inta Aulia Asfa, "The Effectiveness of Using Describing Picture to Improve Students' Speaking Skill in Descriptive textar", (Unpublished, Skripsi IAIN Walisongo Semarang, 2010), p. 76.

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

[7] Longman, *Active Study Dictionary*, New Edition (England : Pearson Educational Limited, 1998), p.769.

[8] Webster's Comprehensive Dictionary, The New International Webster's Comprehensive Dictionary of the English Language, (Trident Press International, 2003), p.507

[9] "Writing," *Wikipedia the Free Encyclopedia*. https://en.wikipedia.org/wiki/writing (12 Mei 2017).

According to Wilga Rivers, writing became a more complicated process when it involves putting in graphic form, according to the system accepted by educated native speakers, combinations of word which might be spoken in specific circumstance (that is, which convey certain elements of meaning.[10]

Based on some defenition above, the researcher conclude that writing appear from thinking. When students wanted to write something, the students should have a lot of information and ideas on their mind. That students should be able to express their ideas into writing form. In the other hand, writing is an activity to express ideas, issue, event, fellings or thinking to the others in writtten form. Writing is an activity of human in communication to present their emotion, ideas, feelings with sign and symbol in the written form, writing could become one way to show or describe a person idea or opinion about something.

2.2.1.2. Component of Writing

The good writing skill can be analyzed to group and varied skills. Saepudin (2014) divides components writing into five main areas; They are content, organization, vocabulary, grammar, mechanic.[11]

2.2.1.2.1. Content

The content of writing should be clear, so that the reader can understand the message and get information from the writing text. In order to have a good content of

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[10] Rivers Wilga M, Teaching Foreign Language Skills, (UK; University of Chicago Press, 1999), p. 18

[11] Saepudin, *An Introduction to English Learning and Teaching Methodology*, (Cet. 1, Yogyakarta: TrustMediaPublishing, 2014), p.186

writing, the content should be well, unfilled and complements which become the characteristic of good writing as follows.[12]

2.2.1.2.2. Organization

The organization of the writing is concerned with the ways the writer arrenges. Arrange and organize the ideas or massages in the writing. the sequence of the ideas explaine well, for example the important idea is written in the beginning, from the general to the spesific, special order of pattern when writing, learner should arrange their writing chronologically.

2.2.1.2.3. Vocabulary

Vocabulary is commonly defined as "all the words known and used by a particular person".[13] Use the right vocabulary will produce a good writing as well. Vocabulary must be precise, easy to understand and accordance with the context. Suitable vocabulary makes the reader easier to understand the message on the text writing.

2.2.1.2.4. Grammar

Grammar concerns about the ability to write correct and apropriate sentences. The writer has to give attention on the rule of composing a sentence such as the use of preposition; tenses such as using of nouns, adjectives, verbs, articles, conjunction and etc.

Grammar is the whole system and structure of a languages in general, usually taken as consisting of syntax and morphology sometimes also phonology and

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[12] Bialystok, Oral *Communicating Strategies for Lexical Difficulties*, (Interlanguage Bulletin, 1980), p.16.

[13] Eka Nurul Ismiati, "Improving Writing Ability of the Eight Year Student of SMP Negeri 4 Pinrang Through Think Pair Share", (Unpublished: Skripsi of Tarbiyah Faculty of STAIN Parepare, 2015), p.10.

semantics [14]. Grammar also as a set of structural rules that give composition of sentence, phrases and words.

2.2.1.3.The Process of Writing

Writing is not an instant process, it include some process to create a writing product. Harmer points out that it tends to a recursive process and represents the process in different way, called process wheel. Bellow is the figure of the process wheel presented by Harmer
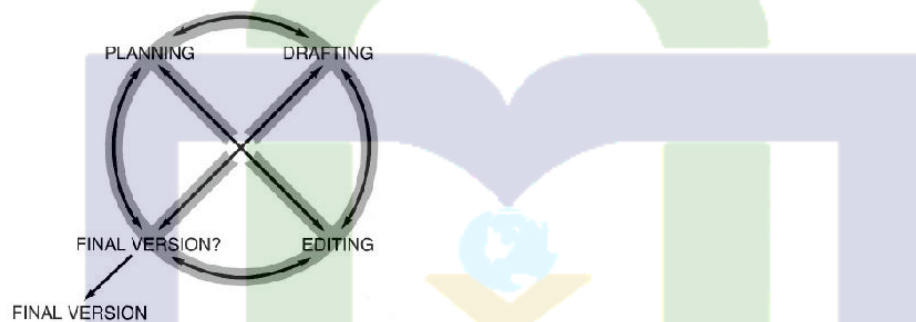
Figure 1: The writing wheel [15]

The figure shows that there are some direction in the processs of writing. The final process in this wheel is in final version of writing product.

Writing is not the instant process, it includes some process to create a writing product. Jack C Richards and Willy A Renandya purposes four main stage in writing, they are planning (pre writing), drafting, reveising, and editing. Bellow is the figure of the writing process proposed by Richards and Renandya (2002)

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[14] "Grammar," *English Oxford Living Dictionaries*, https://en.oxforddictionaries.Com/ defenition/grammar, (12 Mei 2017).

[15] Jeremy Harmer, *How to Teach Writing*, (Essex: Longman, 2004), p. 6

| PROCESS ACTIVATE | → | Planning | ↔ | Drafting |
| PROCESS TERMINAT | → | Editting | ↔ | Revising |
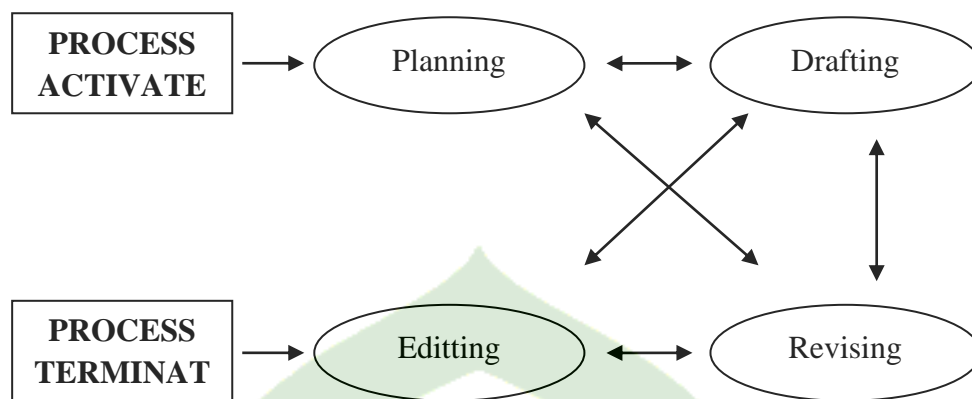
Figure 2: The writing process by Richards and Renandya[16]

2.2.1.3.1. Planning (pre-writing)

Richards and Renandya state that pre-writing stage is any activity that can promote students to write. Since it is the first stage in writing, the students should be stimulated so that they can get information and ideas what to write. Richard   and Renandya suggest that there are some activities to stimulate the students. That activities are group brainstorming, clustering, rapid free writing, and WH-Questions[17]. In group brainstorming activity, the students are grouped and they spew out any ideas in their mind. There is no right or no answer. It is aimd to flow the ideas in the students' mind and after that they can select the ideas and then develop the chosen once into a draft.

Experienced writers plan what they are going to write. Before starting to write or type, they try and decide what is they are going to write about. When the planning stage, writers have to think about three main issues. In the first place they have to

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[16] Richards and Renandya, *Methodology in Language Teaching (An Anthology of Current Practice)*, (Cambridge: Cambridge University Press, 2002) p. 315

[17] Richards and Reinandya, *Methodology in Language Teaching (An Anthology of Current Practice)*, (Cambridge, Cambridge University Press, 2002) p. 316

consider the purpose of their writing, there are not only the type of the text they will 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, this will influence not only the shape of the writing (how the paraghraphs are structured), but also the choice of the language, for example, it is formal or informal form. Thirdly, writers have to consider the content structure of the piece , how best to sequence the facts, ideas, or arguments which they have decided to include in writing product.

2.2.1.3.2. Drafting

Ideas are collected at the planning stage, and then they are formulated to be a draft. At this stage, writer develop the ideas and focus on the fluency of the writing. In the classroom activity, a teacher is an audience for students' writing. The students may also be encouraged to write for different audience such as for their peer, classmate or family members.

After getting the draft, the writers will have the first product of writing. In classroom activity, the teacher responds the students' writing product. However, responding to students' writing can be resolved by their peers.Responding to the students' writing is an important part to get good writing becouse there will be a feedback from the responders about the draft. Richards and Renandya (2002) point out that to responding students' writing can be oral or written. And it has a central role play in the successfull implementation of writing process.[18]

We can refer to the first version of piece of writing as a draft. This first 'go' at a text is often done on the assumption that it will be amended later. As the writing

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[18] Richards and Renandya, *Methodology in Language Teaching (An Anthology of Current Practice)*, (Cambridge: Cambridge University Press, 2002), p. 317

process proceeds into editing , a number of drafts may be produced on the way to the final version.

2.2.1.3.3. Editing (reflecting and reveising)

Once writers have produced a draft they then, usually, read through what they have written to see where it works and where it doesn't. Perhaps the order of the information is not clear. Perhaps the way something is written is ambiguous or confusing. They may use a different form of words for a pasticular sentence. More skilled writers tend to look at issue of general meaning and overall structure before concentrating on detailed features such as individual words and grammatical acuracy.

In this stage the writer review the text based on the feedback given in the previous stage. Revising stage includes checking for language errors, content, and ideas organization. Reflecting and revising are often helpded by other readers (or editors) who comment and make suggestions. Another reader's reaction to a piece of writing will help the author to make appropriate revisions.

Editing stage involves checking and tidying up the texts since the writers prepare th efinal draft. This includes checking grammar, spelling, punctuation, diction, sentences structure, and accuracy of supportive textual material as well.

2.2.1.3.4. Final Version

Once writers have edited their draft, making the changes they consider to be necessary, they produce their final version. This may look considerably different from both th eoriginal plan and the first draft, because things have changed in the editing process. But the writer is now ready to send the written text to its intended audience.[19]

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[19] Jeremy Harmer, *How to Teach Writing*,(England: Longman. 2008), p. 5

2.2.1.4.Types of writing

There are some types of writing that we know; narration is writing form in which the author tells a story; description is a type of writing that used to describe something; exposition is writing form to explain information; argumentation/persuasive is written that statesthe opinion of the writer.

2.2.1.4.1 Narration

Narration is the form of writing is used to relate the story of acts or events. Narration places occurrences in time and tells what happened according to the natural time sequences. Types of narrative include short stories, novels, and new stories, as well as large part of our everyday social interchange in the form of letters and conversation.[20] Narrative also explain as a writing in which the author tells a story, the story could be fact or fiction.

2.2.1.4.2 Description

Description is reproduces the way things of look, smell, taste, feel, or sound. It may also evoke moods such as happiness, sadness, or fear. It is used to create a visual image of people, place, even of units of time-days. It may tell about the people characteristic or personality. The main purpose of descriptive writing is to describe. It is a style of writing that focuses on describing a character, an even, or place in great detail. It describe on very specific description.

2.2.1.4.3 Exposition/Expository

Expository writing explains or informs. Expository is used in giving information, making explanation and interpreting meanings. The main purpose of this style writing is to explain, it focus on telling you about a given topic or subject

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[20] Little McDougal and Company, *Basic Skill in English,* (USA: 1999), p.104.

without giving personal opinions. It include editorials, essay, informative and instructional material. Exposition may be developed in a number of ways as follow:

2.2.1.4.3.1.Process. Exposition may be used to explain a process that is to tell how to do something.

2.2.1.4.3.2.Definition. The simple form is a statement and this applies to dictionary defenition. An explanation of what a word means is another kinds of exposition.

2.2.1.4.3.3.Analysis. It divides a subject into parts and examines those parts.

2.2.1.4.3.4.Criticism. It involves evaluation, which is analyzing and weighing strengths and weaknesses.

2.2.1.4.4. Argumentation/Persuasive.

Argumentation/ persuasive writing's main purpose is to convince. Argumentation is used in persuading and convincing. The aim is to make a case or to prove or disprove a statement or proposition. Argumentation writing tries to bring other people or reader to writer point of view. It may present arguments to persuade the reader to accept an idea or a point of view.[21]

2.2.1.5. Descriptive Text

Descriptive text is a text which has social purpose to give an account of imagined or factual events. Hyland explains more about description that it tends to use present tense . Descriptive text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, person, or other thing. It differs from report which describe things, animals,

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[21]George Whishon and Burks, *Lets Write English*, (New York: Litton Education Publishing, Inc, 1980), p.128-129.

persons or others in general. The social function of descriptive text is to describe a particular person, place, or thing.

Descriptive text is a text which says what a person or thing is like. It purpose is to describe and reveal a particular person, place, or thing. In a board sense, desccription, as explained by Kane, is defined like in the following sentence: Description is about sensory experience-how something looks, sounds, tastes. Mostly it is about visual experience, but description also deals with other kinds of perfection.[22]

Thus, if we conclude it from Kane's explanation above, the descriptive text is meaningful text that describes the experience related to the sense of sight, we can also use it to make descriptive text. But in particular, the descriptive text is , "....is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing."[23] So it can be said that descriptive text is a text that explains about whether a person or an object is like, whether its form, its properties, its amount and others. The purpose of the descriptive text is clear, that is to describe, represent or reveal a person or an object, either abstract or concrete.

2.2.1.5.1. The generic structure of descriptive text

The students should master the generic structure of descriptive text before they write a descriptive text.When students writing descriptive text, there are some generic structure that they have to know, they are:

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[22] British Course Admin, Descriptive Text (Complete Explanation), www.http//Britishcourse.com/descriptive-text-complete-explanation.php (accessed on 26 april 2018)

[23] British Cousre Admin, Descriptive Text (Comlete Explanation), www.http//Britishcourse.com/descriptive-text-complete-explanation.php (accessed on 26 april 2018)

First is identification , identifies phenomenon to be described. Which is a part of paragraph with introduces or identifies the character to be described. It can be called general description of the object. Usually, it contains objects name, kinds of the object, etc. Second is description: describes parts, qualities, characteristics of the person or something that will be described. It should be described in detail, so the readers can get clear description of the object.

2.2.1.5.2. The purpose of descriptive text

Through descriptive writing, a student learns to write paragraphs essays in a detailed manner. Descriptive writing makes the information more intriguing and engaging for readers. Descriptive writing style enables students to use new and different vocabulary words. This type of writing gives students an opportunity to clarify the subject matter with help adequate details. Students learn to use sensory details in order to present the main idea.

2.2.1.5.3. Significant grammatical features of descriptive text

Beside having the generic structure, descriptive text also uses significant grammatical features that support the form of a descriptive text. The significant grammatical features are:[24]

2.2.1.5.3.1.Focus on specific participants

Example: my home

2.2.1.5.3.2.Using of simple present tense

Example: it is a big home

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[24] M Mursyid PW, English Learning Handout : *Learning Descriptive Text* (Bandung: SMPN 1 Karangdadap), p. 4. https://mmursyidpw.files.wordpress.com/2011/02/learning-description.pdf (Accesed on April 14th 2018).

2.2.1.5.3.3.Verbs of being and having ' relation process'

Example: my home has 5 rooms.

2.2.1.5.3.4.Use descriptive adjective

Example: favorite room

2.2.1.5.3.5.Use of detail noun phrase to give information about subject

Example: small home

2.2.1.5.3.6.Use of action verbs 'material process)

Example: studying and watching

2.2.1.5.3.7.Use of adverbials to give additional information about behaviour

Example: near, too, and often

2.2.1.5.3.8.Use of figure language

Example: as big as mosque.

2.2.1.6.   Reason to Teach Writing

Jeremy Harmer in his book (How to Teach English) said that the reasons for teaching writing to the students of english as foreign language include reinfocement, language development, learning style, and more importantly, writing as a skill in its own right.[25]

2.2.1.6.1. Reinforcement.

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

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[25] Jeremy Harmer, How to Teach English (An Introduction to the Practice of English Language Teaching), (England: Longman. 1998), p. 79.

together and as an aid to comitting the new language to memory. Students often find it useful to write swntences using new language shortly after they have studied it.

2.2.1.6.2. Language Development

Process of writing (rather like the process of speaking) helps us to learn as we go along. The mental activity we have to go through in order to construct proper written texts is all part of the ongoing learning experience.

2.2.1.6.3. Learning Style

Some students are fantastically quick at picking up language just by looking and listening. For the rest of us, it may take a little longer. For many learners, the time to think things through, to produce language in a slower way, is invaluable. Writing is apropriate for such learners. It can also be a quiet reflective activity instead of the rush and bother of interpersonal face to face communication.

2.2.1.6.4. Writing as a skill

Writing as a skill, by far the most important reason for teaching writing, of course, is that is the basic language skill, just as important as speaking, listening and reading. Students need to know how to write letters, how to put written reports together, how to replay to advertisements and increasingly, how to write using electronic media. They need to know some of writing's special conventions (punctuation, paragraph construction etc.) just as they need to know how to pronounce spoken English appropriately. Part of our job is to give them that skill.

2.2.2. Teaching Writing Through Describing Picture

2.2.2.1.General Concept of Describing Picture

In Webster New World Dictionary, describe is saying what somebody or or something is like.[26] Describing picture is one of activity in learning english activity. Describing picture not only can be used in speaking class but also in writing class. In speaking, teacher usually give a picture to each students and ask them to describe it one by one in front of the class. While in writing, teacher give a picture to the students and ask them to describe what they are look from the picture or what they are think from the picture and write their opinion in a piece of paper.

This method is to make the students easier to describe something, and make the learning process more enjoyable.

Picture is one of the visual aids that can be used in teaching writing. it makes learning process more interesting for the students. Picture as aids are clearly in dispensable for language teacher since they can be used in so many ways. The teacher can teach vocabulary easily through picture such as blackboard drawing, wall picture, chart, and flash card.

2.2.2.2.Writing a Good Description in Describing Picture

In this part, very important to learn how to write a good description text. When you write a description of a person. You tell what he or she looks like. When you describe a place, you will tell it looks like. If you describe a scene with people you maight first describe the place, and then tell what is happening and what the people are doing.

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[26] Meriam-Webster, https://www.merriam-webster.com, (accessed on december 29, 2017)

There are two keys to writing good description. The first key is to use space order, and the second key is to use specific details.[27]

2.2.2.2.1. Space Order Paragraphs

In space order you maight describe something from top to bottom or from left to right. For example, when you describe a person, you will start to the person's head and end to the person's feet . when you describe a room, you will describe from the left to right or from right to the left.

When you describe a classroom, you might describe like this: imagine that you are standing in the doorway. Write about each part of the room. From the left side of the room arround the right side and ending at the doorway again. When you describe a view, you might describe far away objects first and close-up objects last. These are all ways to use space to put the sentences in description into meaningful order.

Top to bottom   bottom to top

Right to left   left to right

Far to near   near to far

Outside to inside   inside to outside

2.2.2.2.2. Specific Details

The second keys to writing a good description is to use specific details when you describing something you paint a picture with words. Your goal is to make your reader see what you have described. The way to do this is to use a lot of specific

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[27] Ann Hogue, *First Step in Academic Writing* (Longman: Wiesley Publishing Company, 1996), p. 72.

details. The more specific you can be, the better your reader can see what you are describing.

2.2.2.3. Steps of Describing Picture

In making description there are some steps that the student have to consider:[28]

2.2.2.3.1. Using WH questions

In the first step try asking 'WH' questions to find out that what you can write. Who...? where...? what...? when...? why...? which...? how...?.the answered the WH question will provide you with a description.example: Who are the people n the picture? Where are they? What are they doing?. Some questions can help you to make a good start and you have enough information for a description.

2.2.2.3.2. Writing some sentences

Try to write some sentences that you have made by the answer of WH questions. Example

The picture is of a stunning girl in her twenties and smartly-dressed waiter.

They are in a restaurant.

She is smiling at the camera.

He is clearing dishes.

It is in a warm day.

She is on holiday.

2.2.2.3.3. Improving the sentences

To do this, link the information in the above sentences. This does not mean that you should link every sentence. Sometimes, simple sentences are perfect.

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[28] Mary's English Blog, https://marysenglishblog.com/2016/02/23/describing-a-picture-step-by-step/ (accessed on july 24, 2018)

However, you need to help the reader understand the connections between your ideas. Good English should be a combination of simple and complex sentence. For example use co-ordinating cinjunctions an/or subordinating conjunctions. There are more than one way to connect the information. Here is one example:

> *The picture is of a stunning girl in her twenties* **who** *is in a charming restaurant (* **which** *is) in Cortona, Italy.*
>
> *It's a warm Spring day* **and** *she is on holiday.*
>
> **While** *a smartly-dressed waiter clears the table, she smiles sweetly at the camera.*

2.2.2.3.4. *Combining the sentences into a paragraph*

> *Write all the sentences into a paragraph:*
>
> *"The picture is of a stunning girl in her twenties* **who** *is in a charming restaurant in Cortona, Italy. It's a warm Spring day* **and** *she is on holiday.* **While** *a smartly-dressed waiter clears the table, she smiles sweetly at the camera."*

2.2.2.4. Definition of Picture

Picture is a visual representation of a person, object or scene as a painting, drawing, photoghraph, etc[29]. A picture also called an image, is a group of coloured points on a flat surface that looks the same as something else[30]. Wright in Arum states that picture as media is able to motivate students, to make th esubject. They are

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[29] Dictionary. Com, www.dictionary.com/browse/picture, (accessed on december 03, 2017)

[30] Wikipedia. The Free Encyclopedia. https://simple.wikipedia.org/wiki/picture, (accessed on december 03, 2017)

dealing with clearer, and to ilustrate the general idea and forms of an object or action which are particular to culture,[31]

2.2.2.5. The Adventages of Using Pictures in Teaching Writing

The teacher should motivate the students in teaching learning process by providing some interesting materials. It is a good idea to teach not only what kind of writing students are likely to have to do in English in the fiture , but also what kind of subjects and task they will enjoy.

Harmer argues that this will help the teacher to choose writing tasks either because students need them or because they are likely to be motivated by them because the tasks are enganging in themselves. An engaging writing task involves students not just intellectually but emotionally as well. To make an engaging writing task, the teacher should provide stimulus to encourage the students to write. The stimulus can be pictures for those who are stimulated by visual input.[32]

Picture contribute to the teaching language. Emphasizing in teaching writing, pictures can be stimulation for gining the idea. Some things in the picture can build students' vocabulary mastery by mentioning some objects. The vocabularies can help students to construct the paragraph to write. There are variety of activities can be created by using pictures.

Wright in Arum explains that in language learning pictures can contribute to interest and motivation, a sense of context, and specific stimulus. By using picture, students can be more motivated because picture provide the real material which can

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[31] Arum Wahyuningsih, "Improving Students' Writing Skill Through Picture Media in Grade X of Office Administration 2 of SMK Negeri 1 Tempel" (Unpublished, Thesis Yogyakarta State University, 2011) p. 27

[32] Jeremy Harmer, *How to Teach Writing*, (Essex: Longman, 2004), p. 3

be observed and identified by the students.[33] In this way we can say that picture can motivate students and the fact that motivation is an important factor in learning everything, specially learning English. Picture are also contextual in which a teacher can draw certain situation. Picture can bring the situation in outside world into the classroom in a concrete way. Picture can improve students stimulus, because after observing the picture the students immediately need vocabularies, idioms, and sentence structures to explain or describe anything they see on the picture.

Wright in Arum cities some roles for picture in productive skills:
   a. Picture can motivate the students and make them want to pay attention and want take part.
   b. Picture contribute to the context in which the language is being used
   c. The picture can be described in an objective way ('this is a train') or interpreted ('it's probably a local train') or responded to subjectively ('I like traveling by train')
   d. Picture can cue responses to questions or cue substitutions through controlled practice.
   e. Picture can stimulate and provide information to be referred to in conversation, discussion, and storytelling.[34]

2.2.2.6. The Ways of Using Picture in Learning English

Pictures of all kinds can be used in a multiplicity of ways, as the following examples shows:

2.2.2.6.1. Drills

With lower-level students a traditional use for picture-especially flashcards-is in cue-response drills. Teacher hold one up (the cue) before nominating a student and getting a response. Then teacher hold up another one and nominate a different student

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[33] Arum Wahyuningsih, "Improving Students' Writing Skill Through Picture Media in Grade X OF Office Administration 2 OF SMK Negeri 1 Tempel" (Published, Thesis Yogyakarta State University, 2011) p. 27

[34] Arum Wahyuningsih, "Improving Students' Writing Skill Through Picture Media in Grade X of Office Administration 2 OF SMK Negeri 1 Tempel" (Unpublished, Thesis Yogyakarta State University, 2011) p. 29

and so on. Flashcards are particularly useful for "drilling" grammar items, for cueing different sentencess, or practising vocabulary.

2.2.2.6.2. Games (communication)

Picture are extremely useful for a variety of communication activities, especially where they have a game-like feel, such as describe and draw activities where one student describe a picture and a paired classmate has to draw the same picture without looking at the original. We can also divide a class into four groups and give each group a different picture that shows a separate stage in a story. Once the members of the group have studied their picture, we take it away. New groups are formed with four members each - one from group A, one from group B, one from group C, and one from group D. By sharing the information they saw in the picture, they have to work out what story the picture togethet are telling.

2.2.2.6.3. Understanding

One of the most appropriate uses for pictures is for the presenting and checking of meaning. An easy way of explaining the meaning of the word *aeroplane,* for example, is to have a picture of one. In the same way it is easy to check the students' understanding of a piece of writing or listening by asking them to select the picture with best corresponds to the reading text or listening passage.

2.2.2.6.4. Ornamentation

Pictures of various kinds are often used to make work more appealing. In many modern coursebooks, for example, reading text will be adorned by a photograph which is not strickly necessary, in the same way as in newspaper and magazine articles. The rationale for this is clearly that pictures enhance the text, giving readers a view of the outside world.

2.2.2.6.5. Prediction

Picture are useful for getting students to predict what is coming next lesson. Students maigt look at a picture and try to guess what it shows (are the people in it brother and sister, husband or wife, etc). They then listen to a tape or read a text to see if it matches what they expected on the basis of the picture. This use of picture is very powerful and has the adventages of engaging students in the task to follow.

2.2.2.6.6. Discussion

Picture can stimulate questions such as: what is it showing? How does it make you feel?. Picture can also be used for creative language use, whether they are in a book or cue cards, flashcards, or wall pictures. Teacher might ask students to write description of a picture; teacher might ask them to invent the conversation taking place between two people in a picture, or in a particular role-play activity, ask them to answer questions as if they where characters in a famous, ask rhem to answer questions as if they were characters in a famous painting.

Teacher can make wall pictures, flashcards, and cue cards in a number of ways. Teacher can take picture from magazines and stick them in the card. we can draw them. Teacher can buy reproductions, photoghraps, and posters from shops or teacher can photocopy them from a variety of source.[35]

2.3. Conceptual Framework

The focus of this research is teaching writing through describing picture to improve the students' ability in writing descriptive text to the students of SMP Negeri 2 Patampanua Pinrang.

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[35] Jeremy Harmer, *The Practice of English Lenguage Teaching* (Cambridge; Longman, Third Edition), p. 134-136.

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┌─────────────────────────────┐
│  The Second Grade Students' │
│  of SMP Negeri 2 Patampanua │
│           Pinrang           │
└─────────────────────────────┘
              │
              ▼
      ┌──────────────────┐
      │ Writing Descriptive │
      │   Text Ability     │
      └──────────────────┘
              │
              ▼
   ┌────────────────────────┐
   │   Describing Picture   │
   │  (Picture as a media)  │
   └────────────────────────┘
              │
              ▼
 ┌──────────────────────────────────┐
 │ Students Writing Ability Achievement │
 └──────────────────────────────────┘
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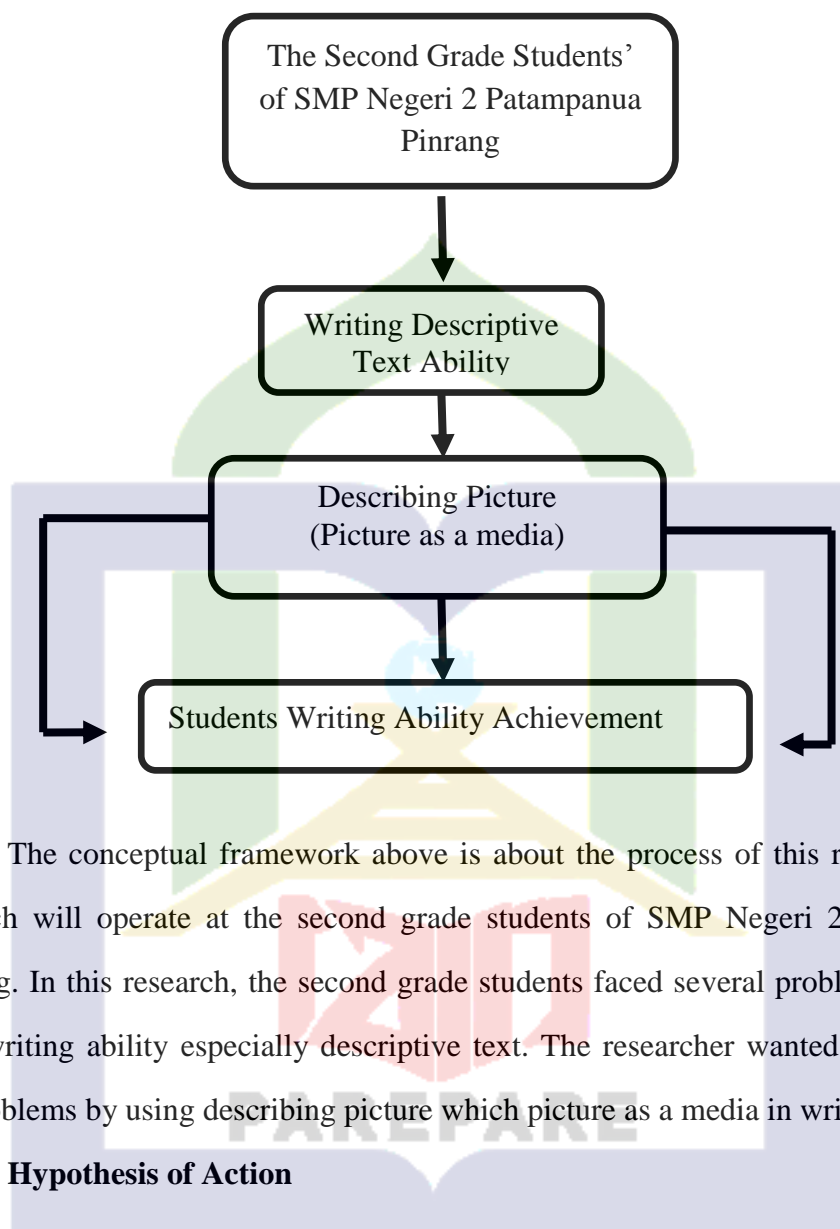
The conceptual framework above is about the process of this research. This research will operate at the second grade students of SMP Negeri 2 Patampanua Pinrang. In this research, the second grade students faced several problem related to their writing ability especially descriptive text. The researcher wanted to overcome the problems by using describing picture which picture as a media in writing class.

2.4.   Hypothesis of Action

Based on the conceptual framework, the researcher puts forward hypothesis as follows:

"Teaching Through describing picture is able to improve students ability in writing descriptive text at the second grade of SMP Negeri 2 Patampanua Pinrang".

2.5.   Variable and operational definition of variable

2.5.1. Variables

There are two variables involved in this research namely dependent and independent variable:

2.5.1.1.Dependent variable is the students' writing

2.5.1.2.Independent variable is describing picture

2.5.2. Operational defenition

2.5.2.1.Writing ability

Writing is an activity to deliver students idea, think, opinion, or fellings in the written form, that the aims to give information to the reader. In this research, the researcher just focuse on students' ability in writing descriptive texts.

2.5.2.2.Describing picture technique

Describing picture in this research means that the way how students describe an object in written on the basis on picture or image.

CHAPTER III

METHODOLOGY OF THE RESEARCH

In this part, the researcher is going to review subject of the research, location and duration of the research, design and procedure of the research, procedure of collecting data, technique of data collection, instrument of the research and technique of data analysis.

3.1. Subject of The Research

The subject of this research is the second grade of SMPN 2 Patampanua Pinrang academic year 2017/2018. There are three classes in the second grade students of SMPN 2 Patampanua namely VIII.1, VIII.2, VIII.3. the researcher choose class VIII.1 as s subject in this research. Class VII.1 consist of 30 students.

The researcher use purposive sampling technique, the English teacher recomend to choose one of the class. The researcher will conduct this research in class VIII.1 of SMPN 2 Patampanua Pinrang as the sample. The students of class VIII.1 more enjoyable than the other class. The students are more friendly and fun.

3.2. Location and Duration of the Research

The research conduct in second grade students of SMPN 2 Patampanua Pinrang. This research need time for one month, because this action research will use some cycle that need and effective learning process in the classroom.

3.3. Design and Procedure of the Research

3.3.1. Design of the Research

In this Classroom Action Research (CAR) principle to collect the data. The researcher will divide into two cycles which each cycle consist of four phases. The cycle is described through the scheme of action research phases as follow:

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                            ┌──────────────┐
                            │   PLANNING   │
                            └──────────────┘

┌──────────────┐    ┌──────────────┐    ┌──────────────┐
│  REFLECTION  │    │   CYCLE 1    │    │    ACTION    │
└──────────────┘    └──────────────┘    └──────────────┘

                    ┌──────────────┐
                    │ OBSERVATION  │
                    └──────────────┘

                    ┌──────────────┐
                    │   PLANNING   │
                    └──────────────┘

┌──────────────┐    ┌──────────────┐    ┌──────────────┐
│  REFLECTION  │    │   CYCLE 2    │    │    ACTION    │
└──────────────┘    └──────────────┘    └──────────────┘

                    ┌──────────────┐
                    │ OBSERVATION  │
                    └──────────────┘

                    ┌──────────────┐
                    │     ???      │
                    └──────────────┘
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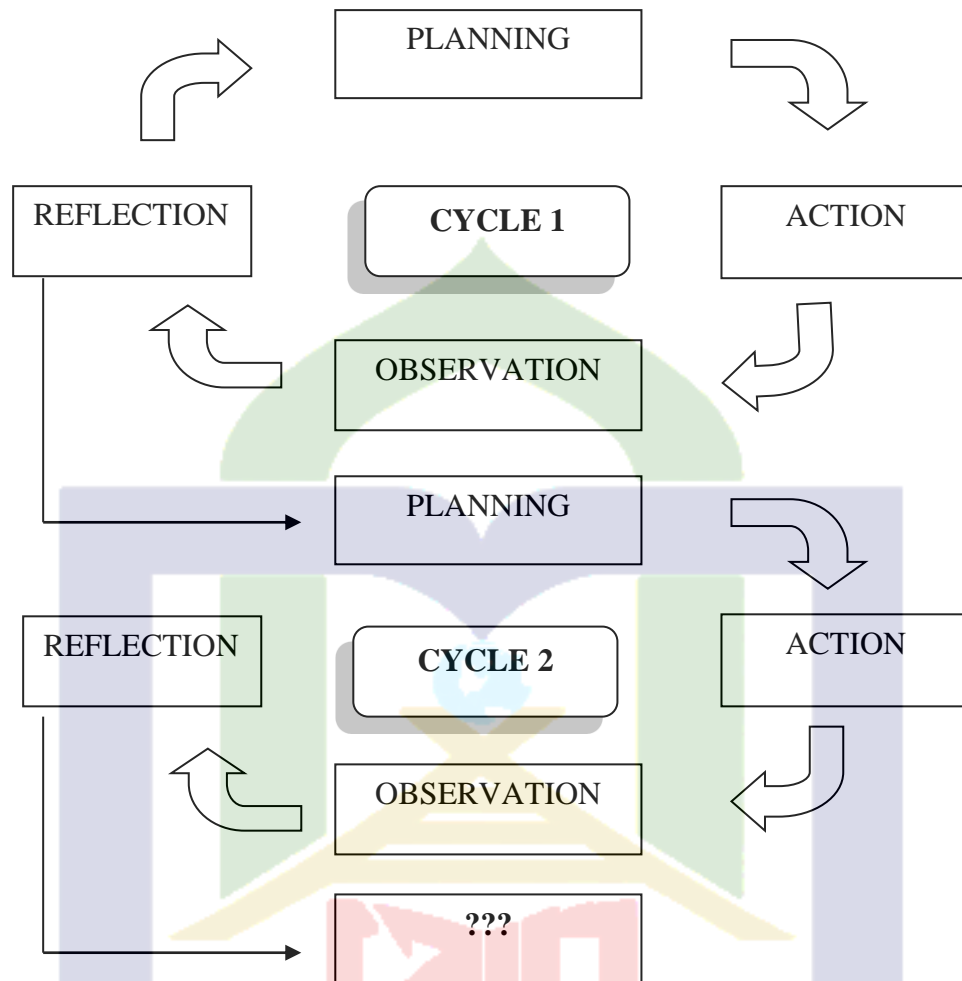
Source: Penelitian Tindakan Kelas[36]

3.3.2. Procedure of the Research

       This action research is divided into two cycles. It consist of four basic steps of planning, action, observation and reflection. The Procedures to apply classroom action research design as follows:

3.3.2.1. Cycle I

       This cycle is consisting of planning, acting, observing, and reflecting.

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[36]Suharsini Arikuntoro, *Penelitian Tindakan Kelas*, (Jakarta: PT. Bumi Aksara, 2007), p. 16.

3.3.2.1.1. Planning

Before doing the planning stage, researcher identified students problems in writing descriptive text by doing an observation and interview. After the problem identified the problems, the researcher make some planning to determine the action that were possible to be implemented in the action research. In this step, the researcher prepare the teaching learning technique that is considered suitable to solve the problem, prepare the material to teach and prepare the instruments of collecting the data.

At the planning stage authors conducted several activities such as searching for references relating to the describing picture for writing, the cycle of learning.

This stage the researcher also perform the following activities such as: arrange research schedule, arrange lesson plan, select a topic of subject that will be developed, arrange students worksheet, arrange of scoring rubric for assessment of students' writing, arrange interview questions for questionire and arrange observation sheet

3.3.2.1.2. Action

After the planning is made, the action will implement in the class. In Cycle I consist of three meetings. The following is how the describing picture will be applied as a treatment the researcher toward problem that exist in the cycle.

3.3.2.1.2.1. The first activity

This is part where the researcher begins the activity in the classroom

Greeting

Pray

Look into attendance

Give motivation

Giving explanation

3.3.2.1.2.2. Main process

This part where the researcher doing the planned:

3.3.2.1.2.2.1. In the first, the reseracher will expalin the material about the descriptive text in writing, from the generic structure, the language that can used, and anything that related to the material.

3.3.2.1.2.2.2. The researcher will divide students into 5 or 6 group.

3.3.2.1.2.2.3. The researcher will distribute different picture to every group.

3.3.2.1.2.2.4. The researcher will ask every student to write 3 or more sentences that related to the picture that have distributed to them. This part is as a planning in the writing process.

3.3.2.1.2.2.5. Students will collect all the sentencess that have been made by each student.

3.3.2.1.2.2.6. Students are asked to arrage all sentences into paragraph, each students have to write the paraghraph as their draft.

3.3.2.1.2.2.7. Students will be ask to exchange their draft with other group.

3.3.2.1.2.2.8. Each group are asked to discuss the errors or writing mistake, and give a mark on the error.

3.3.2.1.2.2.9. Each group will get their own draft which has been checked by another group and correct it.

3.3.2.1.2.2.10. the result of the correction will be collected as a final draft.

3.3.2.1.2.3. The last activity

This part where the researcher wants to end learning process:

3.3.2.1.2.3.1. The researcher ask the students' difficulties in writing process.

3.3.2.1.2.3.2. The researcher gave conclussion about the materials.

3.3.2.1.2.3.3. Closing.

3.3.2.1.3.   Observing

In this research the researcher choosen her friend as the colaborator to helped the researcher in doing this research. The colaborator's name is Nurasia, S.Pd. She is an English teacher on SMK Baramuli Pinrang. The researcher and the colaborator will observe the students activity in teaching learning process. Based on the observation and field notes with the students classroom activity in the action. the researcher and the colabolator will discuss the implementation of the action and analyze the result.

The collaborator observes the situation on the classroom, the students' activity in the classroom during the teaching learning process. Such as their attendence, activeness, asking question, giving conclussion, and pay attention to instruction.

3.3.2.1.3.1. See the students' actions when implementing the learning process.

3.3.2.1.3.2. See the students classroom activity when researcher doing the teaching.

3.3.2.1.3.3. Note any changes and event that occur while the aplication of learning.

3.3.2.1.3.4. Note the students' ability to understand and do the writing.

 3.3.2.1.4. Reflection

In this last step, the researcher will conduct a reflection of the action that implemented. The reflection will use to review the study that have been conducted. It will do to find strengthens and weakness of the first cycle. If the action carried out is considered effective, the researcher will continue to implement it by giving different topic of descriptive text to the students. However, if the action is ineffevtive, the

researcher will try to find the suitable actions to improve students' writing ability in the next cycle. Some procedure that the researcher will do in the following:

3.3.2.1.4.1. The result of the research collected and than analyse it.

3.3.2.1.4.2. The researcher discuss about the result of the research with the english teacher to know and consider the effects of the action.

3.3.2.1.4.3. The researcher revised the implementation of the action based on the result of evaluation.

3.3.2.2 Cycle II

It was like cycle in the cycle I, cycle II also consist of planning, action, observing and reflection as follow:

3.3.2.2.1. Planning

The planning in this stage is generally some with the planning the cycle I. Making lesson plans for the learning process. However all the wrong things in the cycle I will be revised.

3.3.2.2.2. Action

All activity in action stage is some with the action in the cycle I doing teaching and learning process based on the lesson plan. In this cycle II also consist of three meeting.

3.3.2.2.3. Observing

The researcher observe and make note all activity of the students based on the revision and evaluation in the cycle I.

3.3.2.2.4. Reflecting

The researcher do the reflection in the cycle II same with in the cycle I. The researcher analyses and considers the result of the cycle II.

3.4 Instrumen of the Research

In this classroom action research, the research instruments are test and observation seet.

3.4.1   Test

Test is used to find out the information about the students achievement in students' learning result, to measure students achievement in their learning whether or not improve their writing.

3.4.2   Observation Sheet

Observation is one of the ways to get information. In observation sheet contains about the situation in the classroom. Observation is used by the researcher to clarify the students' activities in the teaching and learning.

3.5 Technique of Data Analysis

in this research the researcher use statistic descriptive that the explain the high score happened in the learning process. Analyze the data, the researcher conducted the following procedures:

3.5.1   Qualitative Analysis

The data which obtain through the students' observation sheet in learning process based on the students' enthusiasm, attention, participation in learning process, and other activities that disturb the learning process.

3.5.2   Quantitative Analysis

Classification the students' assessment in procedure writing ability to the second grade students of SMP Negeri 2 Duampanua Pinrang. The research use scoring classification:

Tabel 3.1 Score and classifying the students' skill

Cassification	Score	Criteria
Content	30-37	Excellent to very good: knowledge, substantive-etc.
	26-22	Good to average: some knowledge of subject, adequate arrange-etc.
	21-17	Fair to poor: limited knowledge of subject, title substance-etc
	16-13	Very poor: does not to show knowledge of subject-non-subtance-etc
Organization	20-18	Excellent to very good: fluent expression, generic structure (identification is complete and description are arranged with proper connectives), ideas clearly.
	17-14	Good to average: somewhat choppy, generic structure (identification is almost complete and description are arranged with almost proper connectives) loosely organized but main ideas stand out-etc.
	13-10	Fair to poor: non fluent, generic structure (identification is not complete and description are arranged with few misuse of connectives) ideas confused or disconnected-etc.
	9-7	Very poor: does not communicate, generic

		structure (identification is not complete and description are arranged with misuse of connectives) not organized-etc.
Vocabulary	20-18	Excellent to very poor: sophisticated range, effective word/idiom choice and usage-etc
	17-14	Good to average:adequate range, occasional errors of word/idiom form, choice, usage, but meaning not obscured.
	13-10	Fair to poor: limited range, frequent errors of word/idiom, choice, usage-etc.
	9-7	Very poor: essentially translation, little knowledge of English vocabulary.
Language use	25-22	Excellent to very good: effective complex construction ,etc.
	21-18	Good to average: evvective but simple cinstruction, etc.
	17-11	Fair to poor: major probleming simple/complex construction,etc.
	10-5	Very poor: virtually no mastery of sentence constructions, etc.
Mechanics	5	Excellent to very good: demonstrate mastery convention, etc.
	4	Good to average occasional errors of spelling, punctuation, capitalization, etc.

	3	Fair to poor: frequent errors of spelling, punctuation, capitalization, etc.
	2	Very poor: no mastery of conventions, dominated by errors of spelling , punctuation, capitalization, paragraphing, etc.[37]

Table 3.2 Classification of the students' writing score

Score	Classification
91-100	Excellent
81-90	Very Good
71-80	Good
61-70	Average
51-60	Poor
≤50	Very Poor[38]

To find the gain score of students' writing

$$\text{score} = \frac{\text{student's score}}{\text{maximal score}} \times 100$$

Calculating the rate percentage of the student's score:

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

Where: P : Percentage

F : Frequency of the students' score

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[37] Heaton, Writing English Language Tests (New York: Longman Inc, 2001), p. 246

[38] David Haris, Testing English as a Second Language, (New York: Mc Graw Hill Book Company, Inc, 1969)

N   : The total number of students[39]

To find out the mean score and percentage of each cycle, the researcher will use the following formula:

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

Where: x : Mean score

   $\sum X$:Total score

   N : number of student[40]

The indicators of the achievement this research as follows:

3.5.1. Improvement average score from the first cycle to the second cycle.

3.5.2. The improvement of the students' classroom activity in learning process.

3.5.3. The target would be acheved was 75% from the total students.

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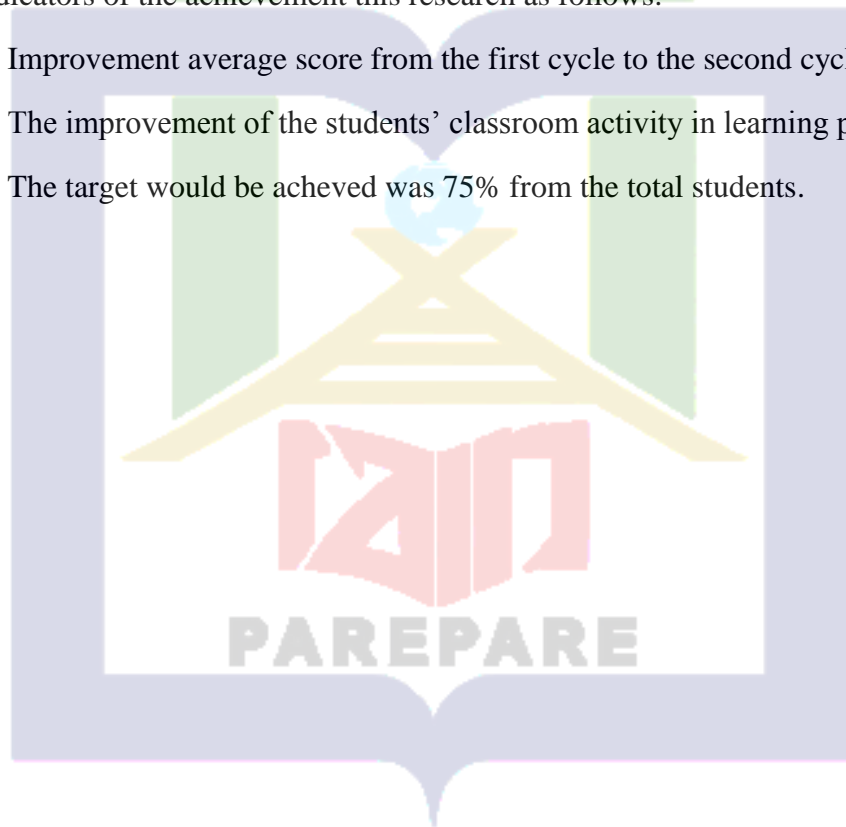
[39] Ridwan dan Akdon, *Rumus dan Data dalam Analisis Statika*, (Bandung: Alfabeta, 2005), p.18

[40] Anas Sudijono, *Pengantar Statistik Pendidikan*,(Jakarta: Rajawali Pers, 2014), p. 81

CHAPTER IV

FINDING AND DISCUSSION

This chapter consist of two section. The first section deals with the finding of the research and the second section deals with discussion. The findings of the research cover the description of the result of data analysis that can be discssed in section below.

4.1. FINDINGS

4.1.1. Asessing Classroom Problem

On Monday 7th January at 09.00 a.m the researcher come to the school of SMPN 2 Patampanua Pinrang to observe for the first time. The researcher met with one of the teacher of SMPN 2 Patampanua Pinrang who the researcher know. He brought the researcher to met with the English teacher and he informed to the headmaster that there are a students of IAIN Parepare would do the research at the school. After made a little discussion with the English teacher, the secretary of the headmaster came and asked the researcher and the English teacher to met with the headmaster Mr. H. Amiruddin, S.Pd. MM in his room. The researcher gave the letter to the headmaster and explained about the research that the researcher would be conducted at the school. The headmaster asked to the English teacher to guided the researcher in doing the research.

Researcher gave the research proposal to the English teacher and explain how the research will be conducted in the class. After the researcher talk for a long time, the researcher then asked to the teacher about the schedule of the English subject and the teacher asked that the time of English on Tuesday at 11.30 a.m and Saturday at 07.30 a.m.

The research continued that she would do research the ability of writing especially in descriptive text. The teacher directly gave a comment that the students were not very good in writing and lack of vocabulary and grammar, difficult to get idea, and also the situation in the classroom when the learning process was busy with their own activities and rather noisy. Sometimes the students bored with materials in the classroom.

After discussing, the English teacher invite the researcher to meet with the students and introduce the researcher to them. The teacher told them that the researcher will do her research in their class for a month.

4.1.2. **Finding Description of Cycle I and II**

4.1.2.1. Activities description on cycle I

4.1.2.1.1. Planning

After the researcher desided to apply describing picture, the researcher prepared the technique as follow:

4.1.2.1.1.1. The researcher made a lesson plan which be implemented in the cycle I in the first, second and third meeting.

4.1.2.1.1.2. The researcher made observation sheet as long as process of learning was done in the class.

4.1.2.1.1.3. The researcher made the instrument that will be given to the students in irder to know their ability and their classrom activity in learning writing.

4.1.2.1.1.4. The researcher prepared the materials which have relevancy with the topic in writing through describing picture.

4.1.2.1.1.5. The researcher studying and understanding the material that would be taught.

4.1.2.1.2.   Acting

4.1.2.1.2.1. First meeting

The first acting in the classroom was on 8th January 2019. The researcher came to the school and meet with the English teacher before enter the class. After the bell was ringing, the researcher came in the class VIII 1. The students gave greeting for the researcher as usually they did. Then, the researcher introduce her self. After that, the researcher start the teaching and learning process with open the classroom by pray. Then the researcher looked the attandance to the students to introduce them selves also.   After that the English teacher came and asked the students some information about the researcher is purpose. The English teacher also gave some motivation to the students that how important English is. The reseacher asked some question to know the students' ability in writing descriptive like "*who knows about descriptive text?*" the students just keep silence and asked what the meaning of the researcher said. The researcher then translate and then they answer the questions by using Indonesian language. After that, the researcher gave motivation to make the students enjoyable in study and also told them the purpose of the learning process.

The researcher then explained about the way of describing picture and about descriptive text. In this step, the students divided into five groups where each group consist of 4 or 5 students. Then the researcher share picture to each group. Each group got a different picture with another group. The researcher give explained some steps to describe a picture start from using WH question, writing some sentences, improving the sentences and combining the sentences to make a paragraph or text. The researcher also explained the generic structure of descriptive text, purpose of

descriptive text and the grammatical features of descriptive text and also explain about There + be.

The writing task in the first meeting was about describing a picture of "things arround me". In the pre-writing activity, the students were introduced some words related to the topic. Students started to got idea by using WH question example: who is on the picture? where the picture are taken? What the people do on the picture? There were some things in the picture could be described. Each students identified some things and activity were on the picture. Students shared their opinion with their group friends to got more ideas. Each students wrote 5 or more sentences on their outline. Some students asked some words that they did not know. And some of them looked for the dictionary to know the English of words that they did not know. Then they collected their sentences and wrote it into a pragraph or text. Then students were asked to exchange their paper with the other group. Each group check the paper and identified the writing mistake. Then the researcher give chance to each group to explain the mistake that they found. Then each group got back their own paper and corrected it. the researcher also give exercise about there + be to students. The researcher prepared a text that the students had to choose be (is/are) which is suitable with the sentence.

The researcher explained students' writing error and helped the students to corrected their writing. in the first exercise, researcher explained that there were still many mistake on students writing. Most of students had mistake on spelling and generic sructure of descriptive text. So all the students had explanation about their mistake in writing.

4.1.2.1.2.2. Second meeting

The second meeting was on 12th January 2019 the researcher came into the class then students gave greeting to the researcher and then the researcher asked the students' condition. Then the researcher checked students attendence list. Before start the material, the researcher gave brainstorming to build the spirit of students. The researcher reminded the students about the last material about descriptive text. The researcher ask students that "*what is descriptive text?*" then some students rised their hand and one of them stand up to explain about descriptive text. After that the researcher conveyed the topic material about " Things in the room" then asked to each students to mention one thing in the classroom. The students mentioned what they saw, *chair, table, cupboard, bag, image, vas, whiteboard, clock, book, pen...* the students more enthusiastic to follow the learning process on this meeting. Some of students asking question about the material and some vocabulary that they did not know.

Before giving task to the students, the researcher explain about the descriptive text, about the generic structure and grammatical features of descriptive text. The researcher also explain again about steps of describing picture: using WH question, writing some sentences, improving the sentences and combining the sentences into a paragraph.

In this meeting, The researcher divided students into some group. In the last meeting the researcher asked the students to bring a picture that they had found from magazine, newspaper, book or internet. So, each students had their own picture. Then the researcher give fiveteen menutes to the students to identified words that were on the picture. Students could share their vocabulary with their group, so they got more

vocabulary to write. Then students tried to wrote their own descriptive text by describing the picture. Students started to wrote in the first step in describing picture by using WH question to find out what they wanted to wrote, after making their sentences list, students improving their sentences by using conjunction then the last step was combining their sentences into a paragraph. Then students wrote their own descriptive paragraph.

Finally each student has their own descriptive text. Then students collected their final writing and given it to the researcher. Then the researcher checked the students' final writing and explained students' mistakes in writing. the last, the researcher gave correction and asked students to ask question about the material specially descriptive text. Then researcher gave task two to students. In the task two, researcher had prepared a descriptive text that incorrect of punctuation and capitalization. Researcher asked the sudents to correct the passage with the right punctuation and capitalization.

The material were revewed and summarized shortly by the researcher and students. Before closing the class, the researcher asked students difficulties during teaching and learning process. Some students said that they only got difficulty in arranging sentences to make paragraph. In this meeting, many students more active and more enthusiast. It could be looked when they did their writing task and all students finish their task very well. Finally the researcher said thanks for students participation and attention.

4.1.2.1.2.3. Third meeting

This was the last meeting of the first cycle which conducted on 15th January 2019. The classroom activity in this meeting was opened by greeting each other

between the researcher and students as usual, then asking students to pray and checking students attendance list. Next, the researcher reviewed the previous lesson before moving to the next material or last material in this cycle. Then the researcher gave motivation to students to be active and focus on the teaching and learning process. Before beginning the lesson, the reseacher gave some question then point some of students to answered. Then the reseacher try to make conversation with the students to motivate them.

The researcher distributed some picture to students. Then the researcher give fiveteen menutes to the students to identified words that were on the picture. Students could share their vocabulary with their pairs, so they got more vocabulary to write. Then students tried to wrote their own descriptive text by describing the picture. Students started to wrote in the first step in describing picture by using WH question to find out what they wanted to wrote, after making their sentences list, students improving their sentences by using conjunction then the last step was combining their sentences into a paragraph. Then students wrote their own descriptive paragraph.

Finally each student has their own descriptive text.Then students collected their final writing and given it to the researcher. Then the researcher checked the students' final writing and explained students' mistakes in writing. the last, the researcher gave correction and asked students to ask question about the material specially descriptive text.

The material were revewed and summarized shortly by the researcher and students. Before closing the class, the researcher asked students difficulties during teaching and learning process. Some students said that they only got difficulty in arranging sentences to make paragraph. In this meeting, many students more active

and more enthusiast. It could be looked when they did their writing task and all students finish their task very well. Finally the researcher said thanks for students participation and attention.

4.1.2.1.3.   Observing and evaluating

The result of the students' activities in learning process in cycle 1

In this research, the researcher not only used the writing test to know the improvement of speaking ability of the students but also the researcher used obsevation sheet to know the students' participation in english interaction and students classroom activities observed. Where participation consist of asking question, giving opinion, and answer question. Beside that attention consist of pay attention to instruction and playing. And also in the participatin sheet observed students enthusiast in learning process. At the first meeting, the observation showed 21 students attended, there were not student absen or sick. 5 out of 21 students asking question about the material and some vocabularies that they didn't know how the english of that vocabulary, and 3 out of students answer question. 17 out of students pay attention to the researcher instruction, while 3 out of 21 students still playying when the learning and teaching process.

At the seond meeting, 21 students attended. In this meeting the students showed their improvement, from the result observation showed that the students shown improvement. 9 out of 21 students asking question about vocabulares that they didn't know. It was encreased 4 students than the first meeting. 5 out of 21 students answer question related with the material. It was increased 2 students than the first meeting.. And 18 students pay attention to during the learning process, while 2 students still playing.

At the third meeting or the last meeting in this cycle, 20 out of 21 students attended and 1 student got sick. 11 out of 21 students asking question about the material and vocabulary. Than 7 students answer question about the material. And 20 students pay attention to the researcher interaction. While 2 students still playing when the learning process.

The result of the students' activity in learning process in cycle I

On Saturday 19th January 2019 after the students followed the learning process in the first, second, and third meeting in the cycle I. The researcher gave a test to the students to know students' understanding and their ability in writing descriptive text based on the materials that the researcher gave as far as the learning process.

Table 4.1 The Persentage Of Students' Score Of Cycle I

No	Students' score	Fi	Percentage	Classification
1.	91-100	-	-	Excellent
2.	81-90	-	-	Very good
3.	71-80	5	24%	Good
4.	61-70	6	28,5%	Average
5.	51-60	6	28,5%	Poor
6.	≤ 50	4	19%	Very poor
	Total	21	100	

based on the description above, it was clear that the students ability in writing descriptive text less, because was only 24 % students' achievement in writing. The percentage could saw in appendix 6 from this result, the researcher gave writing test

for the students again in cycle II to evaluate and saw their improvement in writing descriptive text. The students' success coul be seen in the following table:

Table 4.2 Categorized Classical Learning Process

Interval score	Categorization	Frequency	Percentage
70-100	Success	7	33%
0-69	Unseccess	14	67%
Total		21	100%

The table shows that 7 out of 21 students or 33% got score 70-100 (success) and 14 out of 21 students or 67% students got score 0-69 (unseccessful)` It means that 33% students were complete and 67% students were incomplete in learning Writing descriptive text. So, the target would be achived still less from 75% total students.

4.1.2.1.4. Reflecting

Based on the presented in the qualification of the success in cycle I, it can be stated that the application of describing picture technique to improve students' writing descriptive text ability is not seccessful yet. The criteria of success if most of students get 70 score. After the researcher and the collaborator made some discussion, there were some problems that found during the learning process.

1. There were some students did not give attention when the researcher gave explanation about the material because they just played with another friends or disturbed other students and classroom sometimes was noisy during the lesson

2. Some students did the other subject homework while the researcher explain the material.

3. The students had difficulted to write their own descriptive text. Most of students still confuse when they were writing, they confuse in writing new vocabulary or to arrange the sentences.

4. The students shy to show their writing and they did not confident with their writing.

5. Few students active in learning process and the other just passive

   To solve the problem in cycle I, the researcher made some planning or strategies to improve the writing ability, they are:

1. The researcher had to give punishment to the students who were not serious in learning process and made noisy during the learning process.

2. The researcher gave more motivation and suggestion to te students to be active in learning process.

3. Guide the students with be patient and help them to write the correct vocabulary.

4. The researcher gave appreciation to the students who active in learning process

5. Composed planning of implementation learning in cycle II and it is different with implementation of learning in cycle I. In the cycle II the students should do more excercise about the maerial in every meeting.

4.1.2.2. Activities Description on Cycle II

4.1.2.2.1. Revised Plan

   Based on the result observation evaluatin and impementation of action cycle I in the first, second and third meeting did not have the indicator of achievement that had been decided, therefore the researcher made the action plan to repair the weakness in cycle I.

This cycle was not different enough from the cycle I, because the researcher still made the lesson plan and observation sheet, in order to arranged the evaluation for cycle I, but were some action that needed to repair the weakness in the cycle plan, the action as follow:

1. The researcher had to give punishment to the students who were not serious in learning process and made noisy during the learning process.

2. The researcher gave more motivation and suggestion to te students to be active in learning process.

3. Guide the students with be patient and help them to write the correct vocabulary.

4. The researcher gave appreciation to the students who active in learning process.

5. Composed planning of implementation learning in cycle II and it is different with implementation of learning in cycle I. In the cycle II the students should do more excercise about the maerial in every meeting.

4.1.2.2.2.   Taking Action

4.1.2.2.2.1. First Meeting

In the cycle II, the first meeting was held on 22nd january 2019. The class start on 07.30 a.m. the researcher enter classroom. Then the students gave greetings to the researcher. The researcher asked how the students are and whether there is a student wass sick at the day. A student show to the researcher a letter from the student's parents who was sick. Then the researcher called the students name and checked the students attandance list. Suddenly two students came into the class and tell the researcher that one of them got sick and she had to go home to rest. She told the researcher that she had got permission from the teacher who was piket at the day. The other one asked permission to bring her friend to her house for a few minutes. The

researcher gave permission to them. Then the researcher continued to called the students name.

Then she told the students about the result of their post test I. The researcher explained that the result of their post test I still less. The researcher then gave motivation and suggestion that in learning english should always practice and do more excercise. The researcher changed the different topic for the students and make a new way to do the exercise. The researcher came to loocked the students improve the writing ability when the researcher applied describing picture technique in their class again. It used because in cycle I that is not successfully, although many difference before and after the describing picture applied.

The researcher asked the previous material about the descriptive text. She delivered the materials. The topic of the material is my house. It is about the present tense and the sentence containing there+be. The researcher asked the students related to the topic, "what places do you like to visit?" some of them answer that "beach, my family house, an island, water fall." the researcher repeats the question te students still do so. Then a students tried to answered with the complete answer, " I like to visit a beach and play sand". After that she asked again " and what place again? " the researcher confirms to answer, " Answer completely please," some students answer " I like to visit my aunty house because there is a waterfall near from her house". The researcher responses their answer, "Good".

The researcher then give two sentences in the form of present tense. They are written in the board. The students asked to analyse the sentences. The researcher asked to the students "how is the form of these sentences?" "any body knows?" two of the students answered " subject, verb, object and complement". Then the second

sentences students answered all together "subject, verb, and complement" than the researcher repeated to explained more about the present tense. The researcher asked a students to came forward and write a simple present tense, then the next students had to write the sentence in negative sentences in the form of simple present tense. Then the third students had to write introgative sentence in the form of simple sentence.

The researcher added the material about there+be by giving the students some sentences. From the example the researcher made sentences with blank words so the students are asked to fill in the blanks with the form "be". Most of students are able to differenciate single "be" form and plural "be" form.

The researcher distributed worksheet to the students about the material they had learnt. The students did the exercise. Some of students finished the exercise. The researcher walked arround the students to saw their exercise. Some minutes later, the researcher says, "Okay, most of you have finished, lets check the answer". The researcher and the students discuss the answers.

The researcher began to close the meeting, "any problem?" the students replied together, "No" the researcher summarized the materials with the students. The researcher guided them to summary the material orally. Then the researcher closed the session . "okay class, time is up. Thank you for your nice attention have a nice day and wassalamu 'alaikumwarahmatllahi wa barakatu," the stdents answer together wa'alaikumsalam warahmatullahi wabarakatu".

4.1.2.2.2.2. Second Meeting

The second meeting in cycle II was on 26th january 2019. Usually the researcher came into the class. The students ready to studied and the researcher began to opened the session, "Assalamu 'aaikum warahmatullahi wabarakatuh" the students

replied enthusiastically "wa'alikumsalam warahmatullahi wabarakatu" while took their book from their bags. The ressearcher gave the next topic of the material. It was about "holiday". As usual the class was opened by doing the some activity such us greeting, praying, called the role and giving motivation and suggestion. There was 20 students attended and 1 student still got sick.

The researcher gave chance to the students to describe their favorite place to holiday. A students rised her hand and tried to described about beach. " I like to visit a beach. I have visit Ammani beach with my family the last holyday. I and my family sit in a small place. There are many small house there. There are many people there. They sit, run, play ball, swim, eat, and also play sand. They look so happy there."

The researcher had prepared some picture about the holiday destination. The researcher formed pair of the students with randomly based on the students friendsit. Then the researcher distributed the worksheet to the students. The worksheet is about a picture that the students had to describe. The researcher asked the students to describe what they saw on the picture. the students do the exercise silently. They discuss with their friends. The researcher walk arround to see the students' work. Some of them consult to the researcher about the exercise. The researcher monitor the students and check their work. The researcher tried to guide them in order to finished their tasks. Then other students asked her and she moves to the other students. The researcher wlk to the back side of the class to see the stdents' work. Most of them began to do writing task. The researcher said "okay class, kita mulai bahas saja yah?" (okay class, lets start to discuss it) they answered "belum kak" (we have not finished yet.). the researcher and the students started to discussed their writing and check their

mistake in their writing. there was just three pairs who ready to discussed their writing in front of the class. The researcher helped students to corrected their writing.

The researcher closed the session. Before closing, she askes what the students have learnt. The researcher began to close the session and lead to pray.

4.1.2.2.2.3. Third meeting

On 29th january 2019. It was last meeting. The last topic was "Holiday". As usual the class was opened by greeting, praying, motivating and conveyed the purpose of the learning process. The researcher asked the students "what places do you like in this town?" a student replied "Lasinrang Park". The other student answered "Ammani beach". The other one said " waterboom" an there also said in my village. The researcher asked them to told their reason why they liked theat places. Then they told their reason one by one in orally.

The researcher had prepared some picture that many poeple visited it. the students sat with their pairs. Then the researcher distributed the picture. each pair can choose the picture of the famous places in their town that they like. Then they started to identified the word from the picture. they really enthusiast to described their favorite place. The researcher remind them that they had to write descriptive paragraph according to the material that they had learn before about generic structure and language features of descriptive text and follow the rules in describing picture technique.

The students starts to write their sentences, some students asked the english of some word that they did not know. The students really active in this meeting. It was because they write about their favorite place in their town. They had much idea to wrote their writing. The students also felt relax in delivered their ideas when writing.

the researcher walked around the class to checked all the students' work and help them when they got difficult when writing.

After all of the students gave their conclution the researcher concluded about the topic then closed the class. the last meeting was end

4.1.2.2.3.   Observing and evaluating

The result of the students' activities in learning process in cycle II

Generally result and evaluation in cycle II tended to increase more than the cycle I, the information explained as follow:

The researcher used writing test to know the improvement of writing descriptive text ability of the students and observation sheet to know students' participation and students' classroom activity. The students' classroom activities that observed there were three important components they were: enthusiasm, participation and attetion.

The first meeting, the observation showed 19 of 21 students attended, two students got sick. 6 out of19 students asking question about the material. 8 out of 19 students giving opinion about the material. Then 16 out of 19 students answer question about the material. 17 out of 19 students pay attention to the researcher instruction. While 2 out of 19 students still playying. When the learning and teaching process. The students got improvement.

The second meeting, the observation showed 20 of 21 students attended, two students got sick. 5 out of 20 students asking question about the material. 17out of 20 students giving opinion about the material. Then 16 out of 19 students answer question about the material. 18 out of 20 students pay attention to the researcher instruction. While 2 out of 19 students still playying. When the learning and teaching

process. In this case, it made students think much because they interest with the material.

The third meeting, the observation showed 21 of 21 students attended, two students got sick.9 out21 of students asking question about te material. 19 out of 21 students giving opinion about the material. Then 19 out of 21 students answer question about the material. All of the students pay attento to he researcher intruction and no students playying when the learning and teaching process. All students finished their task also and they were active in class. It means that they had imprivement in every meeting. And also students delivered their writing in front of the class.

The result of the students' activity in learning process in cycle II

On Saturday 2nd February 2019 after the students followed the learning process in the first, second, and third meeting in the cycle II. The researcher gave a test to the students to know students' understanding and their ability in writing descriptive text based on the materials that the researcher gave as far as the learning process.

Table 4.3. The Persentage Of Students' Score Of Cycle II

No	Students' score	Fi	Percentage	Classification
1.	91-100	1	5%	Excellent
2.	81-90	9	43%	Very good
3.	71-80	7	33%	Good
4.	61-70	4	19%	Average
5.	51-60	-		Poor
6.	≤ 50	-		Very poor

	Total	21	100	

based on the description above, it was clear that the students ability in writing descriptive text more increase in cycle II than cycle I. It showed that 19 from 21 students or 90 % students were complete and 2 from 21 students or 10% students were incomplete. And this research there was standard of minimum achivement in SMPN 2 Patampanua Pinrang, especially for the second grade students was 70 so, minimum achivement in this case 70. If the students get ideal score 70, they will categorized classical learning completeness. And the target would be achieved was 70% from total students.

Table 4.4 Categorized Classical Learning Process

Interval score	Categorization	Frequency	Percentage
70-100	Success	19	90%
0-69	Unseccess	2	10%
Total		21	100%

The table shows that 2 out of 21 students or 90% got score 70-100 (success) and 2 out of 21 students or 10% students got score 0-69 (unseccessful)` It means that 90% students were complete and 10% students were incomplete in learning Writing descriptive text. The previous target that would be achieved was 75% after doing the cycle II students' achievement was 90%. The fact, we can conclude that this research was success.

4.1.2.2.4. Reflecting

Based on the learning process in cycle I and cycle II that was applied on january 8, 2019 to february 8, 2019 the researcher had done discussion with collaborator could emphasize the flas and success of learning in cycle II as follow:

4.1.2.2.4.1. The classroom condition more interest and more active.

4.1.2.2.4.2. The students participation and attention more increased.

4.1.2.2.4.3. The students more easy in gaining idea and confident when they were writing.

4.1.2.2.4.4. More students become active in writing and learning process.

Based on the data, although the indicator of achievement did not really increase until 100%, the researcher stopped this research because the researcher had seen there was improvement of writing descriptive text from cycle I until cycle II. Tha fact, it is proved that describing picture technique can improve the students' writing descriptive ability.

Based on the explanation, in concluded that the application of describing picture technique is able to improve the students writing descriptive ability.

4.2. Discussion

In this section, the discussion deals the improving students' writing descriptive text ability through describing picture technique of the second grade students of SMP Negeri 2 Patampanua Pinrang the result of statistical analysis the students' writing descriptive text ability (qualitative and quantitative) and the result of observation sheet during in the classroom interaction.

4.2.1. The way describing picture technique improve the students' writing descriptive ability

In the first meeting in cycle I, the students still confused because the material difficult for them and also still strange for them. It was happend because they still lack vocabulary. They did not know how to write descriptive text and still shy to improve their ideas and proggress their mind. They still confuse to write their

descriptive text because they difficult to express their idea in writing form. But finally they try to write their descriptive text with developing word that had scatter, although the result of students worksheet still not perfect. In the first, second and third meeting in the cycle I the resercher present the material about the things that around the students such as in their bedroom, their house, their class and also in their school.the researcher give some picture to te students and asked them to described the things that are on the picture. in the end of meeting the researcher give evaluation to the students and the result of the evaluation that much students still can not write well. Still many students do mistake when they write their descriptive text such as grammatical errors, word writing errors.

In the cycle II, the researcher arange the material more interesting than cycle II. In the first cycle, the researcher arrange the material about the things around the students, in the second cycle the researcher arrange the material about the holiday destination. In this cycle the researcher asked the students that what is their favorite place to holiday. The researcher show some picture about some places like mountain, waterfall, beach, garden, garden flower, forest, ect. When during the learning process in the firs, second, and third meeting the researcher show pictures about some beautiful places in this country, and also give some list of vocabulary about the picture it can help the students to arrange their sentences. In the second cycle the students more enthusiast in learning process because the material more interesting than before. They was more willing to express their ideas in the written form. The students are interested and happy in following the learning process. Most students feel confidences in progress their idea. The students were brave to ask something to

the researcher that they did not understand about the text so they could arrange the text correctly.

4.2.2. Students improvement in writing descriptive text by application the describing picture technique

Improving the students' writing ability by application describing picture technique at the second grade of SMP Negeri 2 Patampanua Pinrang obtained satisfactory result. Based on the result the students witing score it showed that the writing ability of the second grade students of SMP Negeri 2 Patampanua Pinrangimprove from the cycle I until the cycle II where the mean score of cycle I 62,02 and the mean score of the cycle II 78,95. It means that using describing picture technique able to improve students' writing descriptive ability at the second grade students of SMP Negeri 2 Patampanua Pinrang.

In cycle I shows that 7 out of 21 students or 33% got score 70-100 (success) and 14 out of 21 students or 67% students got score 0-69 (unseccessful)` It means that 33% students were complete and 67% students were incomplete in learning Writing descriptive text. So, the target would be achived still less from 75% total students.

In cycle II the of the students writing ability were found that 2 out of 21 students or 90% complete and 2 out of 21 students or 10% were incomplete in learning. The researcher concluded that the students writing ability improve by application describing picture of cycle I and cycle II.

After doing the action through describing picture of cycle I, the researcher found still many students could not write well. Still do many mistake in writng descriptive, error spelling, error grammar and still many students arrange incomplete

identification and description of generic structure of descriptive text. They were still difficult to get idea when writing.

Since in cycle I did niot reach of decided standard, the researcher did action more in the cycle II. The students writing ability more improve than cycle I. It cold be seen in the result score of cycle II almost of students got yheir high score. The students' write effectively and good grammmar and good organization. And students were less error in writing descriptive text.

4.2.3. The Students Classroom Activity Cycle I and Cycle II

At the cycle I in the first meeting, the observation showed 21 students attended, there were not student absen or sick. 5 out of 21 students asking question about the material and some vocabularies that they didn't know how the english of that vocabulary, and 3 out of students answer question. 17 out of students pay attention to the researcher instruction, while 3 out of 21 students still playying when the learning and teaching process. At the seond meeting, 21 students attended. In this meeting the students showed their improvement, from the result observation showed that the students shown improvement. 9 out of 21 students asking question about vocabulares that they didn't know. It was encreased 4 students than the first meeting. 5 out of 21 students answer question related with the material. It was increased 2 students than the first meeting.. And 18 students pay attention to during the learning process, while 2 students still playing. At the third meeting or the last meeting in this cycle, 20 out of 21 students attended and 1 student got sick. 11 out of 21 students asking question about the material and vocabulary. Than 7 students answer question about the material. And 20 students pay attention to the researcher interaction. While 2 students still playing when the learning process.

At the cycle Iiin the first meeting, the observation showed 19 of 21 students attended, two students got sick. 6 out of19 students asking question about the material. 8 out of 19 students giving opinion about the material. Then 16 out of 19 students answer question about the material. 17 out of 19 students pay attention to the researcher instruction. While 2 out of 19 students still playying. When the learning and teaching process. The students got improvement. The second meeting, the observation showed 20 of 21 students attended, two students got sick. 5 out of 20 students asking question about the material. 17out of 20 students giving opinion about the material. Then 16 out of 19 students answer question about the material. 18 out of 20 students pay attention to the researcher instruction. While 2 out of 19 students still playying. When the learning and teaching process. In this case, it made students think much because they interest with the material. The first meeting, the observation showed 21 of 21 students attended, two students got sick.9 out21 of students asking question about te material. 19 out of 21 students giving opinion about the material. Then 19 out of 21 students answer question about the material. All of the students pay attento to he researcher intruction and no students playying when the learning and teaching process. All students finished their task also and they were active in class. It means that they had imprivement in every meeting. And also students delivered their writing in front of the class.

CHAPTER V

CONCLUSION AND SUGGESTION

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

5.1. Conclusion

The end of this research, the researcher would like to give a conclussion as stated below:

5.1.1. The way the students' writing achievement can be improved when the describing picture is applied can be shown by students activities always improve in every meeting from the cycle I until the cycle II.

In the first meeting the students still confused because the material was not very interesting for them and its rater difficult for them to get idea. Than the researcher try to explain about the way the describing picture technique to write the descriptive text. The difficult also because the students still lack of vocabulary and they did not know hoh to write in english.The researcher changed the material in the cycle II about the holyday destination and the beautyfull places to holiday. Than the students more interesting with the material. In the second cycle also the researcher give sime vocabulary list to the students about the material so they can arrange their text more easy. The researcher also help the students to explain more about the material and also help the students to correct teir writing mistake during the learning process.

Students more active and more enthusiast than cycle I. It happened because most of them have many vocabularies about the material that given by researcher and also they hahave brought dictionary so it can facilitate them in writing process.

5.1.2. Students writing achievement can be improved when the describing picture is implemented can be showed by the students achivement in post test cycle I and Cycle II.

5.1.3. Overview of students classroom activity, it can be shown from the observation sheet of learning process by using describing picture technique.

5.2. Suggestion

Relating to the several conclusion, the researcher has made suggestion as follow:

5.2.1. The English teacher should choose a good media to apply some activities in teaching English which are suitable with students' condition so that the students are not bored following the material.

5.2.2. The English teacher should chooose good English textbooks in case the English textbook which made English teaching process run easly so that the students can interest challange and motivate.

5.2.3. The English teacher should be guiding and give high motivation to the students in learning English so, the students can improve their English mastery.

5.2.4. The English teacher can applay describing picture technique as interesting way to make students enjoy in the learning and make them understand English well.

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Appendix 1. Learning Skenario 1

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah   : SMPN 2 PATAMPANUA

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : VIII 1/ II

Pertemuan/Siklus   :1 (pertama)/ 1

Alokasi Waktu   : 2 x 40 menit

Standar Kompetensi   : Mampu menulis dalam Bahasa Inggris.

1. Kompetensi dasar

    a. Siswa mampu menyusun teks deskriptif pendek dan sederhana berdasarkan
       gambar melalui describing picture technique.

    b. Siswa mampu menulis teks deskriptif dengan struktur dan unsur kebahasaan
       yg benar melalui describing picture technique

2. Indikator

    Menggunakan berbagai bentuk unsur kebahasaan dan struktur deskriptif teks
    yang benar dalam membuat descriptif teks melalui desribing picture technique

3. Tujuan Pembelajaran

Setelah pembelajaran ini siswa di harapkan dapat:

    a. Siswa dapat mengetahui aturan dan cara menggambarkan gambar melalui
       describing picture technique.

    b. Siswa mampu menyampaikan pendapat dan menuliskan ide-ide, gagasan serta
       pemikiran mereka dengan teman kelompoknya yang berkaitan dengan gambar
       yang telah di berikan.

4. Materi Ajar (Materi Pokok)

Writing descriptive text by describing the picture.

"things arround me "

5.   Metode Pembelajaran

   a. Discussion

   b. Pemberian tugas

6.   Langkah-lanangkah kegiatan pembelajaran

Kegiatan awal

This is part where the researcher begins the activity in the classroom

   a. Mengucapkan salam.

   b. Ketua kelas memimpin do'a sebelum memulai pelajaran`

   c. Mengecek kehadiran siswa.

   d. Memberikan motivasi belajar kepada siswa

Kegiatan inti

This part where the researcher doing the planned:

   a. Guru menyampaikan tujuan pembelajaran.

   b. Guru memberikan penjelasan tentang describing picture technque dan deskriptif teks

   c. Guru membagi siswa menjadi 5 kelompok

   d. Guru akan membagikan gambar yang berbeda pada setiap kelompok

   e. Guru akan meminta setiap siswa untuk membuat 3 atau 4 kalimat sesuai dengan gambar yang telah dibagikan oleh guru. Bagian ini di sebut sebagai Planning pada writing pocess.

   f. Siswa akan di minta mengumpulkan semua kalimat yang telah mereka buat

g. Siswa akan di minta untuk menyusun semua kalimat tersebut menjadi sebuah paragraf, setiap siswa harus menulis paragraf tersebut pada paper mereka sediri

h. Siswa akan di minta untuk menukar draft mereka dengan draft dari kelompk lain

i. Setiap siswa diminta untuk mengamati dan mengoreksi kesalahan- kesalahan pada draft yang mereka terima baik itu kesalahan ejaan, penyusunan kata, tata bahasa ataupun tanda baca.

j. Setiap kelompok akan memperoleh kembali draft mereka dan memperbaiki kesalahan yang telah dikoresi oleh kelompok lain.

k. Guru dan siswa mendiskusikan kesalahan- kesalahan yang ada pada draft masing-masing kelompok.

l. Guru menilai aktivitas siswa.

m. Draft yang telah di perbaiki akan dijadikan sebagai final.

n. Guru memberikan informasi tentang pelajaran selanjutnya

Kegiatan akhir

a. Siswa diberikan kesempatan untuk menyampaikan kesulitan yang di alami selama proses belajar mengajar berlangsung.

b. Guru menyimpulkan materi dan memberikan motivasi kepada siswa

7. Sumber belajar/bahan/alat

Internet, Kamus, Buku paket bahasa inggris (WHEN ENGLISH RINGS A BELL)

8. Penilaian

Media Pembelajaran : Gambar (DESCRIBING PICTURE TECHNIQUE)

Tekhnik   :Performace Individu

9.   Kriteria penilaian

Cassification	Score	Criteria
Content	30-37	Excellent to very good: knowledge, substantive-etc.
	26-22	Good to average: some knowledge of subject, adequate arrange-etc.
	21-17	Fair to poor: limited knowledge of subject, title substance-etc
	16-13	Very poor: does not to show knowledge of subject-non-subtance-etc
Organization	20-18	Excellent to very good: fluent expression, generic structure (identification is complete and description are arranged with proper connectives), ideas clearly.
	17-14	Good to average: somewhat choppy, generic structure(identification is almost complete and description are arranged with almost proper connectives) loosely organized but main ideas stand out-etc.
	13-10	Fair to poor: non fluent, generic structure (identification is not complete and description are arranged with few misuse of connectives) ideas confused or disconnected-etc.
	9-7	Very poor: does not communicate, generic structure (identification is not complete and description are arranged with misuse of connectives) not organized-etc.
Vocabulary	20-18	Excellent to very poor: sophisticated range, effective word/idiom choice and usage-etc
	17-14	Good to average:adequate range, occasional errors of word/idiom form, choice, usage, but meaning not obscured.

	13-10	Fair to poor: limited range, frequent errors of word/idiom, choice, usage-etc.
	9-7	Very poor: essentiallytranslation, little knowledgeof English vocabulary.
Language use	25-22	Excellent to very good: effective complex construction ,etc.
	21-18	Good to average: evvective but simple cinstruction, etc.
	17-11	Fair to poor: major problemin simple/complex construction,etc.
	10-5	Very poor: virtually no mastery of sentence constructions, etc.
Mechanics	5	Excellent to very good: demonstrate mastery convention, etc.
	4	Good to average occasional errors of spelling, punctuation, capitalization, etc.
	3	Fair to poor: frequent errors of spelling, punctuation, capitalization, etc.
	2	Very poor: no mastery of conventions, dominated by errors of spelling , punctuation, capitalization, paragraphing, etc.

Pinrang, 8 januari 2019

English teacher   The researcher

Samsiah S.Pd.   Nurhana M
Nip: Nim:12.1300.113

The principal of UPT SMPN 2 Patampanua

H. Amiruddin, S.Pd.,MM.
Nip.195910281981021003

Appendix 2. Learning Skenario 2

RENCANA PELAKSNAAN PEMBELAJARAN (RPP)

Nama Sekolah   : SMPN 2 PATAMPANUA

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : VIII 1/

Pertemuan/Siklus   :2 (kedua)/1

Alokasi Waktu   : 2 x 40 menit

Standar Kompetensi   : Mampu menulis dalam Bahasa Inggris.

1. Kompetensi dasar

   a. Siswa mampu menyusun teks deskriptif pendek dan sederhana berdasarkan gambar melalui describing picture technique.

   b. Siswa mampu menulis teks deskriptif dengan struktur dan unsur krbahasaan yg benar melalui describing picture technique

2. Indikator

   Menggunakan berbagai bentuk unsur kebahasaan dan struktur deskriptif teks yang benar dalam membuat descriptif teks mlalui desribing picture technique

3. Tujuan Pembelajaran

Setelah pembelajaran ini siswa di harapkan dapat:

   a. Siswa dapat mengetahui aturan dan cara menggambarkan gambar melalui describing picture technique.

   b. Siswa mampu menyampaikan pendapat dan menuliskan ide-ide, gagasan serta pemikiran mereka dengan teman kelompoknya yang berkaitan dengan gambar yang telah di berikan.

4. Materi Ajar (Materi Pokok)

Writing descriptive text by describing the picture.

"things in the room"

5. Metode Pembelajaran

    a. Discussion

    b. Pemberian tugas

6. Langkah-langkah kegiatan pembelajaran

Kegiatan awal

This is part where the researcher begins the activity in the classroom

    a. Mengucapkan salam.

    b. Ketua kelas memimpin do'a sebelum memulai pelajaran`

    c. Mengecek kehadiran siswa.

    d. Memberikan motivasi belajar kepada siswa

Kegiatan inti

This part where the researcher doing the planned:

    a. Guru menyampaikan tujuan pembelajaran.

    b. Guru memberikan penjelasan tentang describing picture technque dan deskriptif teks

    c. Guru membagi siswa menjadi 5 kelompok

    d. Guru akan membagikan gambar yang berbeda pada setiap kelompok

    e. Guru akan meminta setiap siswa untuk membuat 3 atau 4 kalimat sesuai dengan gambar yang telah dibagikan oleh guru. Bagian ini di sebut sebagai Planning pada writing pocess.

    f. Siswa akan di minta mengumpulkan semua kalimat yang telah mereka buat.

g. Siswa akan di minta untuk menyusun semua kalimat tersebut menjadi sebuah paragraf, setiap siswa harus menulis paragraf tersebut pada paper mereka sediri

h. Siswa akan di minta untuk menukar draft mereka dengan draft dari kelompk lain

i. Setiap siswa diminta untuk mengamati dan mengoreksi kesalahan- kesalahan pada draft yang mereka terima baik itu kesalahan ejaan, penyusunan kata, tata bahasa ataupun tanda baca.

j. Setiap kelompok akan memperoleh kembali draft mereka dan memperbaiki kesalahan yang telah dikoresi oleh kelompok lain.

k. Guru dan siswa mendiskusikan kesalahan- kesalahan yang ada pada draft masing-masing kelompok.

l. Guru menilai aktivitas siswa.

m. Draft yang telah di perbaiki akan dijadikan sebagai final.

n. Guru memberikan informasi tentang pelajaran selanjutnya

Kegiatan akhir

a. Siswa diberikan kesempatan untuk menyampaikan kesulitan yang di alami selama proses belajar mengajar berlangsung.

b. Guru menyimpulkan materi dan memberikan motivasi kepada siswa

7. Sumber belajar/bahan/alat

Internet, Kamus, Buku paket bahasa inggris (WHEN ENGLISH RINGS A BELL)

8. Penilian

Media Pembelajaran   : Gambar (DESCRIBING PICTURE TECHNIQUE)

Tekhnik : Performace Individu

9. Kriteria penilaian

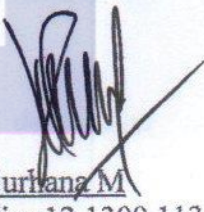| Cassification	Score	Criteria
Content	30-37	Excellent to very good: knowledge, substantive-etc.
	26-22	Good to average: some knowledge of subject, adequate arrange-etc.
	21-17	Fair to poor: limited knowledge of subject, title substance-etc
	16-13	Very poor: does not to show knowledge of subject-non-subtance-etc
Organization	20-18	Excellent to very good: fluent expression, generic structure (identification is complete and description are arranged with proper connectives), ideas clearly.
	17-14	Good to average: somewhat choppy, generic structure(identification is almost complete and description are arranged with almost proper connectives) loosely organized but main ideas stand out-etc.
	13-10	Fair to poor: non fluent, generic structure (identification is not complete and description are arranged with few misuse of connectives) ideas confused or disconnected-etc.
	9-7	Very poor: does not communicate, generic structure (identification is not complete and description are arranged with misuse of connectives) not organized-etc.
Vocabulary	20-18	Excellent to very poor: sophisticated range, effective word/idiom choice and usage-etc
	17-14	Good to average:adequate range, occasional errors of word/idiom form, choice, usage, but meaning not obscured.

	13-10	Fair to poor: limited range, frequent errors of word/idiom, choice, usage-etc.
	9-7	Very poor: essentiallytranslation, little knowledgeof English vocabulary.
Language use	25-22	Excellent to very good: effective complex construction ,etc.
	21-18	Good to average: evvective but simple cinstruction, etc.
	17-11	Fair to poor: major problemin simple/complex construction,etc.
	10-5	Very poor: virtually no mastery of sentence constructions, etc.
Mechanics	5	Excellent to very good: demonstrate mastery convention, etc.
	4	Good to average occasional errors of spelling, punctuation, capitalization, etc.
	3	Fair to poor: frequent errors of spelling, punctuation, capitalization, etc.
	2	Very poor: no mastery of conventions, dominated by errors of spelling , punctuation, capitalization, paragraphing, etc.

Pinrang, 12 januari 2019

English teacher   The researcher

Samsiah S.Pd.   Nurhana M

Nip: Nim:12.1300.113

The principal of UPT SMPN 2 Patampanua

UPT SMP NEGERI 2 PATAMPANUA

H. Aminuddin, S.Pd.,MM.
Nip:195910281981021003

Appendix 3. Learning Skenario 3

RENCANA PELAKSNAAN PEMBELAJARAN (RPP)

Nama Sekolah   : SMPN 2 PATAMPANUA

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : VIII 1/

Pertemuan/Siklus   :3 (ketiga)/1

Alokasi Waktu   : 2 x 40 menit

Standar Kompetensi   : Mampu menulis dalam Bahasa Inggris.

1. Kompetensi dasar

   a. Siswa mampu menyusun teks deskriptif pendek dan sederhana berdasarkan gambar melalui describing picture technique.

   b. Siswa mampu menulis teks deskriptif dengan struktur dan unsur krbahasaan yg benar melalui describing picture technique

2. Indikator

   Menggunakan berbagai bentuk unsur kebahasaan dan struktur deskriptif teks yang benar dalam membuat descriptif teks mlalui desribing picture technique

3. Tujuan Pembelajaran

Setelah pembelajaran ini siswa di harapkan dapat:

   a. Siswa dapat mengetahui aturan dan cara menggambarkan gambar melalui describing picture technique.

   b. Siswa mampu menyampaikan pendapat dan menuliskan ide-ide, gagasan serta pemikiran mereka dengan teman kelompoknya yang berkaitan dengan gambar yang telah di berikan.

4. Materi Ajar (Materi Pokok)

Writing descriptive text by describing the picture.

"things in the room"

5.   Metode Pembelajaran

    a.   Discussion

    b.   Pemberian tugas

6.   Langkah-lanangkah kegiatan pembelajaran

Kegiatan awal

This is part where the researcher begins the activity in the classroom

    a.   Mengucapkan salam.

    b.   Ketua kelas memimpin do'a sebelum memulai pelajaran`

    c.   Mengecek kehadiran siswa.

    d.   Memberikan motivasi belajar kepada siswa

Kegiatan inti

This part where the researcher doing the planned:

    a.   Guru menyampaikan tujuan pembelajaran.

    b.   Guru memberikan penjelasan tentang describing picture technque dan deskriptif teks

    c.   Guru membagi siswa menjadi 5 kelompok

    d.   Guru akan membagikan gambar yang berbeda pada setiap kelompok

    e.   Guru akan meminta setiap siswa untuk membuat 3 atau 4 kalimat sesuai dengan gambar yang telah dibagikan oleh guru. Bagian ini di sebut sebagai Planning pada writing pocess.

    f.   Siswa akan di minta mengumpulkan semua kalimat yang telah mereka buat

g. Siswa akan di minta untuk menyusun semua kalimat tersebut menjadi sebuah paragraf, setiap siswa harus menulis paragraf tersebut pada paper mereka sediri

h. Siswa akan di minta untuk menukar draft mereka dengan draft dari kelompk lain

i. Setiap siswa diminta untuk mengamati dan mengoreksi kesalahan- kesalahan pada draft yang mereka terima baik itu kesalahan ejaan, penyusunan kata, tata bahasa ataupun tanda baca.

j. Setiap kelompok akan memperoleh kembali draft mereka dan memperbaiki kesalahan yang telah dikoresi oleh kelompok lain.

k. Guru dan siswa mendiskusikan kesalahan- kesalahan yang ada pada draft masing-masing kelompok.

l. Guru menilai aktivitas siswa.

m. Draft yang telah di perbaiki akan dijadikan sebagai final.

n. Guru memberikan informasi tentang pelajaran selanjutnya

Kegiatan akhir

a. Siswa diberikan kesempatan untuk menyampaikan kesulitan yang di alami selama proses belajar mengajar berlangsung.

b. Guru menyimpulkan materi dan memberikan motivasi kepada siswa

7. Sumber belajar/bahan/alat

Internet, Kamus, Buku paket bahasa inggris (WHEN ENGLISH RINGS A BELL)

8. Penilian

Media Pembelajaran   : Gambar (DESCRIBING PICTURE TECHNIQUE)

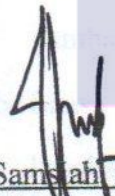Tekhnik   :Performace Individu

9. Kriteria penilaian

Cassification	Score	Criteria
Content	30-37	Excellent to very good: knowledge, substantive-etc.
	26-22	Good to average: some knowledge of subject, adequate arrange-etc.
	21-17	Fair to poor: limited knowledge of subject, title substance-etc
	16-13	Very poor: does not to show knowledge of subject-non-subtance-etc
Organization	20-18	Excellent to very good: fluent expression, generic structure (identification is complete and description are arranged with proper connectives), ideas clearly.
	17-14	Good to average: somewhat choppy, generic structure(identification is almost complete and description are arranged with almost proper connectives) loosely organized but main ideas stand out-etc.
	13-10	Fair to poor: non fluent, generic structure (identification is not complete and description are arranged with few misuse of connectives) ideas confused or disconnected-etc.
	9-7	Very poor: does not communicate, generic structure (identification is not complete and description are arranged with misuse of connectives) not organized-etc.
Vocabulary	20-18	Excellent to very poor: sophisticated range, effective word/idiom choice and usage-etc
	17-14	Good to average:adequate range, occasional errors of word/idiom form, choice, usage, but meaning not obscured.

	13-10	Fair to poor: limited range, frequent errors of word/idiom, choice, usage-etc.
	9-7	Very poor: essentiallytranslation, little knowledgeof English vocabulary.
Language use	25-22	Excellent to very good: effective complex construction ,etc.
	21-18	Good to average: evvective but simple cinstruction, etc.
	17-11	Fair to poor: major problemin simple/complex construction,etc.
	10-5	Very poor: virtually no mastery of sentence constructions, etc.
Mechanics	5	Excellent to very good: demonstrate mastery convention, etc.
	4	Good to average occasional errors of spelling, punctuation, capitalization, etc.
	3	Fair to poor: frequent errors of spelling, punctuation, capitalization, etc.
	2	Very poor: no mastery of conventions, dominated by errors of spelling , punctuation, capitalization, paragraphing, etc.

Pinrang, 15 januari 2019

English teacher   The researcher

Samelah S.Pd.   Nurhana M
Nip: Nim:12.1300.113

The principal of UPT SMPN 2 Patampanua

H. Amiruddin, S.Pd.,MM.
Nip.195910281981021003

Appendix 4. Learning Skenario 4

RENCANA PELAKSNAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMPN 2 PATAMPANUA

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII 1/

Pertemuan/Siklus :1 (pertama)/2

Alokasi Waktu : 2 x 40 menit

Standar Kompetensi : Mampu menulis dalam Bahasa Inggris.

1. Kompetensi dasar

    a. Siswa mampu menyusun teks deskriptif pendek dan sederhana berdasarkan gambar melalui describing picture technique.

    b. Siswa mampu menulis teks deskriptif dengan struktur dan unsur krbahasaan yg benar melalui describing picture technique

2. Indikator

    Menggunakan berbagai bentuk unsur kebahasaan dan struktur deskriptif teks yang benar dalam membuat descriptif teks mlalui desribing picture technique

3. Tujuan Pembelajaran

Setelah pembelajaran ini siswa di harapkan dapat:

    a. Siswa dapat mengetahui aturan dan cara menggambarkan gambar melalui describing picture technique.

    b. Siswa mampu menyampaikan pendapat dan menuliskan ide-ide, gagasan serta pemikiran mereka dengan teman kelompoknya yang berkaitan dengan gambar yang telah di berikan.

4. Materi Ajar (Materi Pokok)

Writing descriptive text by describing the picture.

"holiday"

5. Metode Pembelajaran

    a. Discussion

    b. Pemberian tugas

6. Langkah-lanangkah kegiatan pembelajaran

Kegiatan awal

This is part where the researcher begins the activity in the classroom

    a. Mengucapkan salam.

    b. Ketua kelas memimpin do'a sebelum memulai pelajaran`

    c. Mengecek kehadiran siswa.

    d. Memberikan motivasi belajar kepada siswa

Kegiatan inti

This part where the researcher doing the planned:

    a. Guru menyampaikan tujuan pembelajaran.

    b. Guru memberikan penjelasan tentang describing picture technque dan deskriptif teks

    c. Guru membagi siswa menjadi 5 kelompok

    d. Guru akan membagikan gambar yang berbeda pada setiap kelompok

    e. Guru akan meminta setiap siswa untuk membuat 3 atau 4 kalimat sesuai dengan gambar yang telah dibagikan oleh guru. Bagian ini di sebut sebagai Planning pada writing pocess.

    f. Siswa akan di minta mengumpulkan semua kalimat yang telah mereka buat

g. Siswa akan di minta untuk menyusun semua kalimat tersebut menjadi sebuah paragraf, setiap siswa harus menulis paragraf tersebut pada paper mereka sediri

h. Siswa akan di minta untuk menukar draft mereka dengan draft dari kelompk lain

i. Setiap siswa diminta untuk mengamati dan mengoreksi kesalahan- kesalahan pada draft yang mereka terima baik itu kesalahan ejaan, penyusunan kata, tata bahasa ataupun tanda baca.

j. Setiap kelompok akan memperoleh kembali draft mereka dan memperbaiki kesalahan yang telah dikoresi oleh kelompok lain.

k. Guru dan siswa mendiskusikan kesalahan- kesalahan yang ada pada draft masing-masing kelompok.

l. Guru menilai aktivitas siswa.

m. Draft yang telah di perbaiki akan dijadikan sebagai final.

n. Guru memberikan informasi tentang pelajaran selanjutnya

Kegiatan akhir

a. Siswa diberikan kesempatan untuk menyampaikan kesulitan yang di alami selama proses belajar mengajar berlangsung.

b. Guru menyimpulkan materi dan memberikan motivasi kepada siswa

7. Sumber belajar/bahan/alat

Internet, Kamus, Buku paket bahasa inggris (WHEN ENGLISH RINGS A BELL)

8. Penilian

Media Pembelajaran   : Gambar (DESCRIBING PICTURE TECHNIQUE)

Tekhnik :Performace Individu

9. Kriteria penilaian

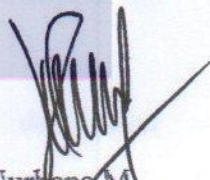| Cassification	Score	Criteria
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	26-22	Good to average: some knowledge of subject, adequate arrange-etc.
	21-17	Fair to poor: limited knowledge of subject, title substance-etc
	16-13	Very poor: does not to show knowledge of subject-non-subtance-etc
Organization	20-18	Excellent to very good: fluent expression, generic structure (identification is complete and description are arranged with proper connectives), ideas clearly.
	17-14	Good to average: somewhat choppy, generic structure(identification is almost complete and description are arranged with almost proper connectives) loosely organized but main ideas stand out-etc.
	13-10	Fair to poor: non fluent, generic structure (identification is not complete and description are arranged with few misuse of connectives) ideas confused or disconnected-etc.
	9-7	Very poor: does not communicate, generic structure (identification is not complete and description are arranged with misuse of connectives) not organized-etc.
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	21-18	Good to average: evvective but simple cinstruction, etc.
	17-11	Fair to poor: major problemin simple/complex construction,etc.
	10-5	Very poor: virtually no mastery of sentence constructions, etc.
Mechanics	5	Excellent to very good: demonstrate mastery convention, etc.
	4	Good to average occasional errors of spelling, punctuation, capitalization, etc.
	3	Fair to poor: frequent errors of spelling, punctuation, capitalization, etc.
	2	Very poor: no mastery of conventions, dominated by errors of spelling , punctuation, capitalization, paragraphing, etc.

Pinrang, 22 januari 2019

English teacher

The researcher

Samsiah S.Pd.
Nip:

Nurhana M
Nim:12.1300.113

The principal of UPT SMPN 2 Patampanua

UPT SMP NEGERI 2
PATAMPANUA

H. Amiruddin, S.Pd.,MM.
Nip.195910281981021003

Appendix 5. Learning Skenario 5

RENCANA PELAKSNAAN PEMBELAJARAN (RPP)

Nama Sekolah   : SMPN 2 PATAMPANUA

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : VIII 1

Pertemuan/Siklus   :2 (kedua)/1

Alokasi Waktu   : 2 x 40 menit

Standar Kompetensi   : Mampu menulis dalam Bahasa Inggris.

1. Kompetensi dasar

    a. Siswa mampu menyusun teks deskriptif pendek dan sederhana berdasarkan gambar melalui describing picture technique.

    b. Siswa mampu menulis teks deskriptif dengan struktur dan unsur krbahasaan yg benar melalui describing picture technique

2. Indikator

    Menggunakan berbagai bentuk unsur kebahasaan dan struktur deskriptif teks yang benar dalam membuat descriptif teks mlalui desribing picture technique

3. Tujuan Pembelajaran

Setelah pembelajaran ini siswa di harapkan dapat:

    a. Siswa dapat mengetahui aturan dan cara menggambarkan gambar melalui describing picture technique.

    b. Siswa mampu menyampaikan pendapat dan menuliskan ide-ide, gagasan serta pemikiran mereka dengan teman kelompoknya yang berkaitan dengan gambar yang telah di berikan.

4. Materi Ajar (Materi Pokok)

Writing descriptive text by describing the picture.

" holiday destination"

5. Metode Pembelajaran

    a. Discussion

    b. Pemberian tugas

6. Langkah-lanangkah kegiatan pembelajaran

Kegiatan awal

This is part where the researcher begins the activity in the classroom

    a. Mengucapkan salam.

    b. Ketua kelas memimpin do'a sebelum memulai pelajaran`

    c. Mengecek kehadiran siswa.

    d. Memberikan motivasi belajar kepada siswa

Kegiatan inti

This part where the researcher doing the planned:

    a. Guru menyampaikan tujuan pembelajaran.

    b. Guru memberikan penjelasan tentang describing picture technque dan
        deskriptif teks

    c. Guru membagi siswa menjadi 5 kelompok

    d. Guru akan membagikan gambar yang berbeda pada setiap kelompok

    e. Guru akan meminta setiap siswa untuk membuat 3 atau 4 kalimat sesuai
        dengan gambar yang telah dibagikan oleh guru. Bagian ini di sebut sebagai
        Planning pada writing pocess.

    f. Siswa akan di minta mengumpulkan semua kalimat yang telah mereka buat

g. Siswa akan di minta untuk menyusun semua kalimat tersebut menjadi sebuah paragraf, setiap siswa harus menulis paragraf tersebut pada paper mereka sediri

h. Siswa akan di minta untuk menukar draft mereka dengan draft dari kelompk lain

i. Setiap siswa diminta untuk mengamati dan mengoreksi kesalahan- kesalahan pada draft yang mereka terima baik itu kesalahan ejaan, penyusunan kata, tata bahasa ataupun tanda baca.

j. Setiap kelompok akan memperoleh kembali draft mereka dan memperbaiki kesalahan yang telah dikoresi oleh kelompok lain.

k. Guru dan siswa mendiskusikan kesalahan- kesalahan yang ada pada draft masing-masing kelompok.

l. Guru menilai aktivitas siswa.

m. Draft yang telah di perbaiki akan dijadikan sebagai final.

n. Guru memberikan informasi tentang pelajaran selanjutnya

Kegiatan akhir

a. Siswa diberikan kesempatan untuk menyampaikan kesulitan yang di alami selama proses belajar mengajar berlangsung.

b. Guru menyimpulkan materi dan memberikan motivasi kepada siswa

7. Sumber belajar/bahan/alat

Internet, Kamus, Buku paket bahasa inggris (WHEN ENGLISH RINGS A BELL)

8. Penilian

Media Pembelajaran : Gambar (DESCRIBING PICTURE TECHNIQUE)

Tekhnik   :Performace Individu

9. Kriteria penilaian

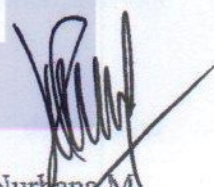| Cassification	Score	Criteria
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	26-22	Good to average: some knowledge of subject, adequate arrange-etc.
	21-17	Fair to poor: limited knowledge of subject, title substance-etc
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Organization	20-18	Excellent to very good: fluent expression, generic structure (identification is complete and description are arranged with proper connectives), ideas clearly.
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	13-10	Fair to poor: non fluent, generic structure (identification is not complete and description are arranged with few misuse of connectives) ideas confused or disconnected-etc.
	9-7	Very poor: does not communicate, generic structure (identification is not complete and description are arranged with misuse of connectives) not organized-etc.
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Mechanics	5	Excellent to very good: demonstrate mastery convention, etc.
	4	Good to average occasional errors of spelling, punctuation, capitalization, etc.
	3	Fair to poor: frequent errors of spelling, punctuation, capitalization, etc.
	2	Very poor: no mastery of conventions, dominated by errors of spelling , punctuation, capitalization, paragraphing, etc.

Pinrang, 26 januari 2019

English teacher

The researcher

Samsiah S.Pd.
Nip:

Nurhana M
Nim:12.1300.113

The principal of UPT SMPN 2 Patampanua

H. Amiruddin, S.Pd.,MM.
Nip.195910281981021003

Appendix 6. Learning Skenario 6

RENCANA PELAKSNAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMPN 2 PATAMPANUA

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII 1/ II

Pertemuan/Siklus :3 (ketiga)/II

Alokasi Waktu : 2 x 40 menit

Standar Kompetensi : Mampu menulis dalam Bahasa Inggris.

1. Kompetensi dasar

   a. Siswa mampu menyusun teks deskriptif pendek dan sederhana berdasarkan gambar melalui describing picture technique.

   b. Siswa mampu menulis teks deskriptif dengan struktur dan unsur krbahasaan yg benar melalui describing picture technique

2. Indikator

   Menggunakan berbagai bentuk unsur kebahasaan dan struktur deskriptif teks yang benar dalam membuat descriptif teks mlalui desribing picture technique

3. Tujuan Pembelajaran

Setelah pembelajaran ini siswa di harapkan dapat:

   a. Siswa dapat mengetahui aturan dan cara menggambarkan gambar melalui describing picture technique.

   b. Siswa mampu menyampaikan pendapat dan menuliskan ide-ide, gagasan serta pemikiran mereka dengan teman kelompoknya yang berkaitan dengan gambar yang telah di berikan.

4. Materi Ajar (Materi Pokok)

Writing descriptive text by describing the picture.

"holiday destination"

5. Metode Pembelajaran

    a. Discussion

    b. Pemberian tugas

6. Langkah-lanangkah kegiatan pembelajaran

Kegiatan awal

This is part where the researcher begins the activity in the classroom

    a. Mengucapkan salam.

    b. Ketua kelas memimpin do'a sebelum memulai pelajaran`

    c. Mengecek kehadiran siswa.

    d. Memberikan motivasi belajar kepada siswa

Kegiatan inti

This part where the researcher doing the planned:

    a. Guru menyampaikan tujuan pembelajaran.

    b. Guru memberikan penjelasan tentang describing picture technque dan deskriptif teks

    c. Guru membagi siswa menjadi 5 kelompok

    d. Guru akan membagikan gambar yang berbeda pada setiap kelompok

    e. Guru akan meminta setiap siswa untuk membuat 3 atau 4 kalimat sesuai dengan gambar yang telah dibagikan oleh guru. Bagian ini di sebut sebagai Planning pada writing pocess.

    f. Siswa akan di minta mengumpulkan semua kalimat yang telah mereka buat

g. Siswa akan di minta untuk menyusun semua kalimat tersebut menjadi sebuah paragraf, setiap siswa harus menulis paragraf tersebut pada paper mereka sediri

h. Siswa akan di minta untuk menukar draft mereka dengan draft dari kelompk lain

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l. Guru menilai aktivitas siswa.

m. Draft yang telah di perbaiki akan dijadikan sebagai final.

n. Guru memberikan informasi tentang pelajaran selanjutnya

Kegiatan akhir

a. Siswa diberikan kesempatan untuk menyampaikan kesulitan yang di alami selama proses belajar mengajar berlangsung.

b. Guru menyimpulkan materi dan memberikan motivasi kepada siswa

7. Sumber belajar/bahan/alat

Internet, Kamus, Buku paket bahasa inggris (WHEN ENGLISH RINGS A BELL)

8. Penilian

Media Pembelajaran   : Gambar (DESCRIBING PICTURE TECHNIQUE)

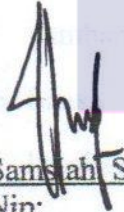Tekhnik   :Performace Individu

9. Kriteria penilaian

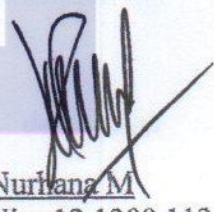| Cassification	Score	Criteria
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	3	Fair to poor: frequent errors of spelling, punctuation, capitalization, etc.
	2	Very poor: no mastery of conventions, dominated by errors of spelling , punctuation, capitalization, paragraphing, etc.

Pinrang, 29 januari 2019

English teacher

The researcher

Samelah, S.Pd.
Nip:

Nurhana M
Nim:12.1300.113

The principal of UPT SMPN 2 Patampanua

H. Amiruddin, S.Pd.,MM.
Nip.195910281981021003

Appendix 7. Teaching Material Cycle.

Teaching Material Cycle I.

Descriptive text is a text which says what a person or thing is like. The purpose of descriptive text is to describe a particular place, person, or thing.

The Generic Structure of Descriptive Text.

1. Identification: mention the special participant (identification adalah pendahuluan, berupa gambaran umum tentang suatu topik).

2. Description: mention the prt, quality, and characteristics of the subject being described (berisi ciri-ciri khusus yang dimiliki benda, tempat, atau orang yang dideskripsikan. Misalnya sifat-sifat, tsmpilan fisik, dan hal lain yang dituliskan dengan spesifik).

The language features of descriptive text.

1. Simple present tense : . *Descriptive text* menggunakan *simple present tense* karena *descriptive text* menceritakan sebuah fakta dari objek yang dideskripsikan. Misalnya *My office has 22 floors, Azka is pretty,* dan lain-lain.

2. Action verbs : Menggunakan kata kerja yang menunjukkan sebuah kegiatan atau sebuah aktifitas yang bisa dilihat. Misalnya, sleep, walk, sing, dance, dll.

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

Simple Present Tense.

Untuk membentuk kalimat *simple present tense*, biasanya digunakan kata kerja bentuk dasar, atau Verb 1. Kecuali untuk kata ganti orang ketiga, menggunakan Verb 1 + *s/es*. Seperti ditunjukkan pada table dibawah ini.

Subject	Verb	The Rest of the sentence
I / You / They / We	Go	to the school by bus
She / He / It	Goes	to the school by bus

There + Be.

There is a desk for teacher with a chair behind it.

There are thirty-six students in my classroom.

Words and expressions used in the context of Descibing Picture:

The photo/picture shows ...	It was taken by/in ...
It's a black-and-white/coloured photo.	It seems as if ...
In the foreground/background you can see ...	The lady seems to ...
In the foreground/background there is ...	Maybe ...
In the middle/centre there are ...	I think ...
At the top/At the bottom there is ...	Between ... there is ...
On the left/right there are ...	... might be a symbol of ...
Behind/In front of ... you can see ...	

Excercise

Task 1. *Write your derscriptive text by describing the picture*

Task 2. *Correct the passage below with the right punctuation an capitalization.*

pratama is a 26 year single man. he comes from magelang, central java. He has just graduated from law department in gadjah mada university. now he works in a great insurance company in jakarta. one of his hobbies is traveling. he has visited many regions in indonesia, such as north sumatra, west sumatra, ujung kulon, yogyakarta, bali, lombok, north sulawesi, etc. he also likes watching football matches with a friend in a stadium in his free time. his great dream is visiting mecca in saudi arabia to do the pilgrimage. he hopes that next year his dream will come true. pratama loves pets. he has three cute cats at home. he loves them very much. he always keeps the cats well by giving them the best food. Other things that pratama likes to do are getting up early in the morning and going to bed early at night.

Task 3. *Write your derscriptive text by describing the picture*

Task 4. *Complete the passage below by using the appropriate form of 'be'.*

      This is a room in my house. There are many things here. There ____(is/are) a television ____(in/on) the cabinet. There ____(is/are) also some drawers on the cabinet. _____ (between/beside) the cabinet, there ____ (is/are) a refrigerator. There ____ (is /are) some books on the cabinet. There____(is/are) a carpet _____(beside/between) the sofa and the cabinet. There ____ (is/are) a table lamp ____ (in/on) the table. There ____(is/are) also a vase on the table. There isn't a table _____(between/behind) the sofa and the cabinet. There aren't any cushions _____(on/at) the sofa. There ____(is/are) an aquarium ____ (in/on) the living room. There _____(is/are) some armchairs in the living room. There a rubbish basket _____ (behind/between) the sofa and the table. There aren'tglasses _____(in/on) a duster_____ (between/in front of) the cabinet and the refregerator. My family and I like to call this room as a center of activities. We like to do many things here.

Task 5. *Write your derscriptive text by describing the picture.*
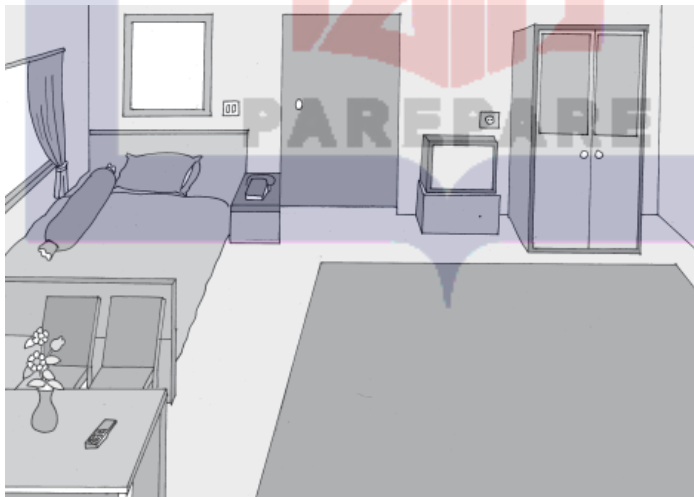
Teaching Material Cycle II.

Descriptive text is a text which says what a person or thing is like. The purpose of descriptive text is to describe a particular place, person, or thing.

The Generic Structure of Descriptive Text.

1. Identification: mention the special participant (identification adalah pendahuluan, berupa gambaran umum tentang suatu topik).

2. Description: mention the prt, quality, and characteristics of the subject being described (berisi ciri-ciri khusus yang dimiliki benda, tempat, atau orang yang dideskripsikan. Misalnya sifat-sifat, tsmpilan fisik, dan hal lain yang dituliskan dengan spesifik).

The language features of descriptive text.

1. Simple present tense : . *Descriptive text* menggunakan *simple present tense* karena *descriptive text* menceritakan sebuah fakta dari objek yang dideskripsikan. Misalnya *My office has 22 floors, Azka is pretty,* dan lain-lain.

2. Action verbs : Menggunakan kata kerja yang menunjukkan sebuah kegiatan atau sebuah aktifitas yang bisa dilihat. Misalnya, sleep, walk, sing, dance, dll.

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

Simple Present Tense.

Untuk membentuk kalimat *simple present tense*, biasanya digunakan kata kerja bentuk dasar, atau Verb 1. Kecuali untuk kata ganti orang ketiga, menggunakan Verb 1 + *s/es*. Seperti ditunjukkan pada table dibawah ini.

Subject	Verb	The Rest of the sentence
I / You / They / We	Go	to the school by bus
She / He / It	Goes	to the school by bus

There + Be.

There is a desk for teacher with a chair behind it.

There are thirty-six students in my classroom.

Words and expressions used in the context of Descibing Picture:

The photo/picture shows ...   It was taken by/in ...

It's a black-and-white/coloured photo.   It seems as if ...

In the foreground/background you can see ...   The lady seems to ...

In the foreground/background there is ...   Maybe ...

In the middle/centre there are ...   I think ...

At the top/At the bottom there is ...   Between ... there is ...

On the left/right there are ...   ... might be a symbol of ...

Behind/In front of ... you can see ...

Exercise 1

Task 1. *Write your derscriptive text by describing the picture.*

Vocabulary list:

Mountain	:gunung	cloud	: awan
Sun	: matahari	sky	: langit
Seem	: telihat/nampaknya	top	: puncak
Bush	: semak	sunrise	: matahari terbit

Task 2. *Write your derscriptive text by describing the picture.*
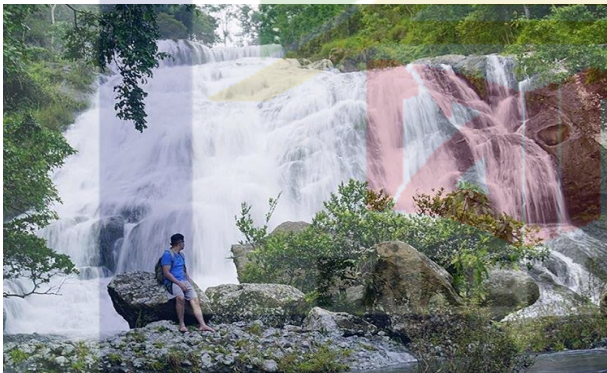
Vocabulary list:

Water fall	: air terjun	stone	: batu
Peaceful	: damai	heavy	: deras
Flow	: mengalir	rocky	: berbatu
Sit	: duduk	alone	: sendirian
Bush	: semak	tree	: pohon

Task 3. *Write your derscriptive text by describing the picture.*

Vocabulary list:

Girl	: anak perempuan	boy	: anak laki-laki
Flower garden	: taman bunga	walk	: berjalan
Happy	:bahagia	spring	: musim semi
Flower	: bunga	bloom	: mekar
Trives	: tumbuh subur	forest	: hutan

Appendix 8. Students Attendence List of Cycle I and Cycle II

Student's Attendence List of Cycle I

No	Names	Meeting			Test
		I	II	III	
1	Anita umar	✓	✓	✓	✓
2	Fitria Dwi Angraeni	✓	✓	✓	✓
3	Hasda	✓	✓	✓	✓
4	Herlinda	✓	✓	✓	✓
5	Iin Indriani Syafri	✓	✓	✓	✓
6	Irbah Nurlatif	✓	✓	✓	✓
7	Jumanisa	✓	✓	✓	✓
8	Kharisma	✓	✓	✓	✓
9	Nurul Syafirah	✓	✓	✓	✓
10	Ratna Dewi	✓	✓	✓	✓
11	Alif Ihsan Fansi	✓	✓	✓	✓
12	Budiman S	✓	✓	✓	✓
13	Hasrul Fadel	✓	✓	✓	✓
14	Ilham	✓	✓	✓	✓
15	Khairul Asawi	✓	✓	✓	✓
16	Muh. Ikhsan Ardiyansah	✓	✓	✓	✓
17	Muh. Syamsir Saidina Ali	✓	✓	✓	✓
18	Muh Zakri Shazwan	✓	✓	✓	✓
19	Muh. Rifqi Syahrida	✓	✓	✓	✓
20	Rijal Jaya	✓	✓	✓	✓
21	Rizwan	✓	✓	✓	✓

Student's Attendence List of Cycle II

No	Names	Meeting			Test
		I	II	III	
1	Anita umar	✓	✓	✓	✓
2	Fitria Dwi Angraeni	s	✓	✓	✓
3	Hasda	✓	✓	✓	✓
4	Herlinda	✓	✓	✓	✓
5	Iin Indriani Syafri	✓	✓	✓	✓
6	Irbah Nurlatif	✓	✓	✓	✓
7	Jumanisa	s	S	✓	✓
8	Kharisma	✓	✓	✓	✓

9	Nurul Syafirah	✓	✓	✓	✓
10	Ratna Dewi	✓	✓	✓	✓
11	Alif Ihsan Fansi	✓	✓	✓	✓
12	Budiman S	✓	✓	✓	✓
13	Hasrul Fadel	✓	✓	✓	✓
14	Ilham	✓	✓	✓	✓
15	Khairul Asawi	✓	✓	✓	✓
16	Muh. Ikhsan Ardiyansah	✓	✓	✓	✓
17	Muh. Syamsir Saidina Ali	✓	✓	✓	✓
18	Muh Zakri Shazwan	✓	✓	✓	✓
19	Muh. Rifqi Syahrida	✓	✓	✓	✓
20	Rijal Jaya	✓	✓	✓	✓
21	Rizwan	✓	✓	✓	✓

Appendix 9. Test Instrument of the research.

Post test of Cycle I

Name   :

Class   :
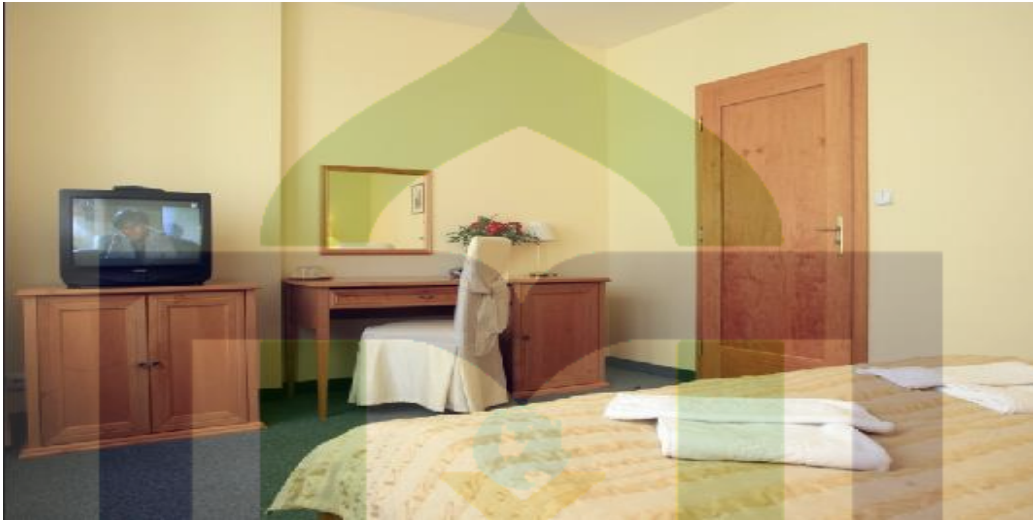
Write a descriptive paragraph by guiding the picture!

Title :

....

....

....

....

....

....

....

Name   :

Class   :

<p align="center">Post test cycle II</p>

Write your descriptive paragraph by guiding the picture!

....

....

....

....

....

....

....

Appendix 10. Observation sheet of Instrument Cycle I and Cycle II

Observation sheet of instrument Cycle I

Meeting 1   Thuesday, on January 8th, 2019

_____

1. Direction

Observe the students as long as tey follow the activity of learning and completeing the task. Before making observation, consider the folloing procedure:

1. Observation were only on the second year students of SMP Negeri 2 Patampanua Pinrang

2. Observer gave a check mark (✓) in the appropriate coloums.

2. Observation of student's classroom activities was categorized as follow:

1. The Number of students who attended the meeting

2. The students who asking question

3. The students who answered question

4. The students who pay attention in following the learning process

5. The students who are playying, teasting, and other civities that distrub the learning process such as feel sleepy, make any noise, disturb the other students, move to the other place, dream of, and come and out the class

6. The students enthusiast and participation in doing the assigment which had been given by the researcher.

The Students' classroom activitity in the meeting 1 of Cycle I

No	Name	Students' Classroom Activity					
		1	2	3	4	5	6
1.	Anita Umar	✓	✓	–	✓	–	✓
2	Fitria Dwi Anggraeni	✓	✓	–	✓	–	✓
3	Hasda	✓	–	–	✓	–	✓
4	Herlinda	✓	–	–	✓	–	✓
5.	Iin Indriani Syafri	✓	✓	✓	✓	–	✓
6.	Irbah Nurlatif	✓	–	–	✓	–	✓
7.	Jumanisa	✓	–	–	✓	–	✓
8.	Kharisma	✓	–	–	✓	–	✓
9	Nurul Syafirah	✓	–	✓	✓	–	✓
10.	Ratna Dewi	✓	–	–	✓	–	✓
11.	Alif Ihsan Fansi	✓	–	–	✓	–	✓
12.	Budiman S	✓	–	–	✓	–	✓
13.	Hasrul Fadel	✓	✓	✓	✓	–	✓
14.	Ilham	✓	–	–	–	✓ He played with the other students	✓
15.	Khairul Aswawi	✓	–	–	✓	–	✓
16.	Muh. Ikhsan Ardiyansah	✓	–	–	✓	–	✓
17.	Muh. Syamsir Saidina Ali	✓	✓	–	✓	–	✓
18.	Muh. Zakri Shazwan	✓	–	–	✓	–	✓
19.	Muh. Rifqi Syahrida	✓	–	–	✓	–	✓

| 20. | Rijal Jaya | ✓ | – | – | – | ✓
He played with the
other students | ✓ |
| 21. | Rizwan | ✓ | – | – | – | ✓
He played with the
other students | ✓ |

Observation sheet of instrument Cycle I

Meeting 2   Saturday, on January 12nd, 2019

_____

3. Direction

   Observe the students as long as tey follow the activity of learning and completeing the task. Before making observation, consider the folloing procedure:

   3. Observation were only on the second year students of SMP Negeri 2 Patampanua Pinrang

   4. Observer gave a check mark (✓) in the appropriate coloums.

4. Observation of student's classroom activities was categorized as follow:

   7. The Number of students who attended the meeting

   8. The students who asking question

   9. The students who answered question

   10. The students who pay attention following the learning process

   11. The students who are playying, teasting, and other civities that distrub the learning process such as feel sleepy, make any noise, disturb the other students, move to the other place, dream of, and come and out the class

   12. The students enthusiast and participation in doing the assigment which had been given by the researcher.

The Students' classroom activitity in the meeting 2 of Cycle I

No	Name	Students' Classroom Activity					
		1	2	3	4	5	6
1.	Anita Umar	✓	✓	_	✓	_	✓
2	Fitria Dwi Anggraeni	✓	✓	_	✓	_	✓
3	Hasda	✓	_	_	✓	_	✓
4	Herlinda	✓	✓	_	✓	_	✓
5.	Iin Indriani Syafri	✓	✓	✓	✓	_	✓
6.	Irbah Nurlatif	✓	✓	_	✓	_	✓
7.	Jumanisa	✓	_	_	✓	_	✓
8.	Kharisma	✓	_	✓	✓	_	✓
9	Nurul Syafirah	✓	✓	✓	✓	_	✓
10.	Ratna Dewi	✓	_	_	✓	_	✓
11.	Alif Ihsan Fansi	✓	_	✓	✓	_	✓
12.	Budiman S	✓	_	_	✓	_	✓
13.	Hasrul Fadel	✓	✓	✓	✓	_	✓
14.	Ilham	✓	_	_	_	✓ He played with the other students	✓
15.	Khairul Aswawi	✓	_	_	✓	_	✓
16.	Muh. Ikhsan Ardiyansah	✓	✓	_	✓	_	✓
17.	Muh. Syamsir Saidina Ali	✓	✓	✓	✓	_	✓
18.	Muh. Zakri Shazwan	✓	_	_	✓	_	✓

19.	Muh. Rifqi Syahrida	✓	–	–	✓	–	✓
20.	Rijal Jaya	✓	–	–	–	✓ He played with the other students	✓
21.	Rizwan	✓	–	–	✓	–	✓

PAREPARE

Observation sheet of Cycle I

Meeting 3   Thuesday, on January 15th, 2019

_____

5. Direction

    Observe the students as long as tey follow the activity of learning and completeing the task. Before making observation, consider the folloing procedure:

    5. Observation were only on the second year students of SMP Negeri 2 Patampanua Pinrang

    6. Observer gave a check mark (✓) in the appropriate coloums.

6. Observation of student's classroom activities was categorized as follow:

    13. The Number of students who attended the meeting

    14. The students who asking question

    15. The students who answered question

    16. The student who pay attention in following the learning process

    17. The students who are playying, teasting, and other civities that distrub the learning process such as feel sleepy, make any noise, disturb the other students, move to the other place, dream of, and come and out the class

    18. The students enthusiast and participation in doing the assigment which had been given by the researcher.

The Students' classroom activitity in the meeting 3 of Cycle I

No	Name	Students' Classroom Activity					
		1	2	3	4	5	6
1.	Anita Umar	✓	✓	_	✓	_	✓
2	Fitria Dwi Anggraeni	✓	✓	✓	✓	_	✓
3	Hasda	✓	_	_	✓	_	✓
4	Herlinda	✓	✓	_	✓	_	✓
5.	Iin Indriani Syafri	✓	✓	✓	✓	_	✓
6.	Irbah Nurlatif	✓	✓	✓	✓	_	✓
7.	Jumanisa	s	_	_	_	_	_
8.	Kharisma	✓	_	_	✓	_	✓
9	Nurul Syafirah	✓	✓	✓	✓	_	✓
10.	Ratna Dewi	✓	✓	✓	✓	_	✓
11.	Alif Ihsan Fansi	✓	_	✓	✓	_	✓
12.	Budiman S	✓	_	_	✓	_	✓
13.	Hasrul Fadel	✓	✓	✓	✓	_	✓
14.	Ilham	✓	_	_	✓	_	✓
15.	Khairul Aswawi	✓	_	_	✓	_	✓
16.	Muh. Ikhsan Ardiyansah	✓	_	_	✓	_	✓
17.	Muh. Syamsir Saidina Ali	✓	✓	_	✓	_	✓
18.	Muh. Zakri Shazwan	✓	✓	_	✓	_	✓

19.	Muh. Rifqi Syahrida	✓	✓	_	✓	_	✓
20.	Rijal Jaya	✓	_	_	_	✓ He played with the other students	✓
21.	Rizwan	✓	_	_	_	✓ He played with the other students	✓

PAREPARE

Observation sheet Cycle II

Meeting 1   Thuesday, on January 22nd, 2019

_____

7. Direction

Observe the students as long as tey follow the activity of learning and completeing the task. Before making observation, consider the folloing procedure:

7. Observation were only on the second year students of SMP Negeri 2 Patampanua Pinrang

8. Observer gave a check mark (✓) in the appropriate coloums.

8. Observation of student's classroom activities was categorized as follow:

19. The Number of students who attended the meeting

20. The students who asking question

21. The students who answered question

22. The students attention in following the learning process

23. The students who are playying, teasting, and other civities that distrub the learning process such as feel sleepy, make any noise, disturb the other students, move to the other place, dream of, and come and out the class

24. The students enthusiast and participation in doing the assigment which had been given by the researcher.

The Students' classroom activitity in the meeting 1 of Cycle II

No	Name	Students' Classroom Activity					
		1	2	3	4	5	6
1.	Anita Umar	✓	_	✓	✓	_	✓
2	Fitria Dwi Anggraeni	✓	✓	✓	✓	_	✓
3	Hasda	s	_	_	_	_	_
4	Herlinda	✓	✓	✓	_	✓ She did the other home work	✓
5.	Iin Indriani Syafri	✓	_	✓	✓	_	✓
6.	Irbah Nurlatif	✓	_	✓	✓	_	✓
7.	Jumanisa	s	_	_	✓	_	_
8.	Kharisma	✓	_	_	✓	_	✓
9	Nurul Syafirah	✓	✓	✓	✓	_	✓
10.	Ratna Dewi	✓	✓	✓	✓	_	✓
11.	Alif Ihsan Fansi	✓	_	✓	✓	_	✓
12.	Budiman S	✓	_	_	✓	_	✓
13.	Hasrul Fadel	✓	_	✓	✓	_	✓
14.	Ilham	✓	_	_	_	✓ She did the other home work	✓
15.	Khairul Aswawi	✓	_	_	_	✓ He played with the other students	✓
16.	Muh. Ikhsan Ardiyansah	✓	_	✓	✓	_	✓
17.	Muh. Syamsir Saidina	✓	✓	_	✓	_	✓

	Ali						
18.	Muh. Zakri Shazwan	✓	_	✓	✓	_	✓
19.	Muh. Rifqi Syahrida	✓	_	_	✓	_	✓
20.	Rijal Jaya	✓	_	_	_	✓ He distrubed his friends when the learning process	✓
21.	Rizwan	✓	_	_	_	_	✓

Observation sheet of Cycle II

Meeting 2   Satursay, on January 26th, 2019

_____

9. Direction

Observe the students as long as tey follow the activity of learning and completeing the task. Before making observation, consider the folloing procedure:

9. Observation were only on the second year students of SMP Negeri 2 Patampanua Pinrang

10. Observer gave a check mark (✓) in the appropriate coloums.

10.   Observation of student's classroom activities was categorized as follow:

25. The Number of students who attended the meeting

26. The students who asking question

27. The students who answered question

28. The students attention in following the learning process

29. The students who are playying, teasting, and other civities that distrub the learning process such as feel sleepy, make any noise, disturb the other students, move to the other place, dream of, and come and out the class

30. The students enthusiast and participation in doing the assigment which had been given by the researcher.

The Students' classroom activitity in the meeting 2 of Cycle II

No	Name	Students' Classroom Activity					
		1	2	3	4	5	6
1.	Anita Umar	✓	_	✓	✓	_	✓
2	Fitria Dwi Anggraeni	✓	✓	✓	✓	_	✓
3	Hasda	✓	_	✓	✓	_	✓
4	Herlinda	✓	_	✓	✓	_	✓
5.	Iin Indriani Syafri	✓	✓	✓	✓	_	✓
6.	Irbah Nurlatif	✓	_	✓	✓	_	✓
7.	Jumanisa	✓	_	_	✓	_	✓
8.	Kharisma	✓	_	✓	✓	_	✓
9	Nurul Syafirah	✓	✓	✓	✓	_	✓
10.	Ratna Dewi	✓	_	✓	✓	_	✓
11.	Alif Ihsan Fansi	✓	✓	✓	✓	_	✓
12.	Budiman S	✓	_	_	✓	_	✓
13.	Hasrul Fadel	✓	✓	✓	✓	_	✓
14.	Ilham	✓	_	_	✓	_	✓
15.	Khairul Aswawi	✓	_	✓	✓	_	✓
16.	Muh. Ikhsan Ardiyansah	✓	_	✓	✓	_	✓
17.	Muh. Syamsir Saidina Ali	✓	_	✓	✓	_	✓
18.	Muh. Zakri Shazwan	✓	_	✓	✓	_	✓

19.	Muh. Rifqi Syahrida	✓	_	✓	✓	_	✓
20.	Rijal Jaya	✓	_	_	_	✓ He played with the other students	✓
21.	Rizwan	✓	_	_	✓	✓ He daydreamd	✓

Observation sheet of Cycle II

Meeting 3 Thuesday, on January 29th, 2019

_____

11.   Direction

Observe the students as long as tey follow the activity of learning and completeing the task. Before making observation, consider the folloing procedure:

11. Observation were only on the second year students of SMP Negeri 2 Patampanua Pinrang

12. Observer gave a check mark (✓) in the appropriate coloums.

12.   Observation of student's classroom activities was categorized as follow:

31. The Number of students who attended the meeting

32. The students who asking question

33. The students who answered question

34. The students attention in following the learning process

35. The students who are playying, teasting, and other civities that distrub the learning process such as feel sleepy, make any noise, disturb the other students, move to the other place, dream of, and come and out the class

36. The students enthusiast and participation in doing the assigment which had been given by the researcher.

The Students' classroom activitity in the meeting 1 of Cycle I

No	Name	Students' Classroom Activity					
		1	2	3	4	5	6
1.	Anita Umar	✓	_	✓	✓	_	✓
2	Fitria Dwi Anggraeni	✓	✓	✓	✓	_	✓
3	Hasda	✓	✓	✓	✓	_	✓
4	Herlinda	✓	_	✓	✓	_	✓
5.	Iin Indriani Syafri	✓	_	✓	✓	_	✓
6.	Irbah Nurlatif	✓	_	✓	✓	_	✓
7.	Jumanisa	✓	✓	✓	✓	_	✓
8.	Kharisma	✓	✓	✓	✓	_	✓
9	Nurul Syafirah	✓	_	✓	✓	_	✓
10.	Ratna Dewi	✓	✓	✓	✓	_	✓
11.	Alif Ihsan Fansi	✓	✓	✓	✓	_	✓
12.	Budiman S	✓	_	_	✓	_	✓
13.	Hasrul Fadel	✓	✓	✓	✓	_	✓
14.	Ilham	✓	✓	✓	✓	_	✓
15.	Khairul Aswawi	✓	_	✓	✓	_	✓
16.	Muh. Ikhsan Ardiyansah	✓	_	✓	✓	_	✓
17.	Muh. Syamsir Saidina Ali	✓	✓	✓	✓	_	✓
18.	Muh. Zakri Shazwan	✓	✓	✓	✓	_	✓

19.	Muh. Rifqi Syahrida	✓	_	✓	✓		_	✓
20.	Rijal Jaya	✓	_	_	✓		_	✓
21.	Rizwan	✓	_	✓	✓		_	✓

Appendix 11. Students Writing Score of Cycle I and Cycle II

The students' writing score of Cycle I

No	Names	Score	Classification
1	Anita umar	67,5	Average
2	Fitria Dwi Angraeni	67	Average
3	Hasda	60	Poor
4	Herlinda	60	Poor
5	Iin Indriani Syafri	75	Good
6	Irbah Nurlatif	71	Good
7	Jumanisa	59	Poor
8	Kharisma	57,5	Poor
9	Nurul Syafirah	73	Good
10	Ratna Dewi	64,5	Average
11	Alif Ihsan Fansi	67	Average
12	Budiman S	50	Very Poor
13	Hasrul Fadel	70	Average
14	Ilham	56	Poor
15	Khairul Aswawi	50	Very poor
16	Muh. Ikhsan Ardiyansah	60	Poor
17	Muh. Syamsir Saidina Ali	73,3	Good
18	Muh Zakri Shazwan	70	Average
19	Muh. Rifqi Syahrida	72,5	Good
20	Rijal Jaya	50	Very poor
21	Rizwan	50	Very poor

The students' writing score of Cycle 2

No	Names	Score	Classification
1	Anita umar	82	Very Good
2	Fitria Dwi Angraeni	81	Very Good
3	Hasda	75	Good
4	Herlinda	76	Good
5	Iin Indriani Syafri	91	Excellent
6	Irbah Nurlatif	83	Very Good
7	Jumanisa	73	Good
8	Kharisma	72,5	Good
9	Nurul Syafirah	90	Very Good
10	Ratna Dewi	79	Good

11	Alif Ihsan Fansi	81	Very Good
12	Budiman S	69	Average
13	Hasrul Fadel	84,5	Very Good
14	Ilham	76	Good
15	Khairul Aswawi	70	Average
16	Muh. Ikhsan Ardiyansah	78	Good
17	Muh. Syamsir Saidina Ali	88	Very Good
18	Muh Zakri Shazwan	84	Very Good
19	Muh. Rifqi Syahrida	87	Very Good
20	Rijal Jaya	68	Average
21	Rizwan	70	Average

The result of evaluation after giving test

No	Names	Score After Test	
		Cycle 1	Cycle 2
1	Anita umar	67,5	82
2	Fitria Dwi Angraeni	67	81
3	Hasda	60	75
4	Herlinda	60	76
5	Iin Indriani Syafri	75	91
6	Irbah Nurlatif	71	83
7	Jumanisa	59	73
8	Kharisma	57,5	72,5
9	Nurul Syafirah	73	90
10	Ratna Dewi	64,5	79
11	Alif Ihsan Fansi	67	81
12	Budiman S	50	69
13	Hasrul Fadel	70	84,5
14	Ilham	56	76
15	Khairul Aswawi	50	70
16	Muh. Ikhsan Ardiyansah	60	78
17	Muh. Syamsir Saidina Ali	73,5	88
18	Muh Zakri Shazwan	70	84
19	Muh. Rifqi Syahrida	72,5	87
20	Rijal Jaya	50	68
21	Rizwan	50	70
Total		1.323,5	1,658

The percentage and mean score of students' writing test

1. The percentage and mean score of students' writing test of cycle I

   Mean score

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

   $$x = \frac{1323,5}{21}$$

   $$x = 63, 02$$

2. The percentage and mean score of students' writing of cycle II

   Mean score

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

   $$x = \frac{1658}{21}$$

   $$x = 78, 95$$

Appendix 12. Documentation

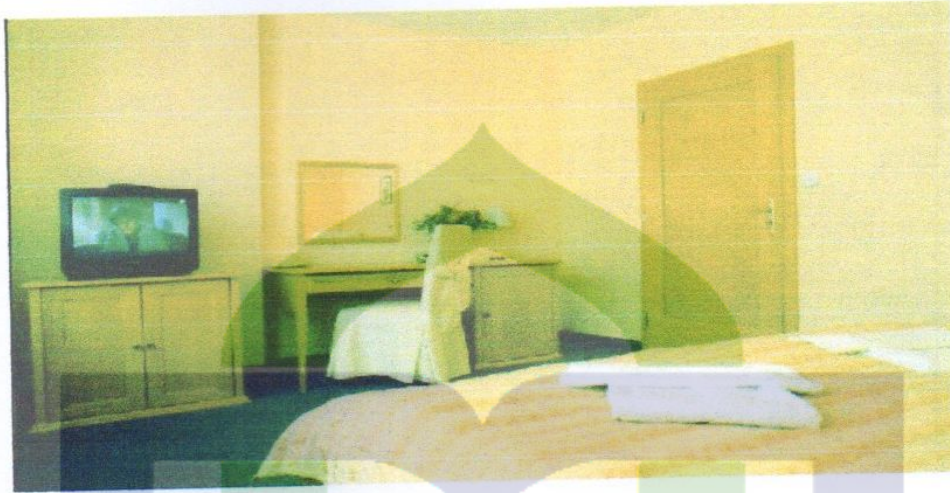1. The teacher opened the class

2. Students did the assigment

3. The students do the assigment

Name : Muh. Syamsir

Class : VIII 1

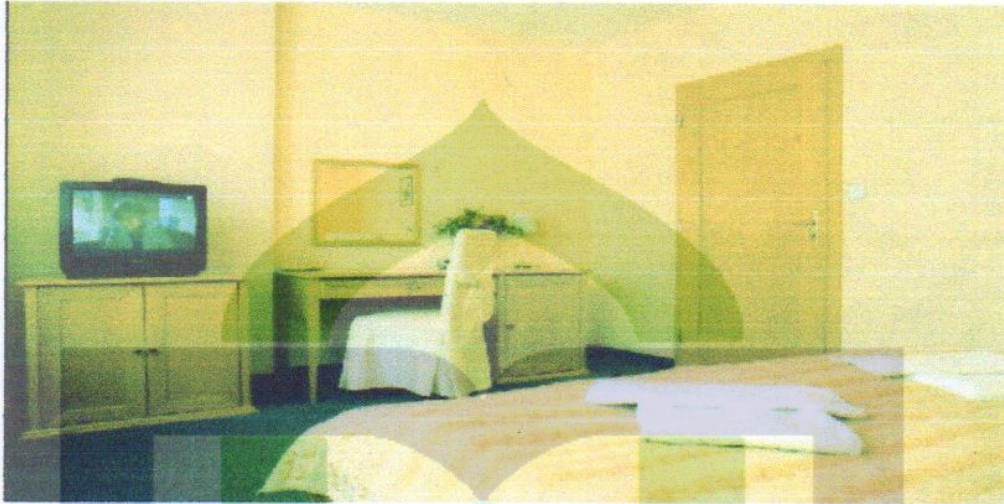**Write a descriptive paragraph by guiding the picture!**

Title :

There is the a door . It's shape's Rectangel and the color's yellow
The Drawer shape Box , It is used to Put things
The television it color Black and share Box the cup boat
It's color yellow and chair It color whait
an very Rectangel , It the b. table It's shape rectanggel
and to have drawer and It's color yellow,
the window For see clothes in see nice

73,5

Name : Lin Indriani Syafri

Class : VIII.1

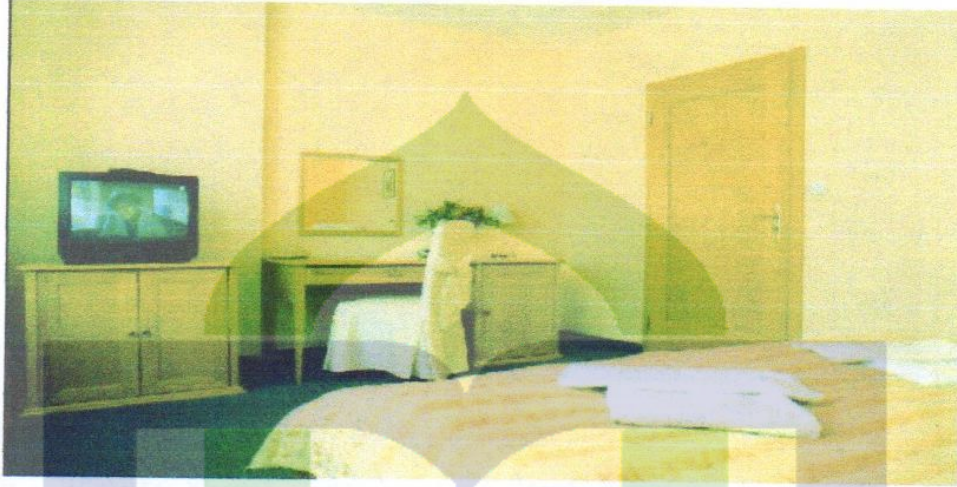**Write a descriptive paragraph by guiding the picture!**

Title : Bedroom

The picture is bedroom. Bedroom it's very clean. In the bedroom is cupboard, table, chair, bed, mirror, door, flower, and television. The colour of the door is yellow. the colour of the television is black. the colour of the wall is yellow and the colour of the floor is green. The bed is are blanket and pillow and the table is are television, flower, and table lamp.

75

Name : MUH,ZAKRI,SHASWAN
Class : VIII, I

Write a descriptive paragraph by guiding the picture!

Title : Bad room

the Picture is badroom. Badroom its very clean,
In the badroom is cup board table, chair, bad, mirror
, door is yelow Flower and television, the colour of
the table poor is yellow, the colour of the television
is black, the colour of the wal is yellow and the
colour of the floor is green, the bad is are blanket
and pillow, and the table is are television, flower,
and table lamp

Cycle II.
IRbah Nur'atif

Name :

Class :

Write your descriptive paragraph by guiding the picture!

The Picture Shows Some trees, lodging Places, and Someone relaxing to see the sconary. at the top there is a blue sky combine with white clouds that make it look beautiful when Seen and at the bottom there is a neatly arranged Green grass that adds to the beauty of the view me See From the Picture. I think that man Seems to really enjoy the atmosphere around him and it Seems like he is Very Impressed.

83

Name :

Class :

Write your descriptive paragraph by guiding the picture!

The photo shows there is a man stand on the bridge. Maybe he is look some places from the bridge. I think he is stand on the middle bridge because he is look mountain on the right. In front of him there are people to enjoy see the scenary. From the photo at the top there are white clouds and beautiful blue sky. Then at the bottom there is green grass and the last there is a lodging places to some people stay overnight.

(90)

Nurul Syapirah

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE PAREPARE
Alamat : JL. Amal Bakti No. 8 Soreang Kota Parepare 91132 ☎ (0421)21307
Po Box : Website : www.iainparepare.ac.id Email: info.iainparepare.ac.id

Nomor   : B 3925   /In.39/PP.00.9/12/2018
Lampiran   : -
Hal   : Izin Melaksanakan Penelitian

Kepada Yth.
Kepala Daerah **KAB. PINRANG**
di
   KAB. PINRANG

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE :

Nama	: NURHANA M
Tempat/Tgl. Lahir	: PINRANG, 09 Juli 1994
NIM	: 12.1300.113
Jurusan / Program Studi	: Tarbiyah dan Adab / Pendidikan Bahasa Inggris
Semester	: XIII (Tiga Belas)
Alamat	: JL. BENTENG, KEL. TONYAMENG, KEC. PATAMPANUA, KAB. PINRANG

Bermaksud akan mengadakan penelitian di wilayah **KAB. PINRANG** dalam rangka penyusunan skripsi yang berjudul :

"THE APPLICATION OF DESCRIBING PICTURE TECHNIQUE TO IMPROVE STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXT AT THE SECOND GRADE STUDENTS OF SMP NEGERI 2 PATAMPANUA PINRANG (Classroom Action Research)"

Pelaksanaan penelitian ini direncanakan pada bulan **Desember** sampai selesai.

Sehubungan dengan hal tersebut diharapkan kiranya yang bersangkutan diberi izin dan dukungan seperlunya.

Terima kasih,

27 Desember 2018
A.n Rektor
Plt. Wakil Rektor Bidang Akademik dan Pengembangan Lembaga (APL)

Muh. Djunaidi

PEMERINTAH KABUPATEN PINRANG
SEKRETARIAT DAERAH
Jl. Bintang No. Telp. (0421) 923058 - 922914
P I N R A N G   9 1 2 1 2

Pinrang, 07 Januari 2019

Nomor   : 070/ 08 /Kemasy.   Kepada
Lampiran : -   Yth, **Kepala SMP Negeri 2 Patampanua**
Perihal   : **Rekomendasi Penelitian.**   **Pinrang**

di-

Tempat.

Berdasarkan Surat Plt.Wakil Rektor Bidang Akademik dan Pengembangan Lembaga (APL) Institut Agama Islam Negeri (IAIN) Parepare Nomor:b 3925/In.39/PP.00.9/12/2018 tanggal 27 Desember 2018 Perihal Izin Melaksanakan Penelitian,untuk maksud tersebut disampaikan kepada Saudara bahwa:

Nama	:	**NURHANA M**
NIM	:	12.1300.113
Pekerjaan/Prog.Studi	:	Mahasiswi/Pendidikan Bahasa Inggris
Alamat	:	Jl.Benteng,Kel.Tonyameng,Kec.Patampanua
Telepon	:	085242253054.

Bermaksud Mengadakan Penelitian di Daerah / Instansi Saudara dalam rangka Penyusunan Skripsi dengan Judul " *THE APPLICATION OF DESCRIBING PICTURE TECHNIQUE TO IMPROVE STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXT AT THE SECOND GRADE STUDENTS OF SMP NEGERI 2 PATAMPANUA PINRANG* " yang pelaksanaannya pada tanggal 08 JanuariI s/d 08 Februari 2019.

Sehubungan hal tersebut di atas, pada prinsipnya kami menyetujui atau merekomendasikan kegiatan yang dimaksud dan dalam pelaksanaan kegiatan wajib memenuhi ketentuan yang tertera di belakang rekomendasi penelitian ini:

Demikian rekomendasi ini disampaikan kepada saudara untuk diketahui dan pelaksanaan sebagaimana mestinya.

An. **SEKRETARIS DAERAH**
Asisten Pemerintahan dan Kesra

Drs.RISMAN LAUPE
Pangkat :Pembina Utama Muda
Nip   : 19590305 199202 1 001

Tembusan
1. Bupati Pinrang Sebagai Laporan di Pinrang;
2. Dandim 1404 Pinrang di Pinrang;
3. Kapolres Pinrang di Pinrang;
4. Kepala Kantor Kementerian Agama Kab.Pinrang di.Pinrang;
5. Kepala Badan Kesbang dan Politik Kab.Pinrang di Pinrang;
6. Plt.Wakil Rektor Bid.APL IAIN Parepare di Parepare;
7. Camat Patampanua di Teppo;
8. Yang bersangkutan untuk diketahui;
9. Arsip.

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

Alamat : Jalan Malimpung Benteng Kec. Patampanua Kab. Pinrang (K.P 912012)

SURAT KETERANGAN
Nomor : 411.32 / 040 / SMP.13 / 2019

Yang bertanda tangan di bawah ini, Kepala UPT SMP Negeri 2 Patampanua Kabupaten Pinrang menerangkan bahwa :

Nama	: NURHANA M
NIM	: 12.1300.113
Jenis Kelamin	: Perempuan
Program Studi	: Pendidikan Bahasa Inggris

Benar yang namanya tersebut di atas, telah mengadakan penelitian pada UPT SMP Negeri 2 Patampanua Kabupaten Pinrang dari tanggal 08 Januari 2019 s/d 08 Februari 2019, dengan judul penelitian **"THE APPLICATION OF DESCRIBING PICTURE TECHNIQUE TO IMPROVE STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXT THE SECOND GRADE STUDENTS OF SMP NEGERI 2 PATAMPANUA PINRANG".**

Demikian surat keterangan ini diberikan untuk dipergunakan sebagaimana mestinya.

Benteng, 08 Februari 2019
Kepala UPT

H. AMIRUDDIN, S.Pd. MM
NIP. 19591028 198102 1 003

CURRICULUM VITAE

Nurhana M. The writer was born on july 09th, 1994 in Pinrang, South Sulawesi. She is the firs child from five children in her family. Her father's name is Drs Mudding and her mother's name is Naimah. She is a students of English Program of Tarbiyah Faculty in State Islamic Institute (IAIN) Parepare. Her educational background, She began her study on 2001 at SDN 035 Silopo Polewali Mandar and graduated on 2006, at the same year she registered on SMPN 1 Polewali Mandar, but she moved to SMPN 2 Pinrang at the second grade and graduated on 2009, she continued her study in Islamic Senior High School (MAN) Pinrang and graduated on 2012. Then she continued her study at English Program, Tarbiyah department, State Islamic Collage (STAIN) Parepare become State Islamic Institute (IAIN) Parepare and completed her study with her skripsi in the title "The Application of Describing Picture Technique to Improve Students' Ability in Writing Descriptive Text at the Second Grade Students of SMP Negeri 2 Patampanua Pinrang (Classroom Action Research) ".