IMPROVING STUDENTS' SKILLS IN WRITING DESCRIPTIVE TEXT AT THE FIRST GRADE OF SMAN 3 PAREPARE BY USING PICTURE STRIP STORY

By

ADE PRATIWI
Reg. Num: 14.1300.080

ENGLISH PROGRAM
TARBIYAH AND ADAB DEPARTMENT
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

2019

IMPROVING STUDENTS' SKILLS IN WRITING DESCRIPTIVE TEXT AT THE FIRST GRADE OF SMAN 3 PAREPARE BY USING PICTURE STRIP STORY
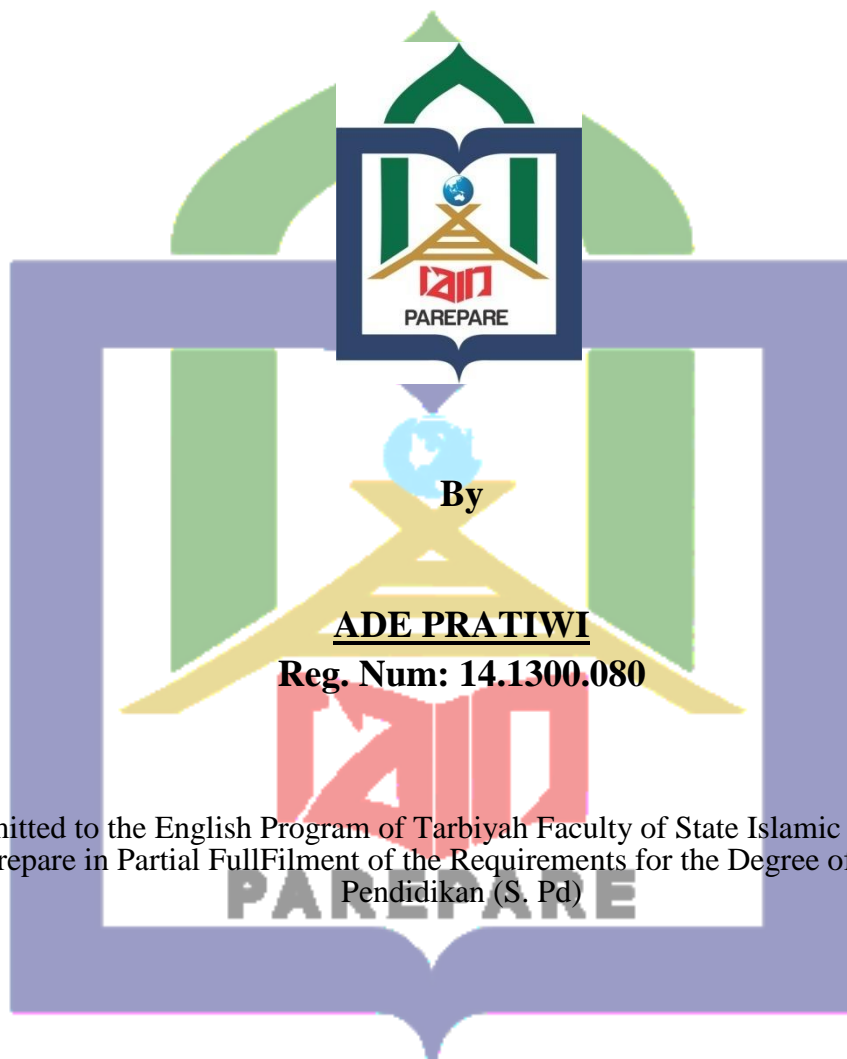
By

ADE PRATIWI
Reg. Num: 14.1300.080

Submitted to the English Program of Tarbiyah Faculty of State Islamic Institute of Parepare in Partial FullFilment of the Requirements for the Degree of Sarjana Pendidikan (S. Pd)
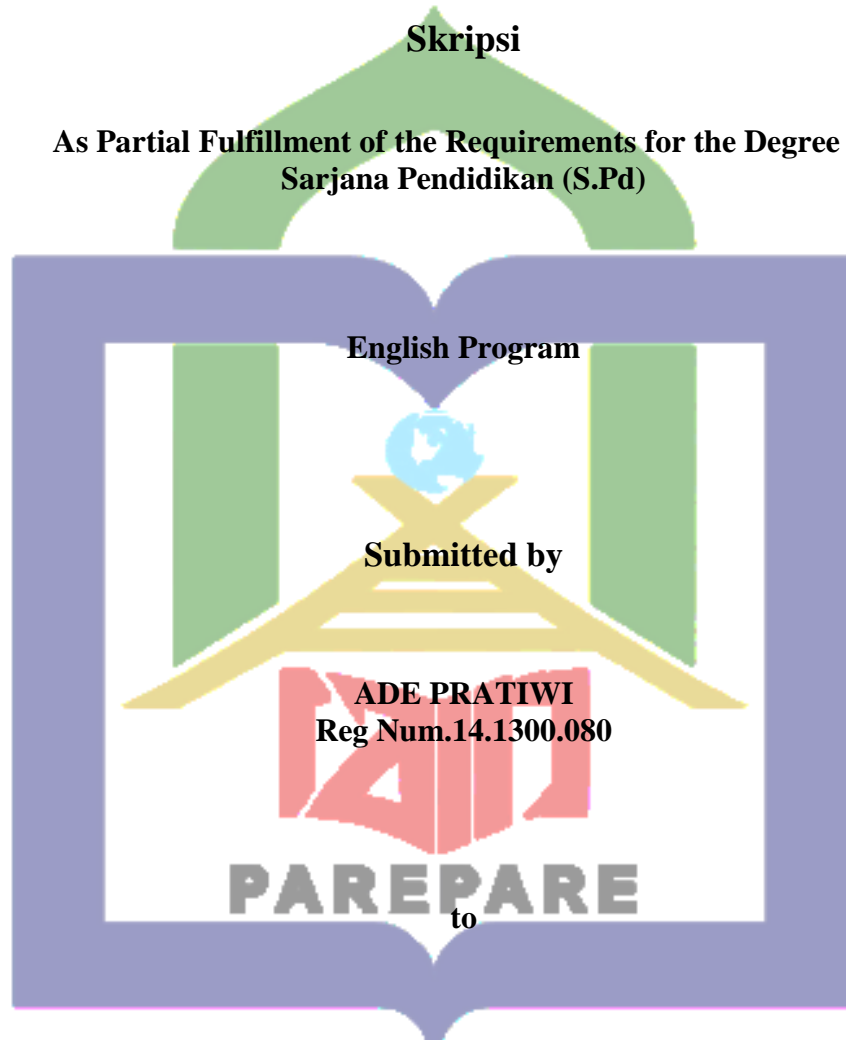
ENGLISH PROGRAM
TARBIYAH AND ADAB DEPARTMENT
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

2019

IMPROVING STUDENTS' SKILLS IN WRITING DESCRIPTIVE TEXT AT THE FIRST GRADE OF SMAN 3 PAREPARE BY USING PICTURE STRIP STORY

Skripsi

As Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd)

English Program

Submitted by

ADE PRATIWI
Reg Num.14.1300.080

to

ENGLISH PROGRAM
TARBIYAH AND ADAB DEPARTMENT
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

2019

ENDORSEMENT OF CONSULTANT COMMISSIONS

Name of Student   : Ade Pratiwi

Title of Skripsi   : Improving Students' Skills in Writing Descriptive Text at The First Grade of SMAN 3 Parepare by Using Picture Strip Story

Student Reg. Number   : 14.1300.080

Department   : Tarbiyah and Adab

Study Program   : English

By Virtue of Consultant Degree : SK. Ketua Jurusan Tarbiyah dan Adab No. Sti.08/PP.00.9/2709/2017

Has been legalized by

Consultants

Consultant   : Dr. Muzdalifah Muhammadun, M.Ag.   (   )

NIP   : 19710208 200112 2 002

Co-Consultant : Drs. Amzah, M.Pd.   (   )

NIP   : 19671231 200312 1 011

Approved by

Plt. The Chairman of Tarbiyah and Adab Department

Bahtiar, S.Ag., M.A.
NIP. 19720505 199803 1 004

iii

SKRIPSI

IMPROVING STUDENTS' SKILLS IN WRITING
DESCRIPTIVE TEXT AT THE FIRST GRADE
OF SMAN 3 PAREPARE BY USING
PICTURE STRIP STORY

Submitted by

ADE PRATIWI
Reg Num.14.1300.080

Had been examined of December 31st, 2018 and had been declared that it had fulfilled the requirements

Approved by

Consultant Commissions

Consultant   : Dr. Muzdalifah Muhammadun, M.Ag.   (   )

NIP   : 19710208 200112 2 002

Consultant   : Drs. Amzah, M.Pd.   (   )

NIP   : 19671231 200312 1 011

Rector of IAIN Parepare

Plt. The Chairman of Tarbiyah and Adab Department

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

Bahtiar, S.Ag., M.A.
NIP. 19720505 199803 1 004

iv

ENDORSEMENT OF EXAMINER COMMISSIONS

Name of Student : Ade Pratiwi

The Title of Skripsi : Improving Students' Skills in Writing Descriptive Text at The First Grade of SMAN 3 Parepare by Using Picture Strip Story

Student Reg. Number : 14.1300.080

Department : Tarbiyah and Adab

Study Program : English

By Virtue of Consultant Degree : SK. Ketua Jurusan Tarbiyah dan Adab No. Sti.08/PP.00.9/2709/2017

Date of Graduation : December 31st, 2018

Approved by Examiner Commissions

Dr. Muzdalifah Muhammdun, M.Ag. (Chairman) ( )

Drs. Amzah, M.Pd. (Secretary) ( )

Bahtiar, S.Ag., M.A. (Member) ( )

Dr. Abdul Haris Sunubi, S.S, M.Pd. (Member) ( )

Cognizant of:

Rector of IAIN Parepare

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

v

ACKNOWLEDGEMENT

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

Alhamdulillahi Rabbil Alamin. Allahumma Shalli Ala Sayyidina Muhammad. Finally, I have finished my skripsi with the title "Improving Students' Skills in Writing Descriptive Text at the First Grade of SMAN 3 Parepare."

This skripsi arrangement is possible because of help in form of knowledge, experiences, support, advise, and love from her supervisors, lecturer, family, and friends. Therefore, she would like to thank them.

Her thanks, respect, and appreciation go to her consultants, Dr. Muzdalifah Muhammadun, M.Ag. as the first consultant, and her second consultant, Drs. Amzah, M.Pd., for their idea, knowledge, advices, and motivation in guiding her to conduct this research and write this skripsi.

The writer realizes it would be possible for her to finishes her study without many contribution, support, and help from the other. The writer would like to express her deep gratitude and appreciation to the following:

1. Dr. Ahmad Sultra Rustan, M.Si. as the rector of IAIN Parepare who has worked hard to manage education at IAIN Parepare.

2. Dr. H. Saepudin, M.Pd. as the dean of Tarbiyah faculty of IAIN Parepare, who has arranged a positive rate of education for the students in the faculty of Tarbiyah.

3. Bahtiar, S.Ag.,M.A. as the previous head of Tarbiyah and Adab faculty of IAIN Parepare, for his dedication to the faculty of Tarbiyah and Adab.

4. Mujahidah, M.Pd. as the head of English Program at IAIN Parepare, who always give contribution for English program to be better.

5. All the lecturers of English Program and Tarbiyah Department,and all the staffs of STAIN Parepare Thank you for their time, knowledge, advice and motivation that they have given to the writer since study in this great campus.

6. Muhammad Anshar Rahim, S.Pd. as the head master of SMA Negeri 3 Parepare and Mustakin, S.Pd. as the English teacher at SMA Negeri 3 Parepare for their help, support and contribution during the research.

7. Special thanks and her prayers for her father, Ambo Maddi and her mother, Nurmami, for their love, pray, advices, motivation, to study more and more. Her sincerely love and thanks to her sisters and her brothers that he cannot mention one by one for their pray for her success.

Finally, the writer also would like to say thank you so much to all her amazing friends, and awesome people that the writer cannot mention the names that have helped and supported her sincerely. She hopes that this skripsi can be useful for us and become a reference for the next research.

Parepare, January 21st 2019

The Writer

ADE PRATIWI
Reg Num. 14.1300.080

DECLARATION ON THE AUTHENTICITY OF THE SKRIPSI

The writer who signed the declaration below:

Name : Ade Pratiwi

Student Reg. Number : 14.1300.080

Place and Date of birth : Parepare, 23th April 1997

Study Program : English

Department : Tarbiyah and Adab

Title of Skripsi : Improving Students' Skills in Writing Descriptive Text at the First Grade of SMAN 3 Parepare by Using Picrure Strip Story

Stated this skripsi is her own writing and if it can be proved that it was copied, duplicated or complied by any other people, this skripsi and the degree that has been gotten would be postponed.

Parepare, January 21st 2019

The Writer

ADE PRATIWI
Reg. Num.14.1300.080

ABSTRACT

Ade Pratiwi. *Improving Students' Skills in Writing Descriptive Text at the First Grade of SMAN 3 Parepare* (Suvervised by Muzdalifah Muhammadun and Amzah).

This research was carried out at SMAN 3 Parepare. This research were conducted to find out whether picture strip story able improve the students' skills in writing descriptive text at the experimental class and whether picture strip story able to improve the students' skill in writing descriptive text better than the teacher's usual method (inquiry strategy).

This skripsi used a quasi-experimental design that used two classes. The population of this skripsi was class X at SMA Negeri 3 Parepare that consist of 134 students. The writer had chosen two classes as the sample by using random sampling technique, one class as the experimental class and one class as the control class where quantity is 54 samples, 27 students of the experimental class and 27 students of the control class.

The result showed that the students' skill in writing descriptive text had an improvement in both of the classes. The improvement could be found out from the students' mean score. The finding showed that the mean score of the experimental class in post-test (65.15) was greater than pre-test (30.22), whereas the mean score of the control class in post-test (56.04) was greater than pre-test (31.63). The students' score of pre-test and post-test had calculated for correlation pearson product moment, the result shows that the correlation pearson product moment of the experimental class (0.659 = Strong Correlation) was greater than the correlation product moment of the control class (0.418 = Medium Correlation), it means that the picture strip story able to improve the students' skill in writing descriptive text better than the teacher's usual method (inquiry strategy).

Keyword: writing, descriptive text, picture strip story

LIST OF CONTENTS

CHAPTER V CONCLUSION AND SUGGESTION

LIST OF TABLES

LIST OF APPENDIXES

Appendix Number	The Title of Appendix
Appendix 1	Lesson Plan
Appendix 2	The Material of Treatment
Appendix 3	The Students' Pre-Test and Post-Test
Appendix 4	Writing Band Descriptors
Appendix 5	Curriculum Vitae

CHAPTER I

INTRODUCTION

In this chapter, it concludes background, problem statement, the objective of the research and significance of the research.

1.1 Background

In this modern era, people demand to have more than one language. Language as a tool of communication takes an important role in our daily activity. Communication in a foreign language is a bridge to get information, knowledge, and culture. Indonesia as a developing country has realized that English as an international language is needed to be mastered by Indonesian people.

Language is the center of human life. It is one of the most important ways of expressing love or hatred.[1] The people used a language for expressing their ideas or emotions, planning their lives as well as remembering their past with speaking or writing form. Some people are able to do this more than one language. It is important to know another language, for instance, knowing the English language as a tool to communicate with a foreigner even it is able to help the people for getting a job, getting an education in abroad, and so third. It is because English is international language and English as a foreign language in Indonesia.

When the students learn English, there are four language skills that will be covered. Those four language skills are listening, speaking, reading and writing. Listening and reading involve receiving the message are often offered to as receptive

---

[1] Edward Arnold, *Second Language Learning and Teaching* (New York: British Library, 1991), p. 1.

ability. Speaking and writing involve language production and therefore often referred to as productive ability.

Writing skill is regarded as one of the most important things that are able to help the students in developing their skill in writing. English writing is rather not different from Indonesian writing. To make good writing in English is based on the principle of writing which used the right language, clear idea, and directional describing.

When we write, we use graphic symbols: that is, letters or combination of letters which relate to the sounds we make when we speak. On one level, then, writing can be said to be the act of forming these symbols: making marks on a flat surface of some kind. But writing is clearly much more than the production of graphic symbols, just a speech is more than the production sounds. The symbols have to be arranged, according to certain conventions, to form a word, and words have to be arranged to form sentences.[2]

In addition, writing is a thinking process and it is more than an exercise in transcription or copying. Writing as a process to get a product is influenced by some elements such as vocabularies, grammar, organization, spelling, and punctuation. In the writing English subject, the student has to know and understand those elements. Students have been learned kinds of text in writing skill. They should produce written simple functional text in recount text, narrative text, news items, procedures, and descriptive text. Based on the curriculum of junior high school which recommended by the government, there are some texts which have to be mastered by the student of junior high school. One of the texts is descriptive text.

---

[2]Donn Byrne, *Teaching Writing Skills* (New York: Longman Group UK Limited, 1988), p. 1.

Writing descriptive text is one of the genres in writing texts. It was taught by a teacher in order to make students know how to describe themselves and their surrounding although it was still in a simple way. However, many students had difficulties in writing descriptive text because the teacher only explained what the generic structure and the method how to write the descriptive text, the teacher did not use any method or strategy to teach the students. Therefore, the students became unmotivated, bored, and have difficulties in learning descriptive text. They were not also able to recall and to describe the things in systematic order. Moreover, they could not describe the parts, qualities, and characteristics of the things completely.

Teaching writing descriptive text is considered one of the most challenging teaching practices. Students were usually afraid of joining English classes. They might feel unmotivated, discouraged easily. They always thought in their mind that English was difficult to learn because they knew nothing from start. Teachers, in that case, need to be responsive to the classroom situation in order to take an accurate measure. The classroom atmosphere should be sufficiently relaxed so that learners more actively in every activity lead to better performance of writing especially writing descriptive text.

In teaching, teachers used Picture Strip Story technique to help the students develop an appropriate English context. The Picture Strip Story technique relies heavily on visual aids to convey ideas. By working in groups, the students can negotiate meanings and verbalize to support their own ideas. During the lessons, the students perform, using their English writing ability in relation to the material/visual aids as their task. The Picture Strip Story technique formulated to make the

atmosphere of the class become active and cheerful. Hence, it could make the students had many ideas to write and describe something.

The writer has chosen to carry the research out at SMAN 3 Parepare, because there was a little weakness when the teacher teaching writing because the teacher explained the material monotonously, hence it made the students' feel bored and nothing ideas to write something. The research should give students some method in order to make them enjoyable, easy, and memorable, about the material especially in writing skill. In this case, the writer recommended the method in learning writing descriptive text by using Picture Strip Story. The writer introduced the method to students of SMAN 3 Parepare by carrying out entitled improving students' skills in writing descriptive text by using picture strip story.

1.2 Problem Statement

In this research, the writer formulates the research question as follows:

1.2.1 Is there any difference of learning result between pre-test and post-test in the experimental class?

1.2.2 Is there any difference of learning result between pre-test and post-test on the control class?

1.2.3 Is picture strip story able to improve students' skills in writing descriptive text better than the teacher's usual method (inquiry strategy)?

1.3 The Objective of the Research

The objectives of the research are to examining the students' pre-test and the post-test result of experimental class, examining the students' pre-test and the post-test result of the control class, and to find out is picture strip story able to improve students' skills of writing descriptive text.

1.4 The significance of the Research

The significance of the research includes theoretical significance and practical significance.

1.4.1 Theoretically, this research tries to find out whether the result of this research is relevant or not to the previous theory. It can be used also as logical consideration for the next research. Besides, this could be used as an effective way of teaching English, to get the interest of the students' in the learning process by picture strip story technique.

1.4.2 Practically, the result of this research could be useful to the English teachers in teaching English, that applying the picture strip story technique in a classroom is more effective.
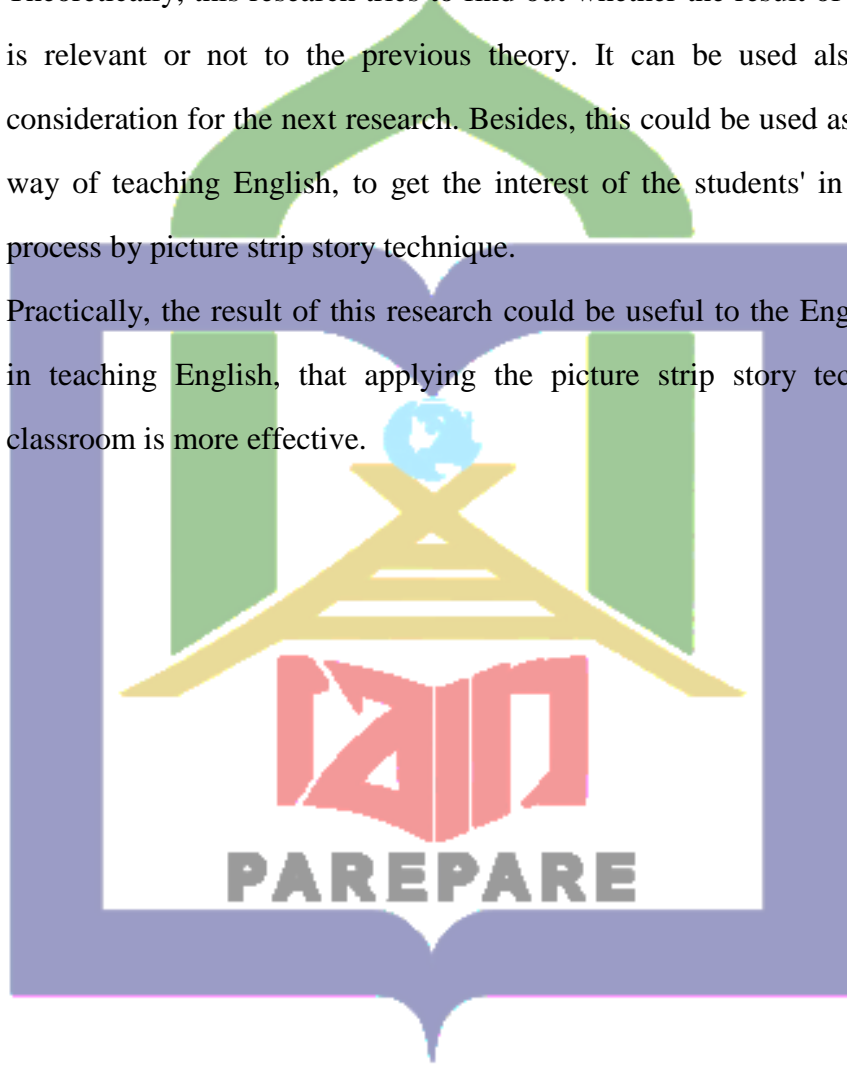
CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Some Pertinent Ideas

2.1.1 The Concept of Writing

2.1.1.1 Definition of Writing

Writing is one of the language skills and productive skill that will be learned by students in junior high school, senior high school, and university. Students will be able to express their ideas and feeling by English writing. Learning writing as a foreign language is not as easy as learning native language; they will meet all of the learning problems dealing vocabulary, sound system, and grammar or structure. Many English learners think of writing as the fact of picking up a pencil and forming letters either by printing or writing them in cursive they could think about the fact composing a piece of text. There are two types of writing: first, writing in each character is a picture of an object or idea, called picture writing or ideographic writing such as hieroglyphs of the ancient Egyptians; second, writing in which each character represents speech sounds called alphabetic writing. Most languages, including English and Indonesian, use alphabetic writing to represent their speech sounds, which is used by the public in books, paper, magazines, and writing letters.[3]

Writing is one of the skills that students have to learn besides speaking, listening, and reading. It is one of activity the students most do in learning English in the class. In writing, students should have a capability in arranging word phrases, and sentence or grammatically correct as well as appropriate with its purpose. Commonly

---

[3]Widodo Hami, "Improving Students' Ability in Writing Descriptive Text Through Wholesome Scattering Game*" (Unpublished Thesis: IAIN Walisongo, 2011), p. 7.

writing is could be interpreted as the act of forming a character on paper or other suitable material with a pen or pencil.[4] The students are able to express their ideas by writing and it is an activity to make letter s or number on a surface.

Writing is a progressive activity. This means that when you first write something down, you have already thought about what you are going to say and how you are going to say it. Then after you have finished writing, you read over what you have written and make change and corrections. Therefore, writing is a never one-step action; it is a process that has several steps.[5]

Besides that, writing can be also said is the act of forming the symbols or any letters like as making a mark on a surface. But writing is clearly much more than the production of graphic symbols just as speech is more than the production of sound.[6]

2.1.1.2 The Importance of Teaching Writing

There are many reasons for getting students to write, both in and out of the class. Firstly, writing gives them more 'thinking time' than they get when they attempt spontaneous conversation. This allows them more opportunity for language processing, that is thinking about the language whether they are involved in study or activation. The reasons for teaching writing to students of English as a foreign language include reinforcement, language development, learning style, and most importantly writing as a skill in its own right.

---

[4]Sri Rahayu, "*The Impact of Corrective Feedback Type of Students' Writing Skills in Narrative Text at The Second Grade of MTs DDI Lil-Banat Parepare"* (Unpublished Skripsi: STAIN Parepare, 2017), p. 15.

[5]Alice oshima & Ann Hogue, "*Introduction to Academic Writing",* Second Edition (New York: Addison Wesley Longman, 1997), p. 2.

[6]Donn Byrne, *Teaching Writing Skills,* New Edition (New York: Longman Group UK Limited, 1988), p.1.

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 constructions is invaluable for both our understanding of how it all fits together and as an aid to committing the new language to memory. Students often find out it useful to write a sentence using a new language shortly after they have studied it.

2. Language Development

We can't be sure, but it seems that the actual process of writing (rather like the process of speaking) helps us to learn as we go along. The mental of activity we have to go through in order to construct properly written texts is all part of the ongoing learning experience.

3. Learning Style

Some students are fantastically quick at picking up the 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 appropriate for such learners. It can be a quite reflective activity instead of the rush and bother of interpersonal face-to-face communication.

4. Writing as a Skill

By far the most important reasons for teaching writing, of course, is that it is a 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 reply to advertisements and increasingly, how to write using electronic media. They need to know some of the 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.[7]

2.1.1.3 The Writing Component

To make good writing, it should be consist of balance components. There are four components of writing, they are:

1. Lexical Resource

In a word, it is a vocabulary and it matters for writing because it is one of the four grading criteria which affect our band score. There are four key areas look at in lexical resource:

   a. The range of vocabulary; this means that you need to use different words and that is not enough to repeat the same vocabulary. To get a higher band score we need to use some less common vocabulary, but we do need to use those words "precisely". A long word is not good if it is not the correct word.

   b. Spelling; this is where good spelling matters, avoid spelling mistakes.

   c. Collocation; it is a very important concept for any language learner. Put simply it means you need to get your word combination right. It is no good getting one word right if you get the word that follows it wrong.

   d. Word families; sometimes it hard to tell the difference between grammar and vocabulary. One thing you need to do is not just to use the right word, but the right form of the word, at a basic level it means writing "difference" when you need the noun and "different" when you need the adjective.[8]

---

[7]Jeremy Harmer, *How to Teach English: an Introduction to The Practice of English Language Teaching* (England : Addison Wesley Longman, 1998), p. 79-80.

[8]"IELTS writing – Lexical Resource Explained," *DC IELTS*. www.dcielts.com/ielts-writing/lexical-resource (March, 31st 2018)

2. Coherence and Cohesion

Coherence and cohesion are essential for aiding readability and idea communication. Coherence is about the unity of the ideas and cohesion is about the unity of structural elements. One way to do this is through the use of cohesive devices: logical bridges (repetition), verbal bridges (synonyms), linking word, and clear back referencing. If these types of devices are missing I the text, it is not only becoming more difficult to read the text, but also to understand its contents.[9] Basically, coherence refers to the "rhetorical" aspects of your writing, which include developing and supporting your argument, synthesizing and integrating readings, organizing and clarifying ideas. The cohesion of writing focuses on the "grammatical" aspects of writing.

One of the practical tools that can help improve the coherence of your writing is to use a concept map. The concept map is also known as "reverse outline" since you make an outline after you have finished the main ideas of your paper. Write down the main idea of each paragraph which is called a topic sentence on a blank piece of paper. Check to see if the topic sentences are connected to the thesis statement. As you repeat this process, it will help you become more aware of how to develop your argument coherently and how to organize your ideas effectively.

Cohesion is also a very important aspect of academic writing because it immediately affects the tone of your writing. Although some instructions may say that you will not lose points because of grammatical errors in your paper, you may lose points if the tone of your writing is sloppy or too casual. But, the cohesive

---

[9]"Coherence & Cohesion," *Writing Guide*. writing.chalmers.se/en/75-cogerence-cohesion (March, 31st 2018)

writing does not mean just "grammatically correct" sentences; cohesive writing refers to the connection of your ideas both at the sentence level and at the paragraph level.[10]

3. Grammatical Range and Accuracy

Grammatical range and accuracy directly mean how clearly you can use English grammar and how accurately you're able to describe your writing. The grammatical range is the ability to use and experiment with different kinds of sentence structures. Native English speakers very often vary their way of a presentation by varying vocabulary as well as sentence structure. The variation of sentence structure can be done with gerunds, passives, relative clauses, conjunction, etc.

Accuracy literally means that you should be able to produce frequents error-free sentences. For achieving this, you need to have some command over English grammar and its understanding.[11]

4. Task Achievement

Task achievement is the act of doing a certain task by an individual or group of individuals in order to finish it in a way that ensures success. It determines a situation when the objectives of the task are accomplished according to preset priorities, time limits, process requirements, responsibilities, and authorities.

In task response, there are several common mistakes that candidates make. Understanding these points should help you in improve your writing. These points are

---

[10]"ESL: Coherence and Cohesion," *University of Washington-Bothell*. https://www.uwb,edu/wacc/what-we-do/eslhandbook/coherence (March. 31st 2018)

[11]"IELTS Writing: Grammatical Range and Accuracy," *IELTS Resource*. ieltsresource.com/ielts-writng-grammatical-range-and-accuracy/ (March, 31st 2018)

answered all the parts of the task, present a clear position throughout the task, extend and support main ideas, and write enough words.[12]

2.1.1.4 Types of Writing

According to Wishon, there are some types of writing. They are:

1. Narration is the form of writing used to relate the story of acts or events. Narration places occurrences in time and tells what happened according to a natural time sequence. Types of narration include short stories, novels, and new stories, as well as a large part of our everyday social interchange in conversation.

2. Description reproduces the way things look, smell, taste, or sound; it may also evoke moods, such as happiness, loneliness, or fear. It used to create a visual image of people, places, even of units of time-days, time of day or season. It may tell about the people's character or personality.

3. Exposition is used in giving information, making an explanation, and interpreting meanings. It includes editorials, essays, and informative and instructional material. Used in combination with narrative, exposition supports and illustrates, used apart from a narrative, it stands alone as an essay.

4. Argumentation is used in persuading and convincing. Argumentation is used to make a case or to prove or disprove a statement or proposition.[13]

From the explanation above, it can be concluded that there are four types of writing. This research will be focused on the descriptive text about how to improve descriptive text through picture strip story.

---

[12]"Task Response Explained," *DC IELTS*. www.dcielts.com/ielts-writing/task-response/ (March, 31st 2018)

[13]George E. Wishon, *Let's Write English* (New York: Educational Publishing. Inc, 1980), p. 377.

2.1.1.5 The Writing Process

The writing process has several stages planning, drafting, editing (reflecting and revising) and final version.

1. Planning

Experienced writers plan what they are going to write. Before starting to write or type, they try and decide what it is they are going to say. For some writers, this may involve making detailed notes. For others a few jotted words may be enough, still, others may not actually write down any preliminary notes at all since they may do all their planning in their heads.

When planning, writers have to think about three main issues. In the first place, they have to consider the purpose of their writing since this will influence (among other things) not only the type of text they wish to produce, but also the language they use, and the information they choose to include. Secondly, experienced writers think of the audience they are waiting for, since this will influence not only the shape of the writing (how it is laid out, how the paragraphs are structured, etc.), but also the choice of language whether, for example, it is formal or informal in tone. Thirdly, writers have to consider the content structure of the piece that is how best to sequence the fact, ideas, or arguments which they have decided to include.

2. Drafting

We can refer to the first version of a 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 process proceeds into editing, a number of drafts may be produced on the way to the final versions.

3. Editing (Reflecting and Revising)

Once a writer has 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 then move paragraphs around or write a new introduction. They may use a different form of words for a particular sentence. More skilled writer tend to look at issues of general meaning and overall structure before concentrating on detailed features such as individual words and grammatical accuracy. The latter two are, of course, important and are often dealt with later in the process.

Reflecting and revising are often helped 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.

4. Final Version

Once writers have their draft, making the changes they consider to be necessary, they produce their final version. This may look considerably different from both the original plan and the first draft because things have changed in the editing process. But the writer is now ready to send the writer is now ready to send the written text to its intended audience.[14]

2.1.2   The Concept of Descriptive Text

2.1.2.1 Definition of Descriptive Text

Descriptive text, or in terms of writing only known as "description" is one of English lesson that should be mastered not only by junior high school students but also by senior high school students, college students and anyone who loves English.

---

[14]Jeremy Harmer, *How to Teach Writing* (England: Longman, 2004), p. 4-5.

After all, descriptive material is very necessary for the increase of our English proficiency. Some of the famous authors, especially fiction writers, have good skill in writing of descriptive text so that their writing is very readable and easy to understand. Therefore, if we were able to master this lesson well, we might be able to become a great writer in the future.[15]

Descriptive text is a text which lists the characteristics of something or someone and description is a mode of expository writing which is relied upon in other expository modes, we sometimes in imagining a purely descriptive essay. In a narrative, for example, a description can make the setting of characters more vivid; in a process paper, it ensures that the audience understands the finished product. Regardless of how we use description, it is easy to see that it strengthens an essay considerably.

Besides that, it also describes a sense of impressions such as the feel, sound taste, and smell. Emotion may be described as feeling happiness, fear, loneliness, gloom, and joy. The description also helps the readers understand the text through their imagination and visualize a scene or a person, or to understand a sensation or emotion.

A piece of text is created when the words are put together to communicate a meaning, or when someone speaks or writes to communicate a message. There are two main categories of text: literary and factual. Within these are various text types. Each text type has a common way of using language.[16]

---

[15]"Descriptive Text; Definition, Generic Structures, Purposes, Language Features" British Course. http://britishcourse.com/descriptive-text-definition-purposes-language-features.php (March, 13th 2018)

[16]Parha Syahrir, "*Project Based Learning to Improve Students' Writing Skill at The Tenth Grade students of SMAN 3 Pinrang"* (Unpublished Skripsi: STAIN Parepare, 2015), p. 11.

Each genre is characterized by a distinctive schematic structure, that is, by a distinctive beginning, middle and end structure through which the social function. It is a term used to classify types of spoken or written discourse. These are normally classified by the content, language, purpose, and form. Learners analyze an example of a formal letter of complaint, looking at structure, set phrases, formality, and purpose. They identify the key elements of this genre that learners' deals within class include reports, recount, description, and so on.[17]

Descriptive text 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. Descriptive text such stretch out much information about certain people, things, and place clearly and detail.[18]

Based on some description above the writer concluded that the descriptive text is a text that describes a visual image of people and place to communicate a message or to give information.

2.1.2.2 The Criteria for Good Description

The key to writing a good description is to use details that help the readers imagine the person the students are describing. So when the students describe what a person looks like, the students write about physical characteristics such as height, weight, and hair color. There are two keys to writing a good description. The first key is to use space order and the second key is to use specific detail. In space order, students might describe something from top to bottom of left to right. For example, when they describe a person, they could start with the person's feet. They could

---

[17]Jenny Hammond, *English for Social Purposes* (Sydney: Macquarie University, 1992), p.2.

[18]Bachtiar Bima & Cicik Kurniawan, *Let's Talk* (Bandung: Pakar Raya, 2005), p. 15.

describe a room from left to right or from right to left. Imagine that they are standing at the doorway and write about each part of the room in order, moving from the left side of the room around to the right side, and ending at the doorway again. The second key to writing a good description is to use specific details. When students describe something, they paint a picture with words. The goal is to make the reader see what they have described. The way to do this is to use many specific details, specific means exact, precise. The more specific they can do, make the reader can see what they are describing.[19]

Table 2.1 The Example of Specific Details[20]

Vague	Specific
A lot of many	$ 500.000
A large house	A six-bedroom, four bathroom
A nice car	A lexus

(Source: Ann Hogue, 1996:74)

Specific details have two functions. First of all, details excite the reader's interest. They make writing pleasure to read, for we all enjoy learning particulars about other people. Second details support and explain the writer's point: they give evidence needed for us to see and understand the general idea.[21]

2.1.2.3 The Generic Structure of Descriptive Text

The students should master the generic structure of descriptive text before they write a descriptive text. A genre is a tool for understanding and teaching the

---

[19] Karend Blanchard and Christina Root, *Ready to Write,* (Longman: Pearson Education, 2003), p. 70

[20]Ann Hogue, *First Step in Academic Writing* (New York: Addison-Wesley Publishing Company, 1996), p. 74.

[21]John Langan, *English Skills* (New York: McGrow Hill Company, 2006), p. 58.

kinds of writing required non-native English speaker in an academic and professional context. The structure of descriptive text follows some particular stages, the beginning, middle and last part of the text. Each text has its own generic structure.

Table 2.2 The Generic Structure of Descriptive Text [22]

Generic Structure	Function
Identification	➢ It is a statement or a short paragraph that identifies the object that identifies the object that is going to be described. ➢ It is usually interesting and able to provoke the readers to be eager to read the text.
Description	➢ It may consist of one of several paragraphs. This part is used to give sufficient description about the object as mentioned in the identification part. ➢ The description of the object can be done according to different angles, such as size, length, strength, color height, a condition of the location, weather, qualities, shape, etc.

(Source: Pardiyono, 2010: 44)

2.1.2.4 Significant Lexicogrammatical Features of Descriptive Text

Besides having a social function and generic structure, the descriptive text also uses significant lexicogrammatical features that support the formation of

---

[22]Pardiyono, *The Art of Teaching* (Yogyakarta: Andi Offset, 2010), p. 44.

descriptive text and also focus on a specific noun, using kinds of adjective use of a relational process, use of figurative language, and use of simple present tense.[23]

As stated before, the purpose of the descriptive text is to describe a particular person, thing, or place. A good description is to use details that help the readers imagine the person the students are describing. The subject that is going to be described is not general, but more specific. Those, we cannot describe people in general. However, we can describe a particular person, for example, my school, my father, my house, Mr. John, etc.

Another feature of the descriptive text is using kind of adjective. The adjective has characteristic: describing, numbering, and classifying, for example, three tall buildings, sharp white fang, etc.

Relation process means using verbs that describe a situation or condition participant or signal preposition, for example, my car has four doors, my father is really handsome, etc.

Figurative language means descriptive text often use figurative language such as smile or metaphor as a way to give an illustration of comparison, for example, my throat is as dry as a desert; her skin is as white as snow.[24]

2.1.3 The Concept of Picture Strip Story

2.1.3.1 The Definition Of Picture Strip Story

Picture strip story is a story which has been separated into smaller segments from beginning to end. Picture strip story is an attempt to teach something in the form of a story with sequential sentence or pictures that have been found to be effective in

---

[23]Otong Setiawan Jauhari, *Genre* (Bandung: CV. Yrama Widya, 2007), p. 24-25.

[24]Agustia, "*Improving Students' Ability in Writing Descriptive Text Through Wholesome scattering Game*" (Unpublished Skripsi: STAIN Parepare, 2015), p. 24.

teaching English. Picture strip story consists of cartoon and instruction strips. Cartoon strip and instruction strips are potentially useful. The strip can be kept as they are and use to contextualize a story on the description of a process. It means that picture strip story need to be used by the teacher to make the student think chronologically on their writing based on which description of a process.[25] Traditionally, picture stories have been used as a starting for writing exercises, but they are very useful for focusing on specific language points or material for speaking and listening activities. Most picture stories seem inevitable to involve the practice of the past simple and past progressive. It means that picture stories acted as a starting point in writing exercises. Sometimes, it is also useful in focusing on other skills, like speaking and listening activities.

2.1.3.2 The Effectiveness of picture Strip Story

There are three kinds of pictures, which are commonly used by the teachers in teaching and learning English they are, the pictures of individual persons, pictures of situations, and picture strip story. Pictures of a situation or situational pictures are a picture in which persons are doing something with an object and in which the relationship of object and/or people can be seen. Picture strip story which is also called sequenced picture, in this technique one student will take strip story. He or she will show the first picture of the story to the other students. Then they will predict what the second picture would look like. The picture strip activity works also as a problem-solving task in communicative technique. A picture strip story cup up it's into a separate picture. One picture is handed to each member of the group. Without

---

[25]Reza Novianda, ”Teaching Speaking by Using Picture Strip Stories,” *English Education Journal* 8, no. 3, 2017), p. 393.

seeing each other's picture, the learner in a group must decide on original sequence and reconstruct the story.[26]

The roles of picture strip story in teaching writing are as follows:

1. Picture strip story can motivate the students and make him or her want to pay attention and want to take apart.

2. Picture strip story contributes to the context in which the language is being used. They bring the world into the classroom (*a street or a particular object, for example, a train*)

3. Picture strip story can be described as an objective way (*'this is a train'*) or interpreted (*'it's probably a local train.'*) or responded to subjectively (*'I like traveling by train.'*)

4. Picture strip story can responses to questions or cue substitutions through controlled practice.

5. Picture strip story can stimulate and provide information to be referred to in conversation, discussion, and strip story.[27]

2.1.4   The Concept of Inquiry

2.1.4.1 The Definition of Inquiry

Inquiry based learning is a strategy that emphasizes the process of seeking and finding. The role of students in this strategy is to find and discover for themselves the learning materials; while the teacher acts as a facilitator and mentor for students to learn. Inquiry based learning is much influenced by the flow of cognitive learning.

---

[26] Septi Eka Darmayanti, "*The Use of Picture Strip Story to Improve students' Speaking Skill"* (Unpublished Thesis, IAIN Surakarta, 2017), p. 34.

[27]Andrew Wright, *Pictures for Language Learning* (USA: Cambridge University Press, 1989), p. 17.

According to this flow, learning is essentially a mental process and a thought process by utilizing all the potential that each individual has optimally. Learning is more than just the process of memorizing and accumulating knowledge, but how the knowledge gained is meaningful for students through thinking skills.[28]

2.1.4.2 Characteristic of Inquiry

Inquiry based learning is a constructivist approach where the overall goal is for students to make meaning. While teachers may guide the inquiry to various degrees (externally facilitated) and set parameters for a classroom inquiry, a true inquiry is internally motivated. Inquiry based learning is an umbrella term that incorporates many current learning approaches (including project based learning, design thinking) and may take various forms, depending on the topic, resources, ages, and abilities of students and other variables. However, the following are characteristics that serve as hallmarks of inquiry based learning:

1. Equal emphasis on process (communicating, reflecting, collaborating, analyzing, etc) and content.

2. Genuine curiosity, wonderment, and questioning (by teachers AND students) are central.

3. Student 'voice' is evident – elements of the curriculum/learning are negotiated and student questions are taken seriously and addressed.

4. Prior knowledge is ascertained and built upon – formative assessment and subsequent planning are essential.

---

[28] Wina Sanjaya, *Strategi Pembelajran Berorientasi Standard Proses Pendidikan* (Jakarta: Kencana, 2006), p. 195.

5. Significant concepts and essential questions are identified which unify knowledge and understandings.

6. Students are actively involved in constructing understandings through hands-on experiences, research, processing and communicating their understandings in various ways.

7. Learning takes place in a social context – students learn from each other, together with others, and from those outside of the classroom context.

8. There is an assumption that understandings are temporal and are constantly reviewed and refined on the basis of new learning and questions – therefore inquiry is 'recursive' in nature.

9. Reflection, metacognition, and depth of thought are valued and planned for.

10. Assessment is ongoing and clear criteria link performances/products to rigorous curriculum goals.

11. Learning leads to action – informing/sharing with others, implementing change, advocacy or taking up further questions or learning.[29]

The inquiry approach is an approach to teaching that seeks laid the groundwork and develops scientific thinking. This approach puts more students learn on their own, develop creativity in problem solving

2.2 Previous Research Findings

Some writers have reported exposing identification of students' ability in learning writing descriptive text by using their method to make the process more successful. Their findings are consecutively presented below:

---

[29] "Approaches to Learning: Inquiry Based Learning," *Lutheran Education Queensland.* https://www.australiancurriculum.edu.au/media/1360/lutheran-education-queensland-inquiry-based-learning.pdf *(July, 25th 2018)*

Hasmawati stated in her research about Improving Students' Writing Skill in Descriptive Text Through Quantum Learning Method (A Pre-Experiment Research at The 10th Grade students of SMAN 4 Pinrang). The result in this research indicated that there was an improvement of the students' skills in writing descriptive text. It indicated by the students' mean score of post-test (64.8) was greater than pre-test (51.7). Therefore, it proved that quantum learning method can improve students' writing skill in writing descriptive text.[30]

Asyrul stated in his research about Improving Writing Skill by Using Estafet Writing method in Descriptive Text in MA Al Maarif Sarampu Kabupaten Polewali. The students' mean score of pretest was 62.08 while the students mean score posttest 74.33 which meant that the students' mean score of pretest was lower than the students' mean score of posttest. Based on the result, the writer concluded that using estafet writing method was able to improve the writing skill students' at the XI grade in MA Maarif Sarampu Kabupaten Polewali Mandar.[31]

Nurhijrahwati Marindang stated in her research about The Effectiveness of Picture Authentic Material in Teaching Writing descriptive Text for the Second Grade Students of SMAN 5 Pinrang. After looking over in calculation of data, the writer made t-test (4.098) to relate to the distribution of t-tables (2.000 for 2 classes toward 62 students) as a result to see the effectiveness an authentic picture. It shows t-test value is higher than t-table value, therefore, the result with the testing

---

[30]Hasmawati, "Improving Students' Writing Skill in Descriptive Text Trough Quantum Learning Method (A Pre-Experimental Research at the 10th Grade Students of SMAN 4 Pinrang)" (Unpublished Skripsi, STAIN Parepare, 2017), p. 62.

[31]Asyrul, "Improving Writing Skill by Using Estafet Writing Method in Descriptive Text in MA Al Maarif Sarampu Kabupaten Polewali Mandar" (Unpublished Skripsi: STAIN Parepare, 2017), p. 41.

hypothesis, it indicated that the null hypothesis (H_o) is rejected and the alternative hypothesis (H_1) is accepted. The writer concludes that picture authentic material used in teaching writing descriptive text was effective to improve writing skill students.[32]

Resti Rahayu stated in her research about The Effectiveness of Using Picture Strip Story to Improve Students' Ability in Writing Recount Text. The writer analyzed the data by using independent sample t-test formula. The pre-test result of the control class and the experimental class were 55.74 and 55.87. It proved that students writing skill before given the treatment was poor. After that, the writer gave five treatments to experimental class. The post-test result shows that the experimental class got a higher score than the control class 68.52>60.39. It means that the treatment improves students writing ability in recount text.[33]

From the point of view of some research above, it can be found that there are many ways to improve the students' skill in writing descriptive text such as; using a method, media, technique, and the others. Besides that, it also can be found that the picture strip story technique can be used for improving many skills in English. The writer gives one way to improve students' skills of writing descriptive text by using picture strip story. The writer hopes that picture strip story effective to teach writing descriptive text for the students of SMAN 3 Parepare.

---

[32]Nurhijrahwati Marindang , "The effectiveness of Picture Authentic Material in Teaching Writing descriptive Text for the Second Grade Students of SMAN 5 Pinrang" (Unpublished Skiripsi: STAIN Parepare, 2016), p. 47.

[33]Resti rahayu, "The Effectiveness of Using Picture Strip Story to Improve Students' Ability in Writing Recount Text" (Unpublished Skripsi: Sultan Agung Islamic University, 2014), p. 42.

2.3 Conceptual Framework

The conceptual framework of this research as follows:

```
┌─────────┐      ┌──────────┐      ┌─────────┐
│  INPUT  │ ───▶ │ PROCESS  │ ───▶ │ OUTPUT  │
└─────────┘      └──────────┘      └─────────┘
```

| Experimental Class | Control Class |

| Picture Strip Story | Giving general teaching technique |

Writing

Descriptive Text

The improvement of student's skill in writing descriptive text at the first grade of SMAN 3 Parepare
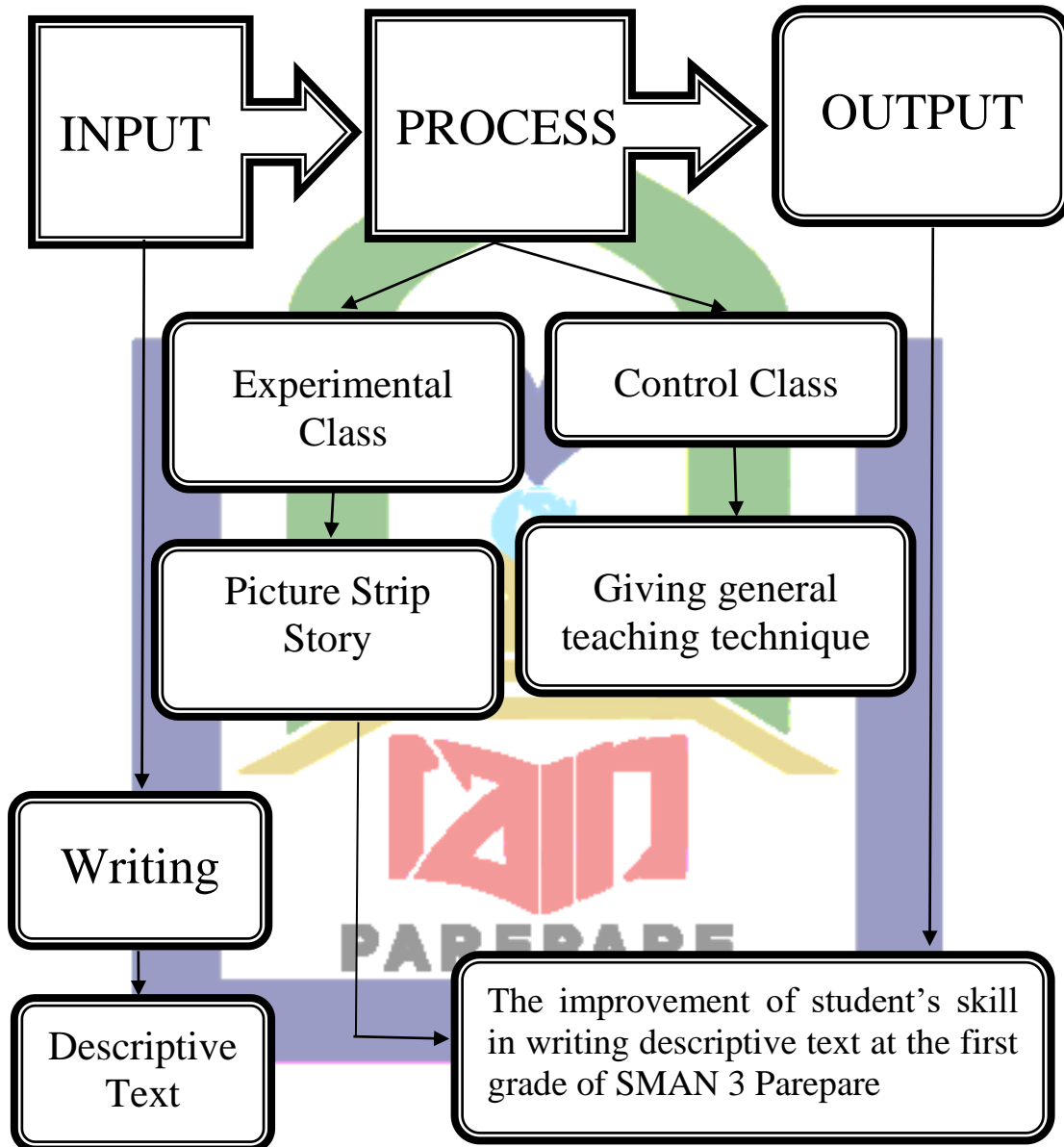
Based on the conceptual framework above, there are three elements that be explained, where:

2.3.1   Input

This part refers to the student's writing ability that will be promoted by teaching descriptive text and give the material about the descriptive text, where the students of class X IPS 2 at SMAN 3 Parepare as the subject of this research.

2.3.2   Process

The Process is referring to the students of class X IPS 2 (the experimental class) at SMAN 3 Parepare that have learned about writing through picture strip story technique. In this process, the writers teach the students with the four times meetings.

2.3.3   Output

The output is referring to the result of the process. The improvement of student's writing descriptive text ability of class X IPS 2 at SMAN 3 Parepare.

2.4 Hypothesis

The hypothesis is a principle or proposition that is assumed for the sake of argument or that is taken for granted to proceed to the proof of the point in question.[34] The writer formulates the hypothesis as follows:

2.4.1   Null hypothesis (H_o): There is no any difference of learning result between pre-test and post-test on the experimental class.

Alternative hypothesis (H_a): There is any difference of learning result between pre-test and post-test in the experimental class.

2.4.2   Null hypothesis (H_o): There is no any difference of learning result between pre-test and post-test on the control class.

---

[34]"The hypothesis", The Free Dictionary. http//www.thefreedictionarry.com/hypothesis, (March, 13th 2018)

Alternative hypothesis (H_a): There is any difference of learning result between pre-test and post-test on the control class.

2.4.3   Null hypothesis (H_o): Picture strip story is not better in improving students' skills in writing descriptive text than the teacher's usual method (inquiry strategy).

Alternative hypothesis (H_a): Picture strip story is better in improving students' skills in writing descriptive text than the teacher's usual method (inquiry strategy).

2.5 Operational Definition of Variable

There are two variables involved in this research, there are independent variable and dependent variable. The independent variable is picture strip story technique and the dependent variable is student's writing descriptive text

2.5.1   Picture strip story consists of cartoon strips or daily activity strips. The strips can be used to describe the visual image and place in the strips. The picture strip story provides the students for writing the specific description of people or place.

2.5.2   The students' skills in writing descriptive text are the ability of the students to write the descriptive text. Because the writer carries out her research in SMAN 3 Parepare, therefore, the students' skills that used in this research was the students' skill at the first grade of SMAN 3 Parepare in writing descriptive text.

CHAPTER III

RESEARCH METHOD

3.1 Research Design

This research design was the quasi-experimental design that used two classes, the experimental class, and the control class. This design provides some improvement over the first, for the effects of the treatment are judged by the difference between the pre-test and post-test scores. No comparison with a control group is provided.[35] The design described as follows:

$$R = O_1 \ X \ O_2$$
$$R = O_1 \quad O_2$$

Where:

R : The Experimental Class and The Control Class

O_1: Pre-test

X: Treatment

O_2: Post-test

3.2 Location and Time of the Research

The location of this research conducted at the tenth grade students of SMAN 3 Parepare in academic year 2018/2019. The duration of this research was six meetings namely once in the pre-test, four times in treatment and once in post-test. This research needed more than one month.

---

[35]John W. Best, *Research in Education* (United States of America: Prentice-Hall Inc, 1981), p. 81.

3.3 Population and Sample

3.3.1   Population

The population of this research was the first grade students' of SMAN 3 Parepare in academic year 2018/2019. The population number was 134, where 63 men and 71 women.

3.3.2   Sample

The writer used a random sampling technique to take two classes of class X SMAN 3 Parepare. This technique chooses one class as the experimental class and one class as the control class automatically as the sample and it is class that X social 2 as the experimental class and X social 1 as the control class. The experimental class, X social 2 consists of 27 students as a sample. While the control class, X social 1 consists of 27 students as a sample.

3.4 The instrument of the Research

The instrument of this research was writing descriptive text test which applied in pre-test and post-test. The test was used to gain data of the tenth grade students' writing skills in the descriptive text before and after treatment. The pre-test was used to find out the students' prior knowledge about writing descriptive text before given the treatment. While post-test was used to measuring the students' skills in writing descriptive text after being given treatment.

3.5 The Technique of Collecting Data

In this research, data is all information that is directly gathers from the research subject.[36] The technique of collecting data in this research explained as follows:

---

[36]Suharsini Arikunto, *Prosedur Penelitian* (Jakarta: PT. Rineka Cipta, 1997), p. 117

3.5.1   Pre-test

Before continuing giving treatment, the writer gave the students pre-test as an activity in the first meeting. It purposes to know the students' ability in writing descriptive text before treatment. The following are the procedure of pre-test:

3.5.1.1 The writer gave greetings to the students.

3.5.1.2 The writer explained what the students are going to do.

3.5.1.3 The writer distributed the instrument sheets of pre-test to the students. Afterward, the writer explained the sheets of the pre-test.

3.5.1.4 The writer gave time 5 minutes to the students to learn the instrument of the pre-test.

3.5.1.5 The students answered the question in the instrument sheets.

3.5.1.6 The writer collected the instrument sheets of pre-test from students.

3.5.2   Treatment

After giving pre-test, the writer gave treatment to the students and it was done for four meetings. In these meetings, the writer used the picture strip story technique in teaching writing descriptive text. The procedure of the treatment by using a picture strip story in teaching as follows:

3.5.2.1 The First Meeting

1.   The writer opened the lesson.

2.   The writer gave motivation to the students about the important to learn English.

3.   The writer introduced material of writing the descriptive text about definition, structure and the criteria of good writing.

4.   The writer introduced picture strip story that used in teaching.

5.   The writer gave some minutes for students to understand the material.

6. The writer gave some example of descriptive text.

7. The writer asked one of the students comes in front of the class to read the text and identify the structure of the text.

8. The writer gave a reward to the student who had read the descriptive text given by the writer.

9. The writer gave a picture to each student and asked them to describe the picture. After that, the writer collected their task, corrected and explained it in relation to the criteria of good writing. In this meeting, the writer had been more focused on the lexical resource but still connected to other criteria of good writing.

10. The writer concluded the material.

11. The writer closed the meeting.

3.5.2.2 The Second Meeting

1. The writer opened the lesson.

2. The writer gave the students motivation about the important to learn English.

3. The writer asked the students about the material in the last meeting.

4. The writer divided the students into 5 or 4 small group

5. The writer gave each group sequence pictures and then asked the students to describe each picture and sort the pictures in the right order.

6. The writer asked one representation for each group to read out the result of their discussions.

7. The writer gave a reward to the group with the highest score.

8. The writer explained about the students' common mistake in their task in relation to coherence and cohesion as one of the criteria of good writing. In this meeting,

the writer had been more focused on the coherence and cohesion but still connected to other criteria of good writing.

9. The writer concluded the material.

10. The writer closed the meeting.

3.5.2.3 The Third Meeting

1. The writer opened the lesson.

2. The writer gave the students motivation about the important to learn English.

3. The writer asked about the material in the last meeting.

4. The writer ordered to the students looked for one couple and give each couple a strip story in pictures.

5. After given the pictures the students were asked to describe each picture and predict the right order of the pictures

6. The writer asked for representation for each group to read out the result of their discussion.

7. The writer gave the students with the highest score a reward.

8. The writer explained about the students' common mistake in their task in relation to grammatical range and accuracy as one of the criteria of good writing. In this meeting, the writer had been more focused on the grammatical range and accuracy but still connected to other criteria of good writing.

9. The writer concluded the material.

10. The writer closed the meeting.

3.5.2.4 Fourth Meeting

1. The writer opened the lesson.

2. The writer gave the students motivation about the important to learn English.

3. The writer asked about the material in the last meeting.

4. The writer gave each student a picture strip story.

5. After given the pictures the students were asked to describe each picture and predict the right order of the pictures

6. The writer asked for representation for the class to read out the result of their task.

11. The writer explained about the students' common mistake in their task in relation to task achievement as one of the criteria of good writing. In this meeting, the writer had been more focused on task achievement but still connected to other criteria of good writing.

12. The writer concluded the material.

13. The writer closed the meeting.

3.5.3   Post-test

After giving treatment, the writer gave post-test to the students and the step was the same with the step in the pre-test. The Post-test was conducted to find out the student's achievement in learning writing descriptive text. It will use to check the result of treatment.

3.6 The technique of Data Analysis

The data collected through the test is analyzed quantitatively. This analysis employed statically calculation to the test the hypothesis. Some formulas were applied in this research to process data as follows:

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

$$\text{Score} = \frac{\text{Students}'\text{Correct Answer}}{\text{Total Number of Item}} \text{ X } 100$$

Where:

$100 =$ Standard Score[37]

3.6.2   The Score of the students' test qualified as follow:

3.6.2.1 Scoring and classifying the students' writing descriptive text ability into the
following criteria:

Table 3.1 Writing Band Descriptions

Classification				Score Level
Task Achievement	Coherence and Cohesion	Lexical Resource	Grammatical Range And Accuracy	23-25
				20-22
				17-19
				14-16
				11-13
				5-10[38]

(Source: IELTS Task 1 Writing Band)

(The detail information on appendix 5)

---

[37]Prof. Dr. Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan (Edisi Revisi),* (Jakarta: Bumi Aksara, 2005), p. 236.

[38]"IELTS   Task   1   Writing   Band   Description,"   British   Council. https://takeielts.britishcouncil.org/sites/default/files/2018-
01/IELTS_task_1_Writing_band_descriptors.pdf (March, 29th2018)

3.6.2.2 The classification of the students' writing score as follows

Table 3.2 Classification of the Students' Score

No	Score	Qualification
1	86-100	Excellent
2	71-85	Good
3	56-70	Fair
4	41- 55	Poor
5	<40	Very Poor[39]

3.6.3   Calculating the percentage of the students' score

$$P = \frac{F}{N} \text{ X } 100\%$$

Where:

P   = Percentage

F   = Frequency of the correct answer

N   = Total number of sample[40]

---

[39]Depdikbud, *Petunjuk Pedoman Belajar dan Sistem Penelitian* (Jakarta: depdikbud, 1997), p. 25.

[40]Prof. Dr. Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan (Edisi Revisi),* p. 263

3.6.4 Concluding the mean score of students' pre-test and post-test using this formula

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

Where:

$\overline{X}$ = Mean Score

$\sum X$ = The Sum of the All Score

N = Total Number of Sample[41]

3.6.5 Finding out the variant by using the following formula:

$$S_1^2 = \frac{\sum X_1{}^2 - \frac{(\sum X_1)^2}{N_1}}{N_1 - 1} \qquad S_2^2 = \frac{\sum X_2{}^2 - \frac{(\sum X_2)^2}{N_2}}{N_2 - 1}$$

Where:

s_1^2 = variant of the experimental class

s_2^2 = variant of the control class

$\sum X_1$ = The sum of the Score of the experimental class

$\sum X_2$ = The sum of the Score of the control class

N_1 = Total number of the subject of the experimental class

N_2 = Total number of the subject of the control class

$(\sum X_1)^2$ = The square of the score sum of the experimental class

$(\sum X_2)^2$ = The square of the score sum of the control class [42]

---

[41]Prof. Dr. Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan (Edisi Revisi),* p. 264

3.6.6 Finding out the significant different between the experimental class and the control class by calculating the value of t-test by using the following formula:

$$t = \frac{\overline{X}_1 - \overline{X}_2}{\sqrt{\frac{(n_1-1)s_1^2 + (n_2-1)s_2^2}{n_1+n_2-2}\left(\frac{1}{n_1}+\frac{1}{n_2}\right)}}$$

Where:

t   = Test of significance

$\overline{X}_1$ = Mean score of the experimental class

$\overline{X}_2$ = Mean score of the control class

s_1^2 = variance of the experimental class

s_2^2 = variance of the control class

n_1 = Total number of the experimental class

n_1 = Total number of the control class[43]

3.6.7 Finding out the correlation between the independent variable and the independent variable by using the following formula:

$$r_{xy} = \frac{\sum xy}{\sqrt{(\sum x^2)(\sum y^2)}}$$

Where:

r_{xy} = Correlation product moment

x   = The value of Xi in decrease the mean score of pre-test

y   = The value of Yi in decrease the mean score of post-test[44]

---

[42]L.R. Gay, *Educational Skripsi Competencies for Analysis and Application 2nd*. (Columbus: Charles E. Merrill, 1981), p.298.

[43]"Uji Independent Sample t-test Secara manual," Aksiomatik. https://aksiomatik.wordpress.com/2016/09/08/uji-independent-sample-t-test-secara-manual/ (May, 17th 2018).

Table 3.3 The Guidelines to Give Interpretation Coefficient Correlation

Coefficient Interval	Correlation Degree
0.00 – 0.199	Very Low
0.20 – 0.399	Low
0.40 – 0.599	Medium
0.60 – 0.799	Strong
0.80 – 1000	Very Strong

(Source: Sugiono, 2017:257)

In applying these techniques of data analysis above the writer used IBM SPSS Statistic 21 to help the writer calculated the data. This program was used to calculate the statistically part of this research.

---

[44] Sugiono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif dan R&D)*. (Bandung,: Alfabeta,2017), p.255.

CHAPTER IV

FINDING AND DISCUSSION

4.1 Findings

In data analysis, the writer shows the students result in pre-test and post-test. It is intended to know the general description of the students' achievement in writing descriptive text before and after giving treatment. In other words, the writer wants to found out whether the students' skill in writing descriptive text is low or high. In this case, the writer classified the students' score.

There are two kinds of groups, the first is the experimental class and the second is the control class. The different treatment was applied to the two classes, the experimental class was taught through using picture strip story in teaching writing descriptive text, and the control class was taught through the teacher's usual method (inquiry strategy) in teaching writing descriptive text. Both of them were taught the same materials in the same month. At the end of treatment, the experimental class and the control class received a post-test, and the result of the two tests compared to find the significant differences between the experimental class and the control class.

In collecting data, the writer has given the students pre-test and post-test in both of the group, which consist of 4 sequence pictures. The test was done two times, the pre-test was given before the treatment and post-test were given after the treatment. The pre-test was given to know how far the students' skill in writing descriptive test up to know and the post-test was given to the students after treatment to check the students' improvement. The writer wanted to know whether the students' skill in writing descriptive text constructed after given treatment.

4.1.1   The learning result on pre-test and post-test of the experimental class

Table 4.1 Scoring the Students of the Experimental Class Answers

No.	Pre-Test					Post-Test				
	Task Achievement	Coherence and Cohesion	Lexical Resource	Grammatical Range and Accuracy	Total	Task Achievement	Coherence and Cohesion	Lexical Resource	Grammatical Range and Accuracy	Total
1.	5	7	6	6	24	18	18	19	16	71
2.	5	5	5	5	20	15	14	14	13	56
3.	5	5	5	5	20	15	14	14	13	56
4.	11	9	10	8	38	21	20	19	16	76
5.	16	14	11	9	50	19	20	19	17	75
6.	20	20	20	15	75	23	22	22	20	87
7.	9	10	7	6	32	21	18	17	15	71
8.	7	5	5	5	22	21	17	20	16	74
9.	9	8	7	7	31	19	18	18	16	71
10.	5	5	5	5	20	15	14	14	13	56
11.	10	12	9	9	40	15	14	14	13	56
12.	5	6	7	7	25	21	17	20	16	74
13.	12	9	8	9	38	20	20	19	16	75
14.	5	5	5	5	20	15	14	14	13	56
15.	5	5	5	5	20	15	14	14	13	56
16.	5	5	5	5	20	15	14	14	13	56
17.	5	5	5	5	20	15	14	14	13	56
18.	5	5	5	5	20	15	14	14	13	56

Table sequel 4.1

19.	5	5	5	5	20	16	14	15	13	58
20.	10	8	7	7	32	17	16	17	15	65
21.	11	8	9	7	35	20	21	18	16	75
22.	9	7	7	6	29	19	19	18	16	72
23.	5	5	5	5	20	15	14	15	13	57
24.	13	16	10	13	52	15	15	16	14	62
25.	10	6	9	10	35	17	16	17	15	65
26.	9	7	9	8	33	21	18	17	15	71
27.	6	6	6	6	24	15	14	14	13	56
Total					**815**	**Total**				**1759**

(Source: Result of Research)

The table above shows the students' scores of the experimental class. The lowest score of the experimental class in pre-test was 20 and in post-test was 56, while the highest score in pre-test was 75 and in post-test was 87.

Table 4.2 The Frequency and Percentage of The Result of the Experimental Class

No.	Classification	Score	The Experimental class			
			Pre-Test		Post-Test	
			F	Percent	F	Percent
1.	Excellent	86-100	-	-	1	4%
2.	Good	71-85	1	4%	11	41%
3.	Fair	56-70	-	-	15	55%
4.	Poor	41-55	2	7%	-	-
5.	Very Poor	<40	24	89%	-	-
Total			**27**	**100%**	**27**	**100%**

(Source: Result of Research)

As illustrated on the table above, the average score of students' skill in writing descriptive text before and after treatment. In pre-test there was one student got good score, two students got poor score and twenty four students got very poor score. In post-test there was one student got excellent score, eleven students got good score, and fifteen students got fair score. The total score in pre-test was 815 and in post-test was 1759. It had shown that there was any difference of learning result between pre-test and post-test in the experimental class. The following are the process of calculation to find out the mean, variance and standard deviation in pre-test and post-test. The students' score of the experimental class in pre-test and post-test was processed and analyzed by using IBM SPSS Statistics 21.

4.1.1.1 The mean score, standard deviation, and variance of the experimental class

Table 4.3 The Mean Score, Standard Deviation and Variance of the Experimental Class

The Experimental Class	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
Pre-Test	20	75	816	30.22	13.025	169.641
Post-Test	56	87	1759	65.15	9.181	84.285

(Source: Output IBM SPSS Statistics 21)

The result above shows that there was an improvement of the students' skill in writing descriptive text between pre-test and post-test, it can be seen from the mean score of the students, the mean score of post-test (65.15) was higher than the mean score of pre-test (30.22). The table above also shows that the variance and standard

deviation of the students in the experimental class on pre-test were 169.641 and 13.025, and on post-test were 84.285 and 9.181.

After calculating the mean, variance and standard deviation of the experimental class it can be concluded that there was a difference between the score on pre-test and post-test in the experimental class.

4.1.1.2 The correlation between the independent variable and the dependent variable

Table 4.4 The Correlation Pearson Product Moment of the Experimental Class

The Experimental Class		Pre-Test	Post-Test
Pre-Test	Pearson Correlation	1	0.659
	Sig. (2-tailed)		0.000
	N	27	27
Post-Test	Pearson Correlation	0.659	1
	Sig. (2-tailed)	0.000	
	N	27	27
Correlation is significant at the 0.01 level (2-tailed).			

(Source: Output IBM SPSS Statistics 21)

The result above shows that the correlation pearson product moment of the experimental class was 0.659. The result indicated that the correlation between picture strip story as the independent variable and students' skill in writing descriptive text was strong related to table 3.3.

4.1.2   The learning result on pre-test and post-test of the control class

Table 4.5 Scoring the Students of the Control Class Answers

No.	Pre-Test					Post-Test				
	Task Achievement	Coherence and Cohesion	Lexical Resource	Grammatical Range and Accuracy	Total	Task Achievement	Coherence and Cohesion	Lexical Resource	Grammatical Range and Accuracy	Total
1.	7	6	6	5	24	13	11	12	10	46
2.	5	5	5	5	20	13	11	12	10	46
3.	10	9	8	8	35	20	19	16	16	71
4.	8	6	5	5	24	17	17	17	16	57
5.	8	6	5	5	24	20	19	16	16	71
6.	8	7	7	7	29	13	12	12	10	47
7.	13	13	11	10	47	16	15	15	14	60
8.	11	9	8	8	36	15	15	14	14	58
9.	8	7	8	7	30	15	14	14	13	56
10.	5	5	5	5	20	13	11	12	10	46
11.	12	11	10	11	44	19	14	15	13	61
12.	10	7	8	9	34	13	14	13	13	53
13.	9	8	8	8	33	13	11	12	10	46
14.	5	5	5	5	20	13	11	12	10	46
15.	13	13	11	10	47	16	15	15	14	60
16.	11	9	8	8	36	19	14	15	12	60
17.	9	9	8	8	34	13	11	12	10	46
18.	8	8	8	8	32	13	11	12	10	46
19.	10	9	8	8	35	15	14	14	14	57

Table sequel 4.5

20.	13	10	9	9	40	15	14	14	13	56
21.	9	10	9	9	37	19	17	16	15	67
22.	9	8	8	7	32	15	14	15	13	57
23.	8	8	8	8	32	20	19	16	16	71
24.	8	8	8	8	32	14	13	13	13	53
25.	9	10	9	9	37	20	19	16	16	71
26.	5	5	5	5	20	13	11	12	10	46
27.	5	5	5	5	20	16	14	15	15	59
Total					**854**	**Total**				**1513**

(Source: Result of Research)

The table above shows the students' scores of the control class. The lowest score of the experimental class in pre-test was 20 and in post-test was 46, while the highest score in pre-test was 47 and in post-test was 71.

Table 4.6 The Frequency and Percentage of The Result of the Control Class

No.	Classification	Score	The Control class			
			Pre-Test		Post-Test	
			F	Percent	F	Percent
1.	Excellent	86-100	-	-	-	
2.	Good	71-85	-	-	4	15%
3.	Fair	56-70	-	-	12	45%
4.	Poor	41-55	3	11%	11	41%
5.	Very Poor	<40	24	89%	-	
Total			**27**	**100%**	**27**	**100%**

(Source: Result of Research)

As illustrated on the table above, the average score of students' skill in writing descriptive text before and after learning process. In the pre-test, there were three students got poor score and twenty four students got very poor score. In post-test there were four students got good score, twelve students got fair score and eleven students got poor score. The total score in pre-test was 854 and in post-test was 1513. It had shown that there was any difference of learning result between pre-test and post-test in the experimental class. The following are the process of calculation to find out the mean, variance and standard deviation in pre-test and post-test. The students' score of the control class in pre-test and post-test was processed and analyzed by using IBM SPSS Statistics 21.

4.1.2.1 The mean score, standard deviation, and variance of the Control Class

Table 4.7 The Mean Score, Standard Deviation and Variance of the Control Class

The Control Class	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
Pre-Test	20	47	854	31.63	8.058	64.934
Post-Test	46	71	1513	56.04	8.790	77.268

(Source: Output IBM SPSS Statistics 21)

The result above shows that there was an improvement of the students' skill in writing descriptive text between pre-test and post-test, it can be seen from the mean score of the students, the mean score of post-test (56.04) was higher than the mean score of pre-test (31.63). The table above also shows that the variance and standard deviation of the students in the experimental class on pre-test were 64.934 and 8.058, and on post-test were 77.268 and 8.79.

After calculating the mean, variance and standard deviation of the control class it can be concluded that there was a difference between the score on pre-test and post-test in the experimental class.

4.1.2.2 The correlation between the teacher's usual method and the students' skill in writing descriptive text

Table 4.8 The Correlation Pearson Product Moment of the Control Class

The Control Class		Pre-Test	Post-Test
Pre-Test	Pearson Correlation	1	0.418
	Sig. (2-tailed)		0.030
	N	27	27
Post-Test	Pearson Correlation	0.418	1
	Sig. (2-tailed)	0.030	
	N	27	27
Correlation is significant at the 0.05 level (2-tailed).			

(Source: Output IBM SPSS Statistics 21)

The result above shows that the correlation pearson product moment of the control class was 0.418. The result indicated that the correlation between the teacher's usual method and the students' skill in writing descriptive text was medium related to table 3.3.

The result above shows that the correlation pearson product moment of the experimental class was greater than the correlation product moment of the control class. The result indicated that picture strip story was better than the teacher's usual method (Inquiry Strategy) in improving the students' skill in writing descriptive text.

4.1.3   The independent t-test value

Table 4.9 The Independent T-Test Value

t-test for Equality of Means						
T	**Df**	**Sig. (2-tailed)**	**Mean Difference**	**Std. Error Difference**	**95% Confidence Interval of the Difference**	
					Lower	Upper
3.725	52	0.000	9.111	2.446	4.203	14.020

(Source: Output IBM SPSS Statistics 21)

The table above shows that the t-test value was 3.725 with the level of significant (2-tailed) was 0.000. The result indicated that the level of significant (2-tailed) was lower than 0.05 it means that there was a significant difference between the students' learning result of the experimental class and the control class.

4.2 Discussion

The picture strip story in improving the students' skill in writing descriptive text was success. The writer got the result from this research that through picture strip story gave influence for the students in learning writing descriptive text. As explained in data collection writing test was administered twice on the pre-test and on post-test. From the finding shows that the mean score of post-test was higher than the mean score of pre-test in the experimental class, it concluded that using picture strip story improved students' skill in writing descriptive text.

It is related to the theory about picture strip story which has been mention in the second chapter that picture strip story in leaning writing descriptive text is the effective way. Picture strip story can motivate the students and make them want to pay attention and want to take apart, contribute to the context in which the language is being used and picture strip story can be described as an objective way or

interpreted or responded to subjectively. The well-established way of promoting storytelling, descriptive writing or writing about a process is to give the students a picture strip story.

After conducting this research, both of the experimental class and the control class had a different result in writing descriptive text. Here is the following result:

4.2.1 The Experimental Class

In the experimental class, the writer used the picture strip story in improving the students' skill in writing descriptive text. In learning writing descriptive text, to make good writing it should consist of balance components. According to IELTS band descriptions, there are four components to make good writing, they are lexical resource, coherence and cohesion, grammatical range and accuracy, and task achievement. At the first meeting until the last meeting, the writer found out that the students found some difficulties to make sentence or paragraph. There are some factors that influence the students learning result in learning writing descriptive text they are, the students' attendance, the environment, and learning desire.

The students' attendance is the most often problem that the writer found. Because in conducting this research the writer chooses the social class that most of their students don't really care to education especially English. Most of them thought that English is not their first language and English is not important that is the reason why in the treatment process some students just attended two or three meetings in the treatment process.

The environment has been being the writer second problem in conducting this research. In the learning process, some students do not pay attention to what the writer explained. It is because the noisy students' influence their friends to not pay

attention to the material. Some students thought that English is difficult and no matter how hard they are trying to learn English they still can't, it is the reason why they are not paying attention in the meeting.

Learning desire was the last problem that the writer found in conducting this research. The students of social class were gathering from the law grade students that have some difficulties in learning. The student of the social class, they are not fatuous but just do not have a desire in learning especially English.

After applying picture strip story some students be more enthusiastic in learning English. In learning English by using picture strip story the writer used some strip picture that used by the students to make descriptive text. At the experimental class after seeing the students learning result the writer found the students' error in writing descriptive text related to the four components to make good writing.

Lexical resource in a word it is vocabulary. In the pre-test there were 3.7% of students got very good (20-22) score, 3.7% got poor (11-13) score and 92.6% got very poor (5-10) score. The percentage shows that most of the students got low score for lexical resource because some of them have an only limited range of words and expression with very limited control of word formation. In post-test there were 11.1% students got very good (20-22) score, 40.7% got good (17-19) score and 48.1% got fair (14-16) score. The data indicate that the students' lexical resource have an improvement because in each meeting in treatment the writer asks the students to write and search the meaning of the word or vocabulary that they do not know from the descriptive text written by their friends.

Coherence and cohesion, coherence is about the unity of the ideas and cohesion are about the unity of structural elements. In pre-test there were 3.7%

students got very good (20-22) score, 3.7% got fair (14-16) score, 14.8% got poor (11-13) score and 77.8% got very poor (5-10) score. The data shows that most of the students got low score for coherence and cohesion because they did not organize their ideas logically, use a very limited range of cohesive devices, and those used many not indicate a logical relationship between ideas. In post-test there were 18.5 % got very good (20-22) score, 25.9% got good (17-19) score and 55.6% got fair (14-16) score. The percentage shows that the students' score in coherence and cohesion have an improvement because in each meeting in treatment the writer shows the students errors and correct the error together.

Grammatical range and accuracy directly mean how clearly you can use English grammar. In pre-test there were 3.7% students got fair (14-16) score, 3.7% got poor (11-13) score and 92.6% got very poor(5-10) score. The percentage shows that most of the students got low score in grammatical range and accuracy because the students make errors in grammar and punctuation and distort the meaning they want to convey, moreover some students cannot use sentence forms at all. In post-test there were 3.7% students got very good (20-22) score, 3.7% got good (17-19) score, 48.1% got fair (14-16) score and 44.4% got poor (5-10) score. The data indicate that the students' score in grammatical range and accuracy have an improvement because in each meeting the writer asks the students to identify the sentence form of the descriptive text written by their friends.

Task achievement is the act of doing a certain task by an individual or group. In pre-test there were 3.7% students got very good (20-22) score, 3.7% got fair (14-16) score, 14.8% got poor (11-13) score and 77. 8% got very poor (5-10) score. The percentage shows that most of the students got low score in task achievement because

they make errors on three other elements so they distort the meaning they want to convey and fail to fulfill the task achievement. In post-test there were 3.7% students got excellent (23-25) score, 25.9% got very good (20-22) score, 22.2% got good (17-19) score and 48.1% got fair (14-16) score. The percentage indicates the students' score of task achievement have an improvement because they make an improvement on three other elements.

To know what is the hypothesis receipt between the alternative hypothesis (H_a) and the null hypothesis (H_o), the writer used the mean score to calculate the result shows that the mean score of post-test (65.15) was greater than the mean score of pre-test (30.22). It means that the alternative hypothesis (H_a) concluded that there is any difference of learning result between pre-test and post-test in the experimental class. It was concluded that the null hypothesis (H_o) was rejected. The experimental class has calculated for correlation pearson product moment and got 0.659 with the level of significant (2-tailed) was 0.000. The data indicated that the level of significant (2-tailed) was lower than 0.05, it means that there was a significant correlation between the picture strip story and the students' skill in writing descriptive text at the experimental class.

4.2.2 The Control Class

In the control class, the writer used inquiry technique in teaching writing descriptive text. In learning writing descriptive text, to make good writing it should be consist of balance components. According to IELTS band descriptions, there are four components to make good writing, they are lexical resource, coherence and cohesion, grammatical range and accuracy, and task achievement. At the first meeting until the last meeting, the writer found out that the students found some difficulties to

make the sentence or paragraph. Same as in the experimental class, there are some factors that influence the students learning result in learning writing descriptive text they are, the students' attendance, the environment, and learning desire. The cause of these factors exist was the same in the experimental class.

At the control class after seeing the students learning result the writer found the students' error in writing descriptive text related to the four components to make good writing.

Lexical resource in a word it is a vocabulary. In the pre-test, there were 7.4% students got poor (11-13) score and 92.6% got very poor (5-10) score. The percentage shows that most of the students got low score for lexical resource because some of them have an only limited range of words and expression with very limited control of word formation. In post-test there were 3.7% students got good (17-19) score, 55.6% got fair (14-16) score and 40.7% got poor (11-13) score. The data indicate that the students' lexical resource have an improvement because in each meeting the writer asked to write the unknown vocabulary and memorize it.

Coherence and cohesion, coherence is about the unity of the ideas and cohesion are about the unity of structural elements. In the pre-test, there were 11.1% students got poor (11-13) score and 88.9% got very poor (5-10) score. The data indicates that most of the students got low score for coherence and cohesion because they did not organize their ideas logically, use a very limited range of cohesive devices, and those used many not indicate a logical relationship between ideas. In post-test there were 22.2% students got good (17-19) score, 40.7% got fair (14-16) score and 37.03% got poor (11-13) score. The data indicate that the students' score in coherence and cohesion have an improvement because in each meeting the writer

asked the students to write descriptive text and correct the error after they finish writing.

Grammatical range and accuracy directly mean how clearly you can use English grammar. In the pre-test, there were 3.7% of students got poor (11-13) score and 96.3% got very poor (5-10) score. The percentage shows that most of the students got low score in grammatical range and accuracy because the students make errors in grammar and punctuation and distort the meaning they want to convey, moreover some students cannot use sentence forms at all. In post-test there were 40.7% students got fair (14-16) score, 25.9% got poor (11-13) score and 33.3% got very poor(5-10) score. The data shows that the students' score in grammatical range and accuracy have an improvement because in the second meeting the writer introduced and explained the form of descriptive text to the students.

Task achievement is the act of doing a certain task by an individual or group. In pre-test there were 22.2% students got poor (11-13) score and 77.8% got very poor (5-10) score, most of the students got low score in task achievement because they make errors on three others elements so they distort the meaning they want to convey and fail to fulfill the task achievement. In post-test there were 14.8% students got very good (20-22) score, 14.8% got good (17-19) score, 33.3% got fair (14-16) score and 37.03% got poor (11-13) score. The percentage shows that the students' score of task achievement have an improvement because they make an improvement on three others elements.

To know what is the hypothesis receipt between the alternative hypothesis (H_a) and the null hypothesis (H_o), the writer used the mean score to calculate the result shows that the mean score of post-test (56.04) was greater than the mean score

of pre-test (31.63). It means that the alternative hypothesis (H_a) concluded that there is any difference of learning result between pre-test and post-test on the control class. It was concluded that the null hypothesis (H_o) was rejected. The control class has calculated for correlation pearson product moment and got 0.418 with the level of significant (2-tailed) was 0.030. The data indicated that the level of significant (2-tailed) was higher than 0.05, it means that there was no significant correlation between the teacher's usual method (Inquiry) and the students' skill in writing descriptive text at the control class.

4.2.3   The Significance between the experimental class and the control class

The mean score both of the classes shows that the mean score of experimental class that was taught descriptive text by using picture strip story in pre-test was 30.22 with variance was 169.641 and the standard deviation was 13.025 and on post-test was 65.15 with variance 84.285 and the standard deviation was 9.181. The lowest score of pre-test in the experimental class was 20 and the highest score was 75. The lowest score of post-test in the experimental class was 56 and the highest score was 87. It shows the scores obtained by students in the experimental class that was taught by using picture strip story.

The mean score of the control class that was taught writing descriptive text by using the teacher's usual method (inquiry technique) in pre-test was 31.63 with variance was 64.934 and the standard deviation was 8.058 and on post-test was 56.04 with variance 77.268 and the standard deviation was 8.79. The lowest score of pre-test in the control class was 20 and the highest score was 47. The lowest score of post-test in the control class was 46 and the highest score was 71. It shows the scores

obtained by students in the control class that was taught by using the teacher's usual method (inquiry technique).

To know what is the hypothesis receipt between the alternative hypothesis (H_a) and the null hypothesis (H_o) the writer used correlation pearson product moment. The result shows that the correlation pearson product moment of the experimental class (0.659 = Strong Correlation) was greater than the correlation product moment of the control class (0.418 = Medium Correlation). The result indicated that picture strip story was better than the teacher's usual method (Inquiry Strategy) in improving the students' skill in writing descriptive text. It means that the alternative hypothesis (H_a) concluded that picture strip story is better in improving students' skills in writing descriptive text than the teacher's usual method (inquiry strategy). It was concluded that the null hypothesis (H_o) was rejected.

From the calculation of the t-test value of both of the classes, the writer had concluded that there was a significant difference between the experimental class and the control class. From table 4.5, it shows that t-test (3.725) with the level of significant (2-tailed) was 0.000. The result indicated that the level of significant (2-tailed) was lower than 0.05 it means that there was a significant difference between both of the classes, the experimental class, and the control class.

Based on the findings above and the theory in the second chapter, the writer concluded that using picture strip story able to improve students' skills in writing descriptive text at the first grade of SMAN 3 Parepare.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

This chapter consists of two parts namely the conclusion and suggestion of the research. The conclusion explains the conclusion that is gotten based on the findings and discussion. The suggestion explains some suggestions given by the writer. As the result of this research, the writer gives a conclusion as stated below:

5.1.1 The data analysis of this research shows that there was any difference of learning results between pre-test and post-test on the experimental class it was seen on the mean score of pre-test and mean score of post-test. The mean score of post-test was higher than the mean score of the pre-test.

5.1.2 The data analysis of this research shows that there was any difference of learning results between pre-test and post-test on the control class, it was seen on the mean score of pre-test and mean score of post-test. The mean score of post-test was higher than the mean score of the pre-test.

5.1.3 Based on the result of finding and discussion in chapter four shows that t-test value of experimental class was greater than t-test value of the control class, it means that picture strip story was better in improving students' skills in writing descriptive text than the teacher's usual method (inquiry strategy). Also, the data analysis of this research shows that there was a significant difference between the experimental class and the control class, it was seen on t-test and t-table. The t-test value was higher than the t-table value. It means that

teaching writing descriptive text by using picture strip story and teaching writing descriptive text by using the teacher's usual method could improve the students' skills in writing descriptive text at the first grade of SMAN 3 Parepare.

5.2 Suggestions

To improve the students' quality in English skills especially writing skill, the writer further purposes some suggestions as follows:

5.2.1   For the English teacher

5.2.1.1 The teachers generally are supposed to apply some techniques in teaching English which is suitable for the students' condition so that the students are not feeling bored to follow the materials.

5.2.1.2 The English teachers are supposed to give a high motivation to the students in learning English so that they are able to improve their English mastery.

5.2.2   For the students

5.2.2.1 Do not give up and always spirit and enjoy learning English, not just one skill but all of the English skills.

5.2.2.2 Do not less motivation in writing an English sentence, they should always exercises and practice.

BIBLIOGRAPHY

Agustia. 2015. "Improving Students' Writing Descriptive Text through Wholesome Scattering Game". Unpublished Skripsi; Tarbiyah Department: Parepare.

"Approaches to Learning: Inquiry Based Learning" 2018. *Lutheran Education Queensland.* https://www.australiancurriculum.edu.au/media/1360/lutheran-education-queensland-inquiry-based-learning.pdf *(25th July)*

Arnold, Edward. 1991. *Second language learning and Teaching*. New York: British Library.

Arikunto, Suharsimin. 1997. *Prosedur Penelitian*. Jakarta: PT. Rieka Cipta.

_____. 2009. *Dasar-Dasar Evaluasi Pendidikan,* Edisi Revisi. Jakarta: Bumi Akasara

Asyrul, Asyrul. 2017. "Improving Writing Skill by using Estafed Writing Method in Descriptive Text in MA Al Maarif Sarampu Kabupaten Polewali Mandar". Unpublished Skripsi; Tarbiyah Department: Parepare.

Best, John W. 1981. *Research in Education*. USA: Prentice-Hall Inc.

Bima, Bachtiar and Cicik Kurniawan. 2005. *Let's Talk*. Bandung: Pakar raya.

Blanchard, Karend and Christina Root. 2003. *Ready to Write*. New York: Pearson Education.

Byrne, Donn. 1988. *Teaching Writing Skills,* New Edition. New York: Longman Group UK Limited.

"Coherence and Cohesion" 2018. *Writing Guide*. Writing.chalmers.se/en/75-cogerence-cohesion (31st March)

Darmayanti, Septi Eka. 2017. " The Use of Picture Strip Story to Improve Students' Speaking Skill". Unpublished Thesis: IAIN Surakarta.

Depdikbud. 1997. *Petunjuk Pedoman Belajar dan Sistem Penelitian*. Jakarta: Depdikbud.

"Descriptive Text." 2018. *British Course*. http://britishcourse.com/descriptive-text-definition-purposes-language-features.php (13th March)

 "ESL: Coherence and Cohesion" 2018. *University of Washington-Bothell*. https://www.uwb.edu/wacc/what-we-do/eslhandbook/coherence (31st March)

Gay, L.R. 1981. *Educational Skripsi Competencies for Analysis and Application 2nd*. Colombus: Charles E. Merrill.

Hami, Widodo. 2011. "Improving Students' Ability in Writing Descriptive Text Through Wholesome Scattering Game". Unpublished Thesis: IAIN Walisongo.

Hammond, Jenny. 1992. *English for Social Purposes*. Sydney: Macquarie University.

Harmer, Jeremy. 1998. *How to Teach English: an Introduction to The Practice of English Language Teaching*. England: Addison Wesley Longman.

_____. 2004. *How to Teach Writing*. England: Longman.

Hasmawati, Hasmawati. 2017. "Improving Students' Writing Descriptive Text Through Quantum Learning method (a Pre-Experimental Research at the 10th Garde Students' of SMAN 4 Pinrang)". Unpublished Skripsi; Tarbiyah Department: Parepare.

Hogue, Ann. 1996. *First Step in Academic Writing*. New York: Addison-Wesley Publishing.

"Hypothesis"2018. *The Free Dictionary*. http/www.thefreedictionary.com/hypothesis (13th March)

"IELTS Task 1 Writing Band Description" 2018. *British Council*. https://takeielts.britishcouncil.org/sites/default/files/2018-01/IELTS_task_1_writing_band_description.pdf (29th March)

"IELTS Writing: Grammatical Range and Accuracy" 2018. *IELTS Resource*. ieltsresource.com/ielts-writing-grammatical-range-and-accuracy/ (31st March)

"IELTS writing – Lexical Resource Explained" 2018. *DC IELTS*. www.dcielts.com/ielts-writing/lexical-resource (31st March)

Jauhari, Otong Setiawan. 2007. *Genre*. Bandung: CV. Yrama Widya.

Langan, John. 2006. *English Skills*. New York: McGrow Hill Company.

Marindan, Nurhijrahwati. 2016. "The Effectiveness of Picture Authentic Material in Teaching Writing Descriptive Text for the Second Grade Students of DMAN 5 Pinrang". Unpublished Skripsi; Tarbiyah Department: Parepare.

Novianda, Reza. 2017. "Teaching Speaking by Using Picture Strip Stories." *English Education Journal* 8, no. 3.

Oshima, Alice and Ann Hogue. 1997. *Introduction to Academic Writing*. New York: Addison Wesley Longman.

Pardiyono, Pardiyono. 2010. *The Art of Teaching*. Yogyakarta: Andi Offset.

Rahayu, Resti. 2014. "The Effectiveness of Using Picture Strip Story to Improve Students' Ability in Writing Recount Text". Unpublished Skripsi; Sultan Agung University.

Rahayu, Sri. 2017. "The Impact of Corrective FeedbackType of Students' Writing Skill in Narrative Text at the Second Grade of MTs DDI Lil-Banat Parepare". Unpublished Skripsi; Tarbiyah Department: Parepare.

Sanjaya, Wina. 2006. *Strategi Pembelajaran Berorientasi Standar Pendidikan*. Jakarta: Kencana.

Syahrir, Parha. 2015. "Project Based Learning to Improve Students' Writing Skill to the Tenth Garde Students of SMAN 3 Pinrang". Unpublished Skripsi; Tarbiyah Department: Parepare.

"Task Response Explained" 2018. *DC IELTS*. www.dcielts.com/ielts-writing/task-response/ (31st March)

"Uji Independent Sample t-test Secara Manual" 2018. *Aksiomatik*. https://aksiomatik.wordpress.com/2016/09/08/uji-independent-sample-t-test-secara-manual (17th May)

Wishon, George E. 1980. *Let's Write English*. New York: Educational Publishing. Inc..

Wright. Andrew. 1989. *Pictures for Language Learning*. USA: Cambridge University Press.
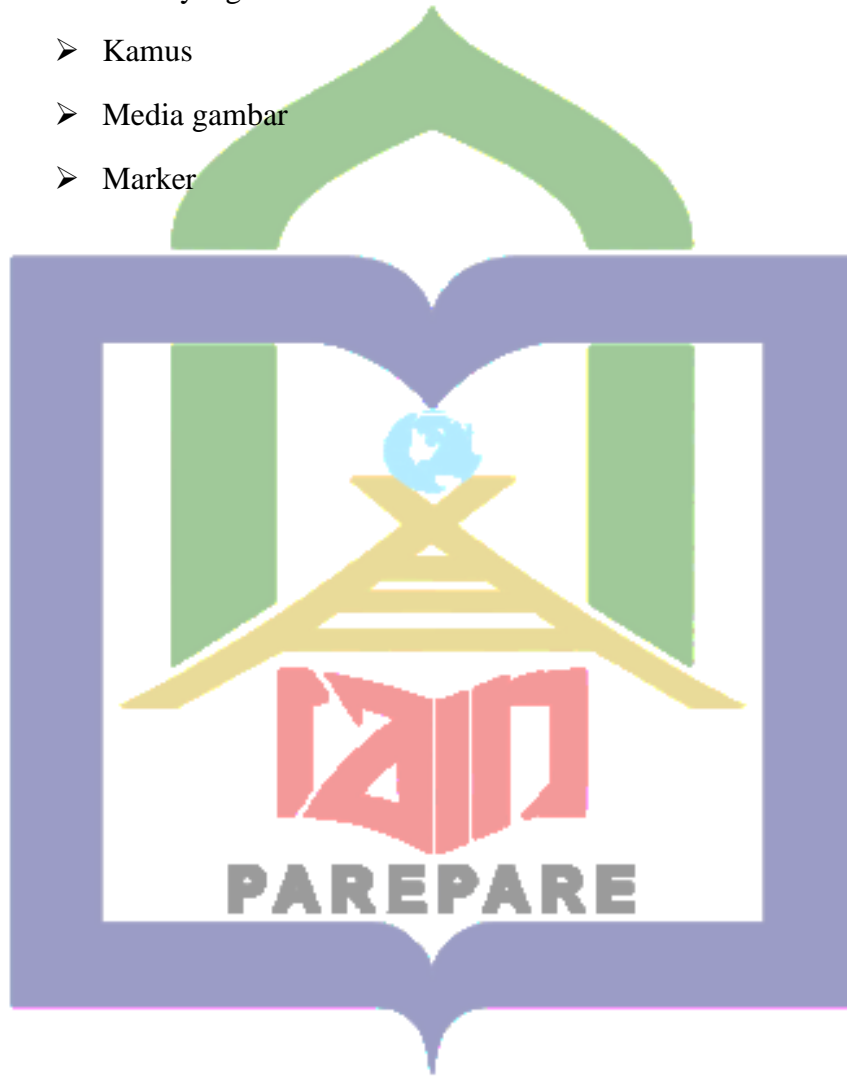
APPENDICES
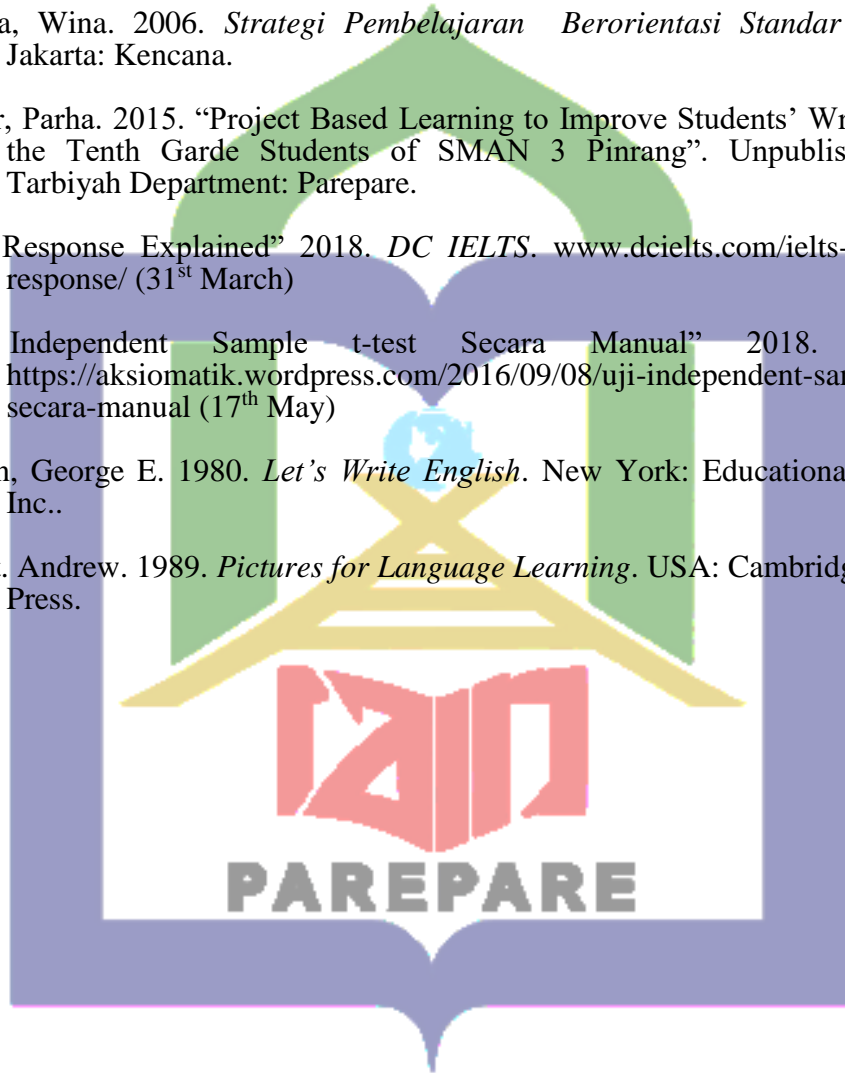
Appendix 1

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah : SMAN 3 PAREPARE

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : X IPA 2/ II

Pertemuan : Ke-2 (Treatment 1)

Alokasi Waktu : 2 X 45 menit

Tema : Describing Daily Activity

Standar Kompetensi : Menyimak dan menyampaikan deskripsi tentang kegiatan sehari-hari

Kompetensi Dasar : Menulis, menyimak dan menyampaikan deskripsi kegiatan sehari-fari secara sederhana dan tepat

Indikator : Memahami dan Menuliskan tentang "*Describing Daily Activity*" dalam bahasa inggris.

Tujuan Pembelajaran

- ➢ Siswa dapat memahami tentang deskripsi kegiatan sehari-hari
- ➢ Siswa mampu menuliskan deskripsi kegiatan sehari-hari dengan benar

I. Materi Pembelajaran : Menggambarkan kegiatan sehari-hari

II. Teknik : Picture Strip Story

III. Skill : Writing

IV. Langkah Pembelajaran

    a. Kegiatan Awal

        ➢ Salam

- ➢ Berdoa
- ➢ Mengabsen siswa

b. Kegiatan Inti

- ➢ Memperkenalkan teknik pengajaran yang akan digunakan (Picture Strip Story)
- ➢ Memperkenalkan tema materi yang akan diajarkan
- ➢ Menjelaskan tentang pengertian, struktur dan kriteria penulisan yang baik.
- ➢ Membagikan beberapa gambar kepada masing-masing siswa, kemudian siswa akan mendeskripsikan gambar tersebut dan mengurutkannya
- ➢ Beberapa siswa maju kedepan secara bergantian untuk membacakan hasil tulisannya
- ➢ Memberikan penghargaan kepada siswa yang mampu menggambarkan/mendeskripsikan dengan baik
- ➢ Guru akan mengoreksi dan menjelaskan tentang kesalahan-kesalahan yang sering dilakukan siswa dalam tulisannya dalam hubungannya dengan *lexical resource*

c. Kegiatan penutup

- ➢ Membantu siswa menerjemahkan kata yang baru
- ➢ Memperbaiki cara pengucapan siswa yang masih kurang tepat
- ➢ Guru memberikan kesempatan kepada siswa untuk bertanya
- ➢ Menyimpulkan materi pelajaran
- ➢ Menutup kelas

d. Sumber/Bahan/Alat

- ➢ Buku yang relevan
- ➢ Kamus
- ➢ Media gambar
- ➢ Marker

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah   : SMAN 3 PAREPARE

Mata Pelajaran   : Bahasa Inggris

Kelas / Semester   : X IPA 2/ II

Pertemuan   : Ke-3 (Treatment 2)

Alokasi Waktu   : 2 X 45 menit

Tema   : Describing Activity at School

Standar Kompetensi : Menyimak dan menyampaikan deskripsi tentang kegiatan di sekolah

Kompetensi Dasar : Menulis, menyimak dan menyampaikan deskripsi kegiatan di sekolah secara sederhana dan tepat

Indikator   : Memahami dan Menuliskan tentang "*Describing Activity at School*" dalam bahasa inggris.

Tujuan Pembelajaran

- ➢ Siswa dapat memahami tentang deskripsi kegiatan di sekolah
- ➢ Siswa mampu menuliskan deskripsi kegiatan di sekolah dengan benar

I. Materi Pembelajaran : Menggambarkan kegiatan di sekolah

II. Teknik   : Picture Strip Story

III. Skill   : Writing

IV. Langkah Pembelajaran

  a. Kegiatan Awal

    ➢ Salam

    ➢ Berdoa

- ➢ Mengabsen siswa
b. Kegiatan Inti
  - ➢ Memperkenalkan teknik pengajaran yang akan digunakan (Picture Strip Story)
  - ➢ Memperkenalkan tema materi yang akan diajarkan
  - ➢ Menjelaskan tentang pengertian, struktur dan kriteria penulisan yang baik
  - ➢ Membagi siswa kedalam beberapa kelompok
  - ➢ Guru meminta kepada setiap kelompok untuk menunjuk ketua kelompok dan mendiskusikan nama kelompoknya masing-masing
  - ➢ Membagikan beberapa gambar kepada masing-masing kelompok, kemudian siswa akan mendeskripsikan gambar tersebut dan mengurutkannya
  - ➢ Beberapa siswa maju kedepan sebagai perwakilan masing-masing kelompok secara bergantian untuk membacakan hasil dsikusinya
  - ➢ Memberikan penghargaan kepada kelompok yang mampu menggambarkan/mendeskripsikan dengan baik
  - ➢ Guru akan mengoreksi dan menjelaskan tentang kesalahan-kesalahan yang sering dilakukan siswa dalam tulisannya dalam hubungannya dengan *coherence and cohesion*
c. Kegiatan penutup
  - ➢ Membantu siswa mnerjemahkan kata yang baru
  - ➢ Memperbaiki cara pengucapan siswa yang masih kurang tepat
  - ➢ Guru memberikan kesempatan kepada siswa untuk bertanya

- ➢ Menyimpulkan materi pelajaran
- ➢ Menutup kelas

d. Sumber/Bahan/Alat

- ➢ Buku yang relevan
- ➢ Kamus
- ➢ Media gambar
- ➢ Marker

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah : SMAN 3 PAREPARE

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : X IPA 2/ II

Pertemuan : Ke-4 (Treatment 3)

Alokasi Waktu : 2 X 45 menit

Tema : Describing Daily Activity

Standar Kompetensi : Menyimak dan menyampaikan deskripsi tentang kegiatan sehari-hari

Kompetensi Dasar : Menulis, menyimak dan menyampaikan deskripsi kegiatan sehari-fari secara sederhana dan tepat

Indikator : Memahami dan Menuliskan tentang "*Describing Daily Activity*" dalam bahasa inggris.

Tujuan Pembelajaran

- ➢ Siswa dapat memahami tentang deskripsi kegiatan sehari-hari
- ➢ Siswa mampu menuliskan deskripsi kegiatan sehari-hari dengan benar

I. Materi Pembelajaran : Menggambarkan kegiatan sehari-hari

II. Teknik : Picture Strip Story

III. Skill : Writing

IV. Langkah Pembelajaran

    a. Kegiatan Awal

       ➢ Salam

       ➢ Berdoa

➢ Mengabsen siswa

b. Kegiatan Inti

➢ Memperkenalkan teknik pengajaran yang akan digunakan (Picture Strip Story)

➢ Memperkenalkan tema materi yang akan diajarakan

➢ Menjelaskan tentang pengertian, struktur dan kriteria penulisan yang baik.

➢ Membagi siswa kedalam kelompok secara berpasang-pasangan.

➢ Membagikan beberapa gambar kepada masing-masing kelompok, kemudian setiap kelompok akan mendeskripsikan gambar tersebut dan mengurutkannya

➢ Beberapa siswa maju kedepan sebagai perwakilan dari masing-masing kelompok secara bergantian untuk membacakan hasil tulisannya

➢ Memberikan penghargaan kepada kelompok yang mampu menggambarkan/mendeskripsikan dengan baik

➢ Guru akan mengoreksi dan menjelaskan tentang kesalahan-kesalahan yang sering dilakukan siswa dalam tulisannya dalam hubungannya dengan *grammatical range and accuracy*

c. Kegiatan penutup

➢ Membantu siswa mnerjemahkan kata yang baru

➢ Memperbaiki cara pengucapan siswa yang masih kurang tepat

➢ Guru memberikan kesempatan kepada siswa untuk bertanya

➢ Menyimpulkan materi pelajaran

➢ Menutup kelas

d. Sumber/Bahan/Alat

  ➢ Buku yang relevan

  ➢ Kamus

  ➢ Media gambar

  ➢ Marker

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah : SMAN 3 PAREPARE

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : X IPA 2/ II

Pertemuan   : Ke-5 (Treatment 4)

Alokasi Waktu : 2 X 45 menit

Tema   : Describing Job

Standar Kompetensi : Menyimak dan menyampaikan deskripsi tentang pekerjaan

Kompetensi Dasar : Menulis, menyimak dan menyampaikan deskripsi pekerjaan secara sederhana dan tepat

Indikator   : Memahamai dan Menuliskan tentang "*Describing Job*" dalam bahasa inggris.

Tujuan Pembelajaran

- ➢ Siswa dapat memahami tentang deskripsi pekerjaan

- ➢ Siswa mampu menuliskan deskripsi pekerjaan dengan benar

I. Materi Pembelajaran : Menggambarkan pekerjaan

II. Teknik   : Picture Strip Story

III. Skill   : Writing

IV. Langkah Pembelajaran

  a. Kegiatan Awal

    ➢ Salam

    ➢ Berdoa

    ➢ Mengabsen siswa

b. Kegiatan Inti

➢ Memperkenalkan teknik pengajaran yang akan digunakan (Picture Strip Story)

➢ Memperkenalkan tema materi yang akan diajarakan

➢ Menjelaskan tentang pengertian, struktur dan kriteria penulisan yang baik.

➢ Membagikan bebrapa gambar kepada masing-masing siswa, kemudian siswa akan mendeskripsikan gambar tersebut dan mengurutkannya

➢ Beberapa siswa maju kedepan secara bergantian untuk membacakan hasil tulisannya

➢ Memberikan penghargaan kepada siswa yang mampu menggambarkan/mendeskripsikan dengan baik

➢ Guru akan mengoreksi dan menjelaskan tentang kesalahan-kesalahan yang sering dilakukan siswa dalam tulisannya dalam hubungannya dengan *task achievement*

c. Kegiatan penutup

➢ Membantu siswa mnerjemahkan kata yang baru

➢ Memperbaiki cara pengucapan siswa yang masih kurang tepat

➢ Guru memberikan kesempatan kepada siswa untuk bertanya

➢ Menyimpulkan materi pelajaran

➢ Menutup kelas

d. Sumber/Bahan/Alat

  ➢ Buku yang relevan

  ➢ Kamus

  ➢ Media gambar

  ➢ Marker

Appendix 2

The Materials of Treatment 1

1. Topic of Story   : Daily Activity
2. Pictures
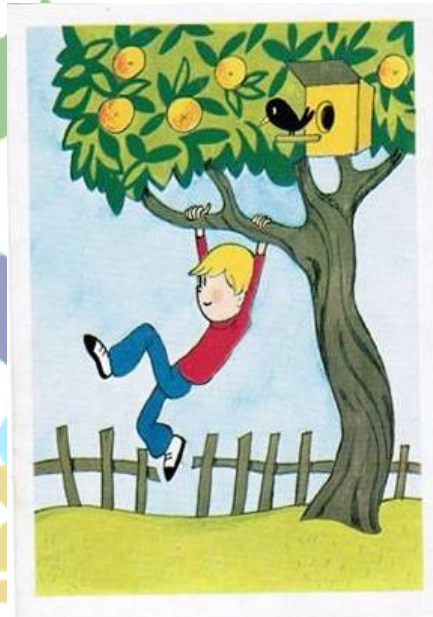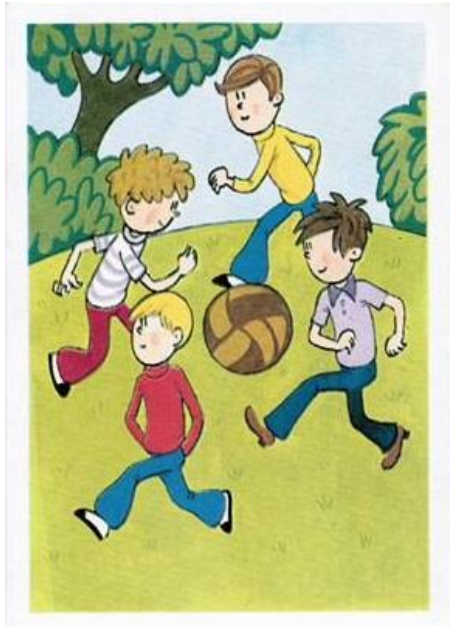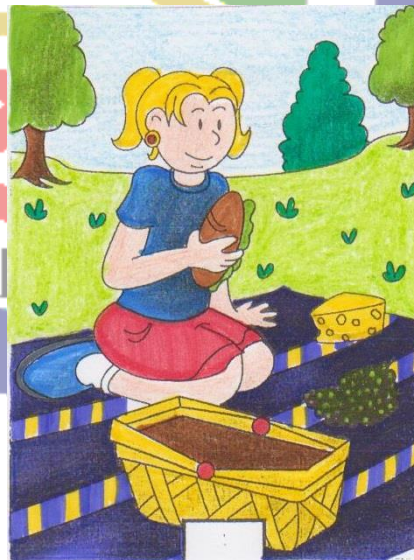
The Materials of Treatment 2

1. Topic of Story   : The Activity at School
2. Pictures
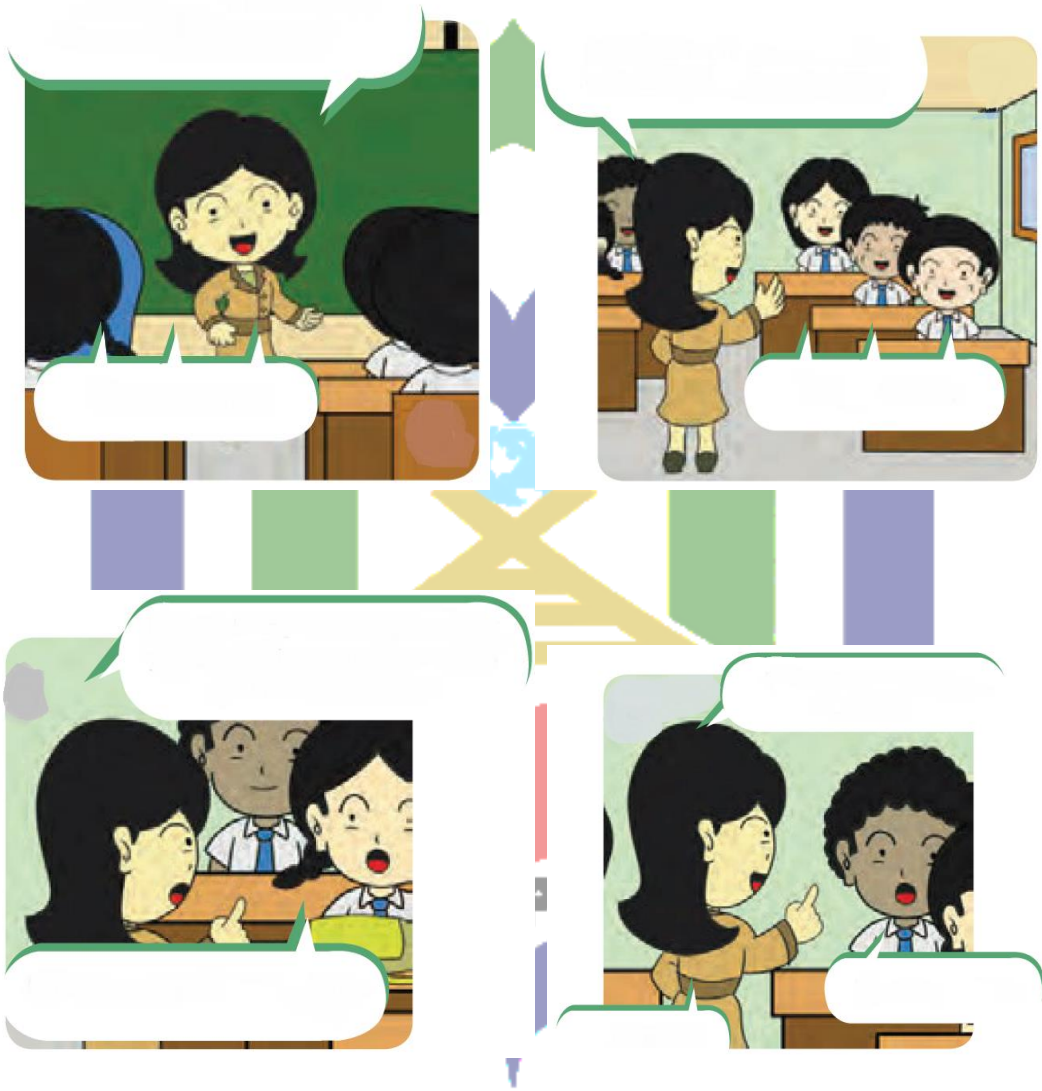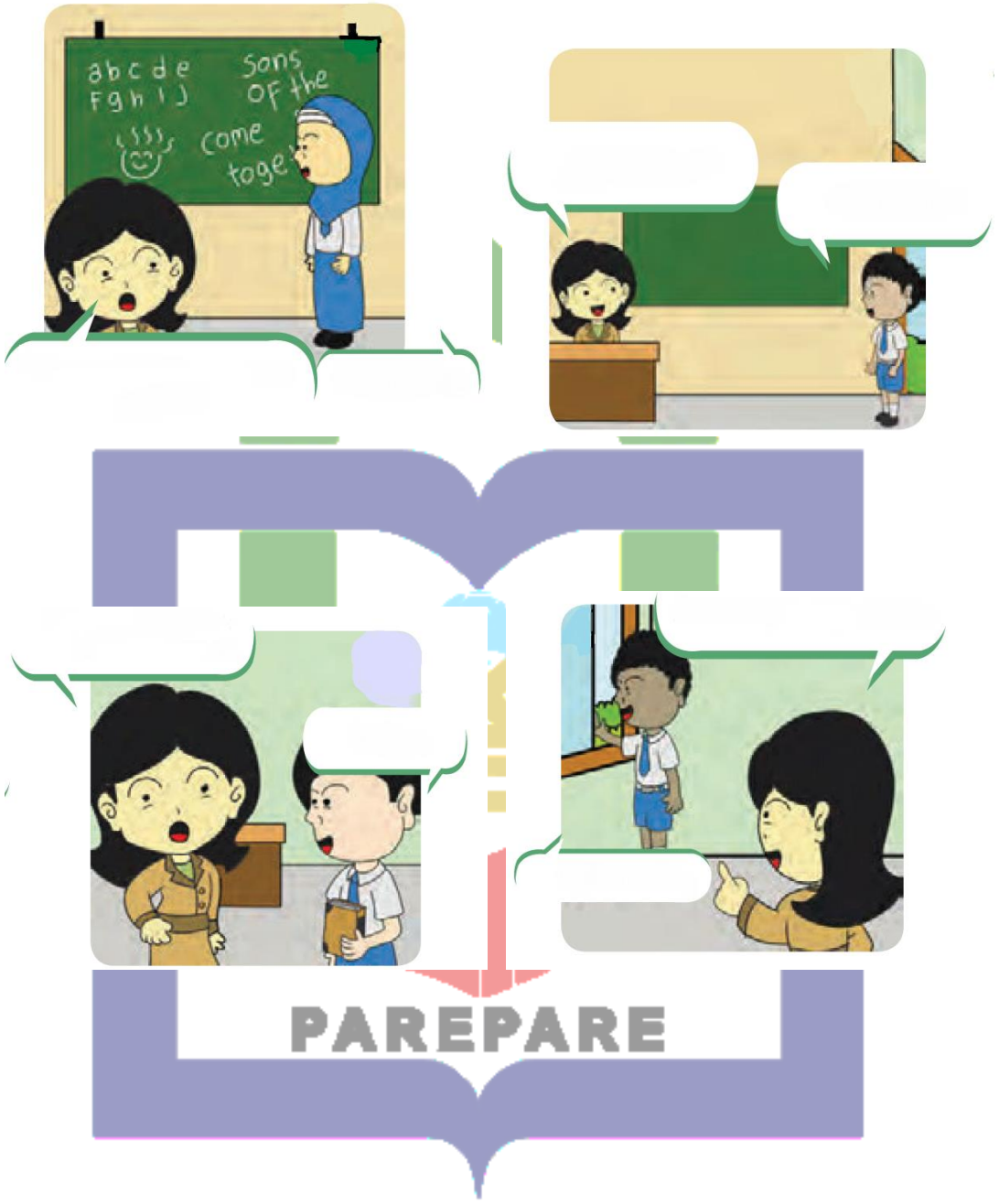
The Materials of Treatment 3

1. Topic of Story   : Daily Activity
2. Pictures

The Materials of Treatment 4

1. Topic of Story   : Profession / Job
2. Pictures

Appendix 3

Name   : CAECILIA FEBRIANNE P.

Class   : X IPS 2

Re. Number :

Make a simple paragraph of descriptive text based on the pictures and arrange the pictures into the right order! (Minimal 5 sentences)

1

On that field, there are four children. They are playing football. The colour of the ball that they played are brown and dark brown. Three of that children are using a blue trousers, and their other friend is using a red trousers. They are have a different model and colour of hair. One of them have a curly hair and the colour is yellow, one of them have a wavy hair and the colour is brown, and their other friends have a straight hair but different colour.

4.

From the incident, one of Rey's leg is broken so he could not play football again with his friends. He feels so sad because of that incident, he could not do more activity again. He just sitting when his friends are playing football on that field. His friends are playing with passionately and also with the happy face.

2 Now, Rey is playing alone in a tree. He is hanging up on that tree with passionately. That tree is big and maybe that is a oranges tree. The tree also have a much leaf which on that tree also there is a nest of bird. The bird is small and the colour of that bird is black.


3 When Rey is playing with passionately on that tree, suddenly the branch of that tree is broken so spontaneously Rey's face change from happy face become shock face. He is really shock when that incident happened to him. He is maybe do not suppose that incident will happen

Name : Aswan Patongai Sahabuddin

Class : X. IPS 2

Re. Number :

Make a simple paragraph of descriptive text based on the pictures and arrange the pictures into the right order! (Minimal 5 sentences)
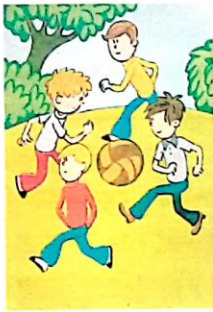
1.
There are Four Child are Play ball in Field, Child One wear Shirt yellow, Child two white pink line, Child three Shirt Pink, Child Four Shirt read. three Children play ball, While wearing red clothes is walking in a relaxed manner.

4.
There are three Children Who are in the Field,

2

A Child wearing a hanging red Shirt In an orange tree that is bearing fruit In the pierd above the tree there is a yellow bird cage and the bird is black beside the tree there is a brown Fence.

3

The Child In the red Shirt who Fell in the tree because the orange tree he Climbed broke, he Fell From the orange tree, the bird Flew away From Its cage In the orange tree.

Lexical resource   = 4
coherence and cohesion   = 8
Task achievement   = 6.
grammatical range   = 6.
and accuracy

Name : ARun
Class : X. IPS. I
Re. Number : 06

Make a simple paragraph of descriptive text based on the pictures and arrange the pictures into the right order! (Minimal 5 sentences)

1

One day four children who were playing ball tu the park the First child wore yellow clotues the secound child wore a white sétiped suitt the third child wore a purple shirt aud the Fourth child wove a red. shirt the child who kikek the Firs ball wass the child who wearing a grag colored Shit.

1

there are two children playing Pootball the larst child wears a yollow Pants and blue Shirt and secont child wears a white Pants and Red shirt 1 and there was a child in Red and blue Pants Setting on a chair with broken legs

2 a child wearing a red shirt is
hanging from a tree to take a lot of
fruit in the tree, there is a black, the
atmosphere of the child is very happy.

3 there is a boy, play in the garden, he is
pail of the treep, he is use ared shirt, he, is

Name   : IRVAN MUHAJIR

Class   : X IPS 1

Re. Number :

47

Make a simple paragraph of descriptive text based on the pictures and arrange the pictures into the right order! (Minimal 5 sentences)

1. There were four children who first used yellow blue trousers, the second one was wearing the blue green pants, the third one was the red shirt. The third one was wearing the red shirt, blue pants and the one who was wearing the red shirt and white clothes and the 4th child was playing ball in the garden.

9. There was a child in the park who was busy with his own business the first one was trying to catch the ball and the other was tracking his fallen leg and another during.

2.

a child haging from a mangoo tree wreaing red shirt with blue pants and the tree trunk is brown, the leaves are green, The fruit is yellow and the tree is a black bird.

3

a child is falling from a mangoo tree the child is holding on a flagle tree and the child is slooted and his shirt is red oln blue pants

Name : CAECILIA FP

Class : X IPS 2

Re. Number :

Make a simple paragraph of descriptive text based on the pictures and arrange the
picture into the right order! (Minimal 5 sentences)

2. After using a make up, he continue to wearing his clothes or clown's clothes like a big and colorfull blouse, a big of ribbon the color of the ribbon is red. He also wearing a big of shoes, the color of that shoes is yellow and white. He use a colorfull socks the color the green and white. He also using a wig, he use a green wig for augment a humor of clown.

3. Last, he is wearing a small hat, the color is green with a small line in the middle the color is orange. Joko sometimes entertain in birthday party because some of children like a clown so in Joko's clown we will found many colorfull paper. A clown always do something which is can entertain many people, like doing a magic, dancing, singing etc.

1. He is Joko, his job become clown. Before going to work, he begin with make up. He use a white face powder in around his mouth and lipstick in the outside of around his mouth. And also use a half of ball in his nose. He can not use make up if there is no the mirror. So every thing make up he must standing in front of mirror.

Name : Della Ananda.

Class : X·IPS·2.

Re. Number : 0030996531.

(74)

Make a simple paragraph of descriptive text based on the pictures and arrange the
picture into the right order! (Minimal 5 sentences)

2. in a house there is a man who has a job
as clown and he wants to wear his clown
costume to go partying somewhere the clown
has green hair and kinda critics and
wearing yellow and blue clothes after that
clown pair the ribbon on his neck to look
more beautiful after that clown puts
on the ocean and white shoes.

3. At a party there is a clown that is
playing that and jogidiy the clown dancing
wearing a fake hair that is green and
somewhat criticizing and wearing the
Yellow and blue clothes the shirts have a
square-shaped pocket and his pants are
white and green clowns wearing shoes
on his left left leg while in his right
foot clown is removing her shoes and shoes have black straps.

1. in a room there is a mahls clown that isFranty his Face by wearing a clown's bedsee wearing listick on his lips .In front of the clown there are some kind ol makeup tools, powder, palse hair, Perfume,and a shaped square mirror.

Name : ali akbar

Class : X. Ips 1

Re. Number :

Make a simple paragraph of descriptive text based on the pictures and arrange the picture into the right order! (Minimal 5 sentences)

71

2 There is a people, there is a hous·ers. he is a down because he use a red shawi, a green socks, a blue clothes, he has green hair. red nose and broad smile, In the picture, orange shoes.

3 There is a people, he is like a clown because he use a blue clothes, a green socks, a green hat, orange shoes, a red ribbon, and there is a rain bow fabric in his pocket. he has green hair, red nose, and broad smile.

1. There is a people in fron of the mirror.
He use yellow clothes, he use red nose.
he has brown hair, he useing wake up.
In the picture there is a green counter
Felt hair or wig, there are e bottles. he
wake up for becowe to a clown

4.

Name : Rahmani

Class : X . IPS 1

Re. Number : 0031736525

(71)

Make a simple paragraph of descriptive text based on the pictures and arrange the picture into the right order! (Minimal 5 sentences)

2 There is a people. He is like a clown because he use a red shawl, a blue clothes, a green socks, he has green hair, red nose, and broad smile. In the picture, there is a trousers, orange shoes

3 There is a people. He is like a clown becase he use a blue clothes, a green socks, a green hat, orange shoes, a red ribbon, and there is a rainbow fabric in his pocket. He has green hair, red nose, and broad smile

1 There is a people in Fron of the mirror.
He use Yellow singlet. He has brown hair,
he useing make up. in the picture there is
~~a green counterfeit hair, & there are 2 bottles~~
~~he make up for become to a clown.~~
a green counterfeit hair or wig, there are 2
bottles. he make up for become to a clown

Appendix 4

IELTS Task 1 Writing Band Descriptors

Classification	Score Level	Criteria
Task Achievement	23-25	• Fully satisfies all the requirements of the task or covers all requirements of the task sufficiently • Clearly presents a fully develop response • Presents, highlights and illustrates key features/bullet points clearly and appropriately
	20-22	• Covers all the requirements of the task • (Academic) presents a clear overview of main trends, differences or stages • (General training) Presents a clear purpose, with the tone consistent and appropriate • Clearly presents and highlights key features/bullet points but could be more fully extended
	17-19	• Addresses the requirements of the task • (Academic) presents an overview with information appropriately selected • (General Training) presents a purpose that is generally clear; there may be inconsistencies in tone • Presents and adequately highlights key features/bullet points but details may be irrelevant, inappropriate or inaccurate
	14-16	• Generally addresses the task; the format may be inappropriate in places

|		
		• (Academic) recounts detail mechanically with no clear overview; there are may be no data to support the description • (General training) may present a purpose for the letter that is unclear at times; the tone may be variable and sometimes inappropriate • Presents, but inadequately covers, key features/bullet points; there may be a tendency to focus on detail
	11-13	• Attempts to address the task but does not cover all key features/bullet points; the format may be inappropriate • (General Training) fails to clearly explain the purpose of the letter; the tone may be inappropriate • May confuse key features/bullet points with detail; parts may be unclear, irrelevant, repetitive or inaccurate
	5-10	• Fails to address the task, which may have been completely misunderstood • Present limited ideas which may be largely irrelevant/repetitive • Answer is barely related to the task or completely unrelated to the task
Coherence and Cohesion	23-25	• Uses cohesion in such a way that it attracts no attention • Sequences information and ideas logically • Manages all aspect of cohesion well

		• Uses paragraphing sufficiently and appropriately
	20-22	• Logically organizes information and ideas; there is clear progression throughout • Uses a range of cohesive devices appropriately although there may be some under/over use
	17-19	• Arrange information and ideas coherently and there is clear overall progression • Uses cohesive devices effectively, but cohesion within and/or between sentences may be faulty or • May not always use referencing clearly or appropriately
	14-16	• Presents information with some organization but there may be lack of overall progression • Makes inadequate, inaccurate or overuse of cohesive devices • May be repetitive because of lack of referencing and substitution
	11-13	• Presents information and ideas but these are not arranged coherently and there is no clear progression in the response • Uses some basic cohesive devices but these may be inaccurate or repetitive
	5-10	• Does not organize ideas logically • May use a very limited range of cohesive devices, and those used may not indicate a logical relationship between ideas • Has very little control of organizational features

		• Fails to communicate any message
Lexical Resource	23-25	• Uses a wide range of vocabulary with very natural and sophisticated control of lexical features; rare minor errors occur only as 'slips' • Uses wide range of vocabulary fluently and flexibility to convey precise meanings • Skillfully uses uncommon lexical item but there may be occasional inaccurate in word choice and • Produces rare errors in spelling and/or word formation
	20-22	• Uses sufficient range of vocabulary to allow some flexibility and precision • Uses less common lexical items with some awareness of style and collocation • May produce occasional errors in word choice, spelling and/or word formation
	17-19	• Uses in adequate range of vocabulary for the task • Attempts to use less common vocabulary but with some inaccuracy • Makes some errors in spelling and/or word formation, but they do not impede communication
	14-16	• Uses a limited range of vocabulary, but this is minimally adequate for the task • May make noticeable errors in spelling and/or word formation that may cause some difficulty for the reader
	11-13	• Uses only a basic vocabulary which may be

		inappropriate for the task
		• has limited control of word formation and/or spelling
		• errors may cause strain for the reader
	5-10	• uses only a very limited range of words and expression with very limited control of word formation and/or spelling
		• errors may severely distort the message
		• uses extremely limited range of vocabulary; essentially no control of word formation and/or spelling and can only use a few isolated words
Grammatical Range And Accuracy	23-25	• uses a wide range of structure with full flexibility and accuracy; rare minor errors occur
		• the majority of sentences are error-free
		• makes only very occasional errors or inappropriate
	20-22	• uses a variety of complex structures
		• produce frequent error-free sentences
		• has good control of grammar and punctuation but may make a few errors
	17-19	• uses a mix of simple and complex sentence forms
		• makes some errors in grammar and punctuation but they rarely reduce communication
	14-16	• uses only limited range of structures
		• attempts complex sentences but these tend to be less accurate than simple sentences
		• may make frequent grammatical errors and

		punctuation may be faulty; errors can cause some difficulty for the reader
	11-13	• uses only a very limited range of structures with only rare use of subordinate clauses • some structures are accurate but errors predominate, and punctuation is often faulty
	5-10	• attempts sentence forms but errors in grammar and punctuation predominate and distort the meaning • cannot use sentence forms except in memorized phrases or cannot use sentence forms at all
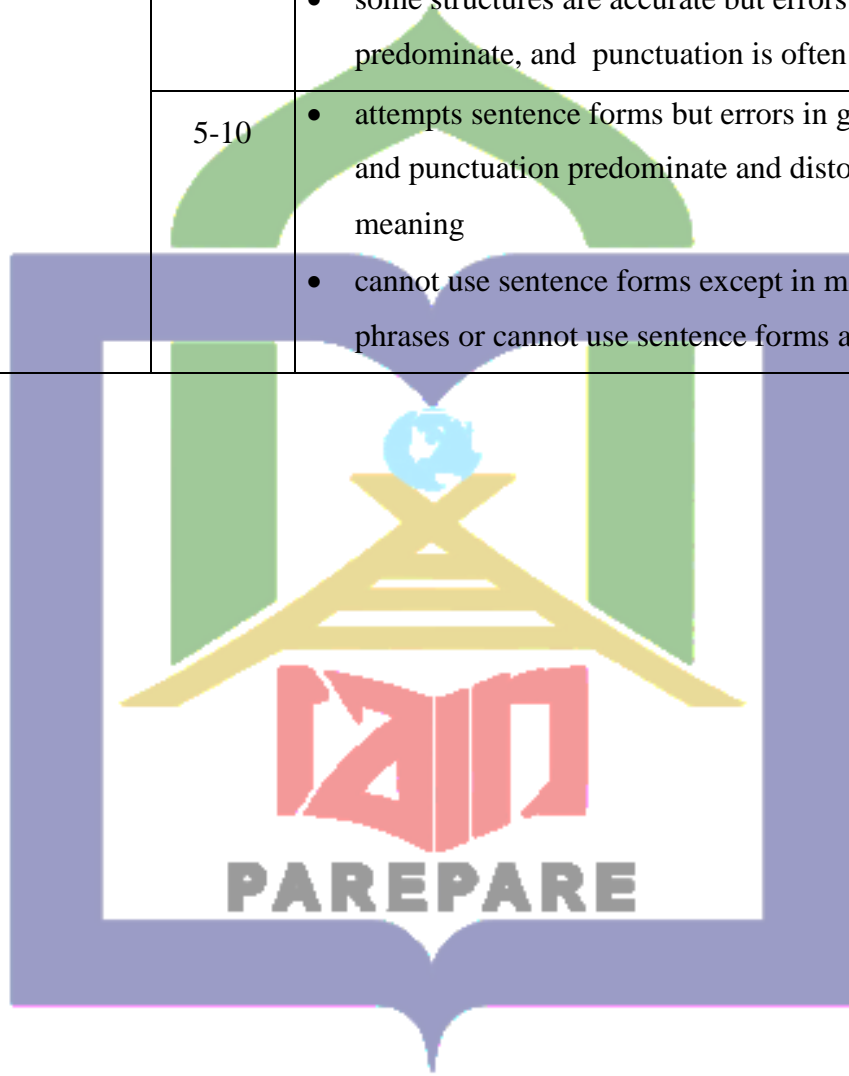
KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
Jalan Amal Bakti No.8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404
Po Box 909 Parepare 91100 website : www.iainpare.ac.id, email : mail@iainpare.ac.id

Nomor : B. 036 /In.39/PP.00.9/08/2018
Lampiran : -
H a l : Izin Rekomendasi Penelitian

Kepada Yth.
Kepala Cabang Dinas Pendidikan Provinsi Sulawesi Selatan Wilayah VIII
di
Tempat

Assalamu Alaikum Wr.Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri (IAIN) Parepare :

Nama	: ADE PRATIWI
Tempat/Tgl.Lahir	: PAREPARE, 23 April 1997
NIM	: 14.1300.080
Jurusan/ Prodi	: Tarbiyah dan Adab/ Pendidikan Bahasa Inggris
Alamat	: Jl. Patukku No.9 A, Kel. Watang Soreang, Kec. Soreang, Kota Parepare

Bermaksud akan mengadakan penelitian di wilayah KOTA PAREPARE dalam rangka penyusunan skripsi yang berjudul :

"IMPROVING STUDENTS' SKILLS IN WRITING DESCRIPTIVE TEXT AT THE FIRST GRADE OF SMAN 3 PAREPARE BY USING PICTURE STRIP STORY"

Pelaksanaan penelitian ini direncanakan pada bulan Agustus sampai selesai.
Sehubungan dengan hal tersebut diharapkan kiranya yang bersangkutan diberi izin dan dukungan seperlunya.

Terima kasih.

1 Agustus 2018
A.n Rektor,
Plt. Wakil Rektor Bidang Akademik dan
Pengembangan Lembaga (APL)

Muh. Djunaedi

PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
CABANG DINAS PENDIDIKAN WILAYAH VIII
BARRU, PAREPARE, SIDRAP

Jalan Jenderal Sudirman No. 123 Parepare, Kode Pos 91125
Telpon. 081342561901/08114111132 email: cabdiswil8@gmail.com

REKOMENDASI

Nomor : 867 / 307 CD.WIL.VIII/DISDIK

Tentang

"Improving Students Skills In Writing Descriptive Text At The First Grade Of SMAN 3 Parepare By Using Picture Strip Story"

Yang bertanda tangan dibawah ini, Atas Nama KASUBAG Tata Usaha Cabang Dinas Pendidikan Wilayah VIII, menerangkan bahwa :

- Nama : ADE PRATIWI
- Lembaga/Perguruan Tinggi : S1/Institut Agama Islam Negeri Parepare
- Jurusan/Prodi : Tarbiyah dan Adab / Pendidikan Bahasa Inggris

Pada dasarnya kami menyetujui untuk melaksanakan penelitian pada SMA Negeri 3 Parepare, mulai Tanggal 06 Agusutus s.d 09 September 2018 dengan mendahului laporan ke sekolah dan hasil (penelitian setelah selesai dilaporkan ke Cabang Dinas Pendidikan Wilayah VIII).

Demikian rekomendasi ini dibuat untuk dipergunakan sebagaimana mestinya.

Parepare, 2 Agustus 2018
KASUBAG Tata Usaha
Cabang Dinas Pendidikan Wilayah VIII

MUHAMMAD AKIL, SH.,MM
Pangkat Pembina
NIB : 19610304 199112 1 001

PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIKAN
SMA NEGERI 3 PAREPARE
Alamat: Jln. Pendidikan No. 9 Kel. Lembah Harapan Kec. Soreang Kota Parepare
Telepon: 0421-22836, Email: sma3parepare@gmail.com, Parepare 91132 Sulawesi Selatan

SURAT KETERANGAN PENELITIAN
Nomor : 070/421/UPT.SMA.03/PRP/DISDIK

Yang bertanda tangan di bawah ini atas nama Kepala UPT. SMA Negeri 3 Parepare menerangkan bahwa:

Nama	: ADE PRATIWI
Tempat / Tanggal lahir	: Parepare, 23 April 1997
NIM	: 14 1300 080
Jenis Kelamin	: Perempuan
Lembaga/Perguruan Tinggi	: S1./Institut Agama Islam Negeri Parepare
Jurusan/Prodi	: Tarbiyah dan Adab/Pendidikan Bahasa Inggris
Alamat	: Jalan Patukku No.9 A. Kelurahan Watang Soreang Kecamatan Soreang, Kota Parepare

Benar yang namanya tersebut diatas telah mengadakan penelitian pada SMA Negeri 3 Parepare dengan Judul Penelitian:

"IMPROVING STUDENTS' SKILLS IN WRITING DESCRIPTIVE TEXT AT THE FIRST GRADE OF SMAN 3 PAREPARE BY USING PICTURE STRIP STORY"

Demikian Surat Keterangan ini kami berikan kepadanya untuk dipergunakan sebagaimana mestinya.

Parepare, 03 Desember 2018
Kepala UPT SMA. Neg. 3 Parepare

DRS. MUHAMMAD ANSHAR RAHIM, M.Pd
Pangkat : Pembina Tk.I.
NIP : 19660716 199103 1 010

CURRICULUM VITAE

Ade Pratiwi was born on April 23rd, 1997 in Parepare. She is the third child in her family; she has two sisters and three brothers. Her father's name is Ambo Maddi and her mother's name is Nurmami. She began her study on 2002 at SD Negeri 42 Parepare and graduated on 2008, at the same year she registered in SMP Negeri 6 Parepare and graduated on 2011, at the same year she registered in SMA Negeri 3 Parepare, and on 2014 she registered on State Islamic Institute (IAIN) of Parepare. She took English Department of Tarbiyah and Adab Faculty. She finished her study with entitle *"Improving Students' Skills in Writing Descriptive Text at the First Grade of SMAN 3 Parepare by Using Picture Strip Story"*. During her study, she participated in organization; that is Lintasan Imajinasi Bahasa Mahasiswa (LIBAM) State islamic Institute (IAIN) of Parepare.