

**THE EFFECTIVENESS OF ENVIRONMENTAL DESCRIPTION AS A MEDIUM
TO ENHANCE WRITING SKILLS OF THE EIGHTH GRADE STUDENTS' AT
SMPN 2 GALESONG SELATAN
(A *Quantitative Pre-Experimental Research*)**



A THESIS

*Submitted to the Faculty of Teacher Training and Education Universitas Muhammadiyah
Makassar in Part Fulfillment of the Requirements for the Degree of Education in English
Education Department*

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2023**



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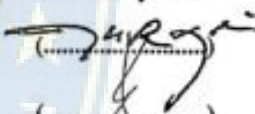
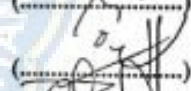







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Day / Date	Chapter	Note	Sign
Friday 19-May-2023	3	One variable in title moved into scope	X
Monday 3-July-2023	2	Descriptive characteristics of the text move to chapter two	X
Friday 4-July-2023	4 & 5	Make a correct and tidy the reference Give an explanation on the assessment score under the frequency table	X
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Thursday 20-July-2023	All chapter	Improve the conceptual framework and add reinforcement material chapter 2 Change test 21 July 2023	X
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Saturday 15 July 2023	2	- Improvement of the title writing format	<i>[Signature]</i>
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Tuesday 18 July 2023	2	- Reduce two words in the title - Title correction signature	<i>[Signature]</i>
Thursday 20 July 2023	2	- Give more explanation of our suggestion	<i>[Signature]</i>
Friday 21 July 2023	3	- Revise your discussion point and make it clear - Improve your writing format at the Chapter 2 - Revise your abstract	<i>[Signature]</i> All right 21/07/23

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Siti Fathin Faizah Yunus

MOTTO

“jangan pernah lupa libatkan Allah dalam semua kondisi yang ada”



This thesis dedicated to my beloved parents, my self, my big family, and especially to my younger sister.

ABSTRACT

Siti Fathin Faizah Yunus, 2023. **The Effectiveness of Environmental Description as a Medium to Enhance Writing Skill of the Eighth Grade Students' at SMPN. 2 Galesong Selatan.** Under the thesis of the Department of English Education, Faculty of Teacher Training and Education, Universitas Muhammadiyah Makassar. Supervised by Eny Syatriana and Muhammad Zia Ul Haq.

The purpose of this study is to determine whether Environmental Description Media may improve the writing skills of SMPN class VIII G students in terms of ideas and sentences. The quantitative research approach was applied, with a pre-experimental design. The participants in this study were SMPN 2 Galesong Selatan students. The sample size was 21 students, and the sample class was chosen using the total sampling technique.

According to these findings, the pretest score of students' writing skills in using Environmental Description Media is the same as the pre-test average score (29.05), while the post-test average score (64.29) is greater than the pre-test average score. The findings demonstrate that there is a difference between the students' pre-test and post-test scores. After evaluating the pre-test and post-test data, the researcher discovered that the p-value (0.000) in writing skills was less than (0.05), indicating that the null hypothesis (H₀) was rejected and the alternative hypothesis (H₁) was accepted.

The researcher concluded that Media Description of the Environment in SMPN. 2 South Galesong using descriptive text improves students' writing skills. With the usage of Environmental Description Media, there is a considerable difference in students' writing ability in terms of concepts and phrases.

Keywords: *Environmental Description, Media, Writing Skills, and Phenomenology.*

ABSTRAK

Siti Fathin Faizah Yunus, 2023. **Keefektifan Media Deskripsi Lingkungan untuk Meningkatkan Keterampilan Menulis Siswa Kelas VIII SMPN. 2 Galesong Selatan.** Di bawah tesis Jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. Dibimbing oleh Eny Syatriana dan Muhammad Zia Ul Haq.

Penelitian ini bertujuan untuk mengetahui apakah Media Deskripsi Lingkungan dapat meningkatkan keterampilan menulis siswa kelas VIII G di SMPN. 2 Galesong Selatan dari segi ide dan kalimat. Metode penelitian yang digunakan adalah kuantitatif dengan desain pre-experimental. Populasi dalam penelitian ini adalah siswa SMPN 2 Galesong Selatan. Jumlah sampel yang digunakan adalah 21 siswa dan kelas sampel dipilih dengan menggunakan teknik total sampling.

Berdasarkan hasil tersebut, skor pretes keterampilan menulis siswa dalam menggunakan Media Deskripsi Lingkungan adalah dengan nilai rata-rata pre-test (29.05), sedangkan nilai rata-rata post-test (64.29) yang mana lebih tinggi dari nilai rata-rata pre-test. Hasil data menunjukkan bahwa, ada perbedaan antara pre-test dan post-test siswa. Setelah menganalisis hasil data pre-test dan post-test, peneliti menemukan bahwa pada keterampilan menulis p-value (0,00) lebih kecil dari α (0,05), hal ini menunjukkan bahwa hipotesis nol (H_0) ditolak dan hipotesis alternatif diterima (H_1).

Peneliti menyimpulkan bahwa Media Deskripsi Lingkungan melalui teks deskriptif di SMPN. 2 Galesong Selatan meningkatkan keterampilan menulis siswa. Terdapat perbedaan yang signifikan pada kemampuan menulis siswa dari segi gagasan dan kalimat dengan penggunaan Media Deskripsi Lingkungan.

Kata Kunci: *Media Deskripsi Lingkungan, Keterampilan Menulis, Fenomenologi.*

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This thesis is dedicated to the researcher's beloved ever parents on behalf of Muhammad Yunus, S.E. and Halijah, S.Pd. who always wish her well, always support and love her in many ways. Also to the researcher's big family who have been very instrumental in her life and have given endless sincerity and prayers as well as their support to her in completing this thesis. This thesis also dedicated to the Department of English Education, Faculty of Teacher Training and Education, University of Muhammadiyah Makassar as a partial fulfilment of the requirements for obtaining an S.Pd. The researcher is fully aware that this thesis cannot be completed without the help of other parties. Therefore, on this opportunity the researcher would like to express my deepest gratitude to the following people:

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11. Everyone who has helped the researcher in finishing the thesis and whose names cannot be mentioned one by one.

Finally, the researcher realizes that this thesis is still far from being perfect. Therefore, constructive suggestion is needed for the progress of the next study. The researcher hopes that this research will give an important contribution to the Department of English Education. May God always bless us and lead us in His right path. Aamiin

Researcher,



Siti Fathin Faizah Yunus

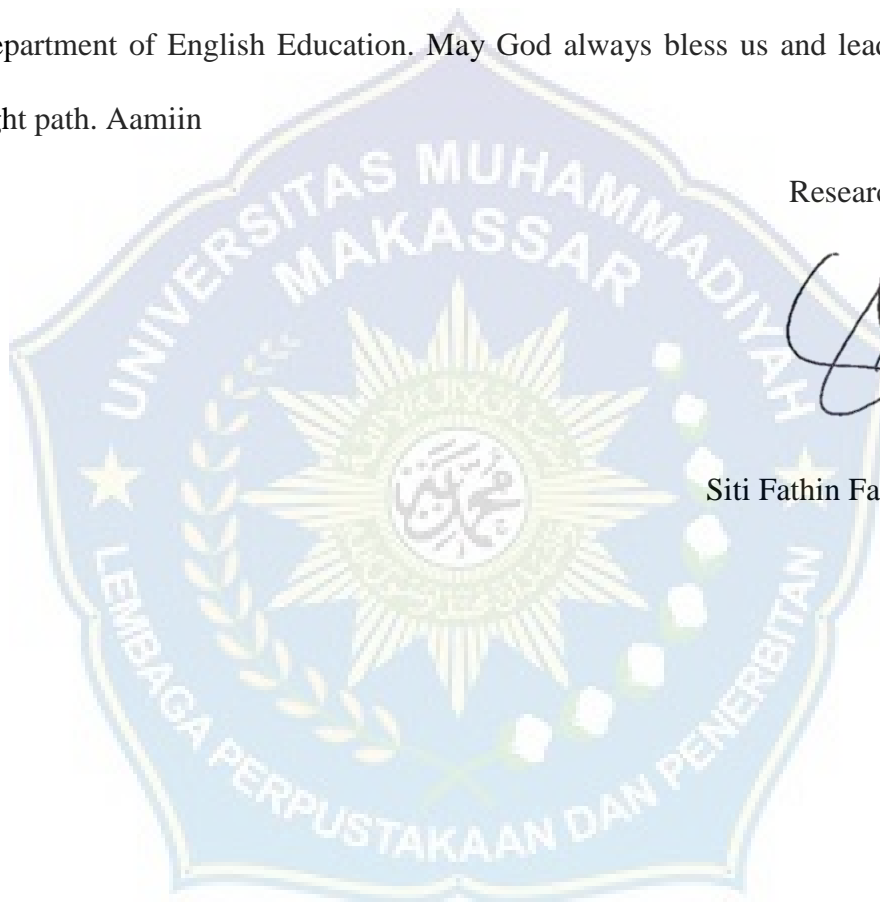


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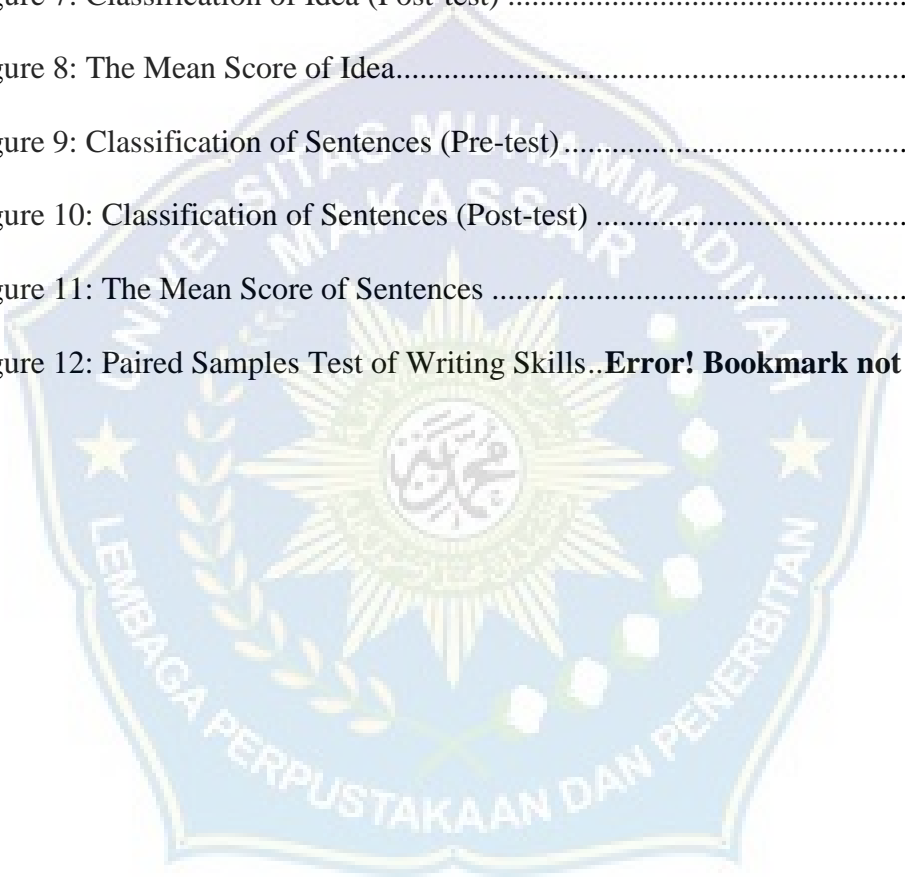
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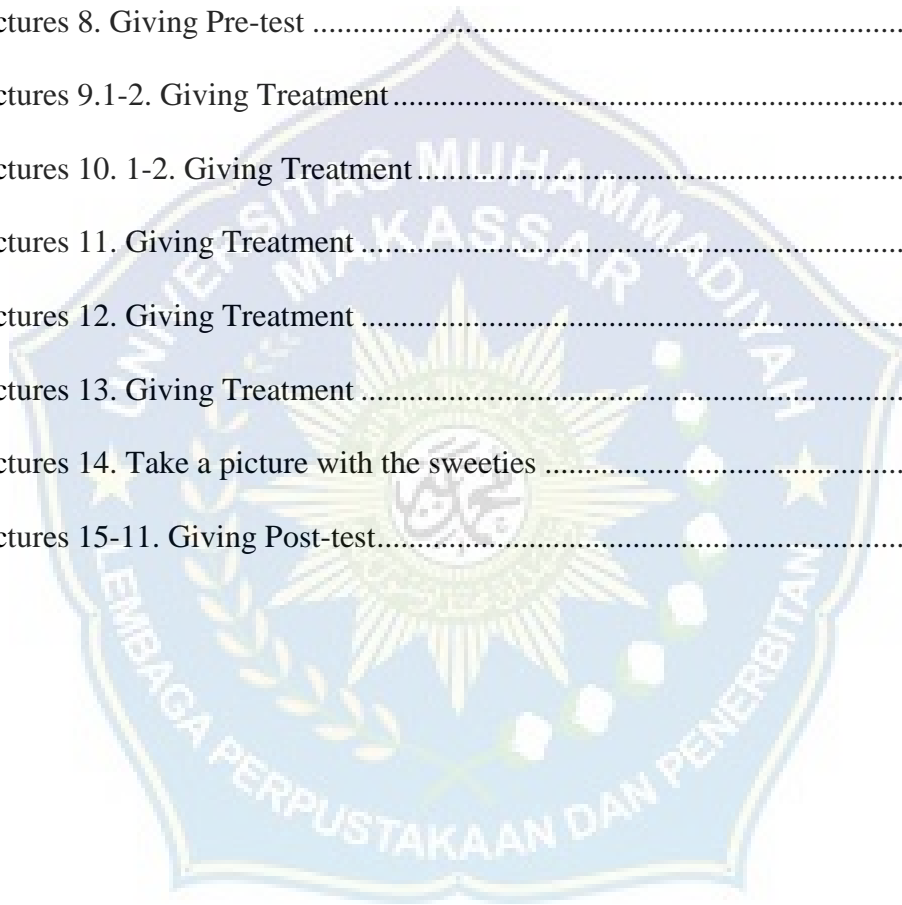
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CHAPTER 1

INTRODUCTION

A. Background

An essential part of human existence is the dissemination of new ideas and information, and language plays a crucial role in this process. Since we can easily offer and explain the knowledge we wish to teach to others via textual medium, knowledge sharing remains a popular form of communication in the modern era. When compared to other linguistic abilities, writing stands out as unique. Rewriting allows us to assess the text's language, its meanings, the text's melody, the clarity of its words, the extent to which the text stimulates the reader's imagination, the description and classification of assumptions, our own language, and the repetitive reconstruction of the text, all of which help us to acquire confidence as writers. Books, articles, and notes are all examples of written materials. Writing as a source of new knowledge is a perennial favourite topic of discussion among psychologists. For instance, in the study of writing as a creative activity, Luria & Yudovich (1971) characterise writing as fresh and powerful thinking tool, combined with analysing and self-display features.

Britton (1970) says that writing helps us remember and make sense of our experiences because it provides a symbolic picture of those events. According to Gauge (1986), who explains how to participate in the writing process in a chapter of his book (why write?), writing is clearer thinking, testable thinking, because writing is done on pages that are not invisible in the mind.

As can be observed from the activities of giving exercises, assigning homework, and completing a final project, writing proficiency is an inseparable aspect of every teaching and learning process activity, especially argumentative writing proficiency. Problems have arisen, however, since pupils lack practise in putting their thoughts into writing and arranging those concepts into clear, concise summaries that follow a logical progression. According to Mahmud in (Aida Azis., 2022), writing is one of the most challenging talents since it requires students to convey not just ideas but also their thoughts, conceptions, and emotions. The process of putting together a string of sentences to convey an idea or set of ideas is something that may be done in one's spare time, as stated by Groth (2013). This is because students typically sit silently through their lecturers' lectures. When asked to write a descriptive essay, students often struggle to come up with a topic and often struggle to know where to begin writing. The medium students use to develop their article ideas should be interesting to them if they are to achieve this goal. One of the many tools available to writers is the use of multimedia. The majority of the phenomenological studies referenced by the researcher are concerned with questions of environment and behaviour. However, some of these studies are only implicitly phenomenological since the researcher either ignored or avoided actively engaging the tradition. The researcher provides justification for include these studies by pointing out universal traits and patterns that manifest in regular human activity and interaction, such as features of the physical environment that contribute to a sense of place, order, and beauty. These works offer novel interpretations of common human experiences. Therefore,

writing might be defined as the imaginative act of expressing one's ideas in writing for the purposes of informing, persuading, amusing, and otherwise serving one's audience.

The learning environment in the classroom has a considerable impact on students' attention and learning results, despite the fact that many learning processes are still dominated by lecture models, which bore students and make it difficult for them to internalize the learning information. Methods that aid in the transmission of educational content is one such approach. Changes in students' cognitive, affective, and psychomotor abilities are what we mean when we talk about learning outcomes. The capacity to select and employ teaching methods that are consistent with the curriculum and the expected outcomes for students is a crucial skill for any educator. It is envisaged that by incorporating media into the learning process, students' interest and learning outcomes will be considerably affected by the teacher's choice and implementation of instructional tactics.

Students will gain the self-assurance to write freely, take responsibility for their work, and recall course material through the use of this recitation strategy. After students have studied on their own and practised until they are ready to hear the topic and recollect it again, they engage in recitation, which requires quoting or altering portions of the lesson from specific sources. The teacher may assign a grade to the learning activity of recitation. Both an oral and written report on the students' progress on the assignment must be submitted to the teacher. This method can be worked on in a group or individually, in a classroom or at home.

This study will therefore focus on works of literature that make use of the most common types of natural environments. Anything in the natural world that can have an effect on human beings is included. When compared to nature, the built environment (which includes both man-made and naturally occurring features) stands out. The term "environment" can also be used to describe the typical settings in which people live. But if they take a glance around them, students will find it much simpler to articulate what they see. If a teacher has the students watch the class, they will become more comfortable with the setting, which in turn will inspire them to write.

B. Research Question

Given this context, the researcher posed the following research question: "Does environmental description medium can enhance the students' content and sentences in writing skills?"

C. Objective of the Research

Based on the problem before, the researcher try to do research about how does the environmental description medium to enhance students' writing skills, for the eighth grade students of SMPN. 2 Galesong Selatan.

D. The Significant of the Research

This research is expected to give contribution to:

1. For the Students

In the study, the researcher give an information to the students that there is one solution that environmental description medium can help us to get enhanced for our writing skills.

2. For the Teachers

The study's author had hoped to aid educators in fulfilling their roles as educators, particularly in the realm of writing instruction, and held out hope that the medium of environmental description would contribute to students' growth as writers.

3. For the Next Researchers

Research and development of effective classroom teaching tactics and learning tools for boosting writing abilities should be prompted by this study. The ideals centre on providing educators, especially English as a Foreign Language (EFL) teachers at the middle school level, with relevant and up-to-date information regarding the effectiveness of environmental description as a medium for developing stronger writers.

E. Scope of the Research

The research focuses on enhanced students' writing skills through environmental description medium by assessing the aspects of their content and sentences of their writing.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Some Previous Findings

The researcher found some similar previous research that talked about the use of Environmental Description Medium improving students' writing skills. These are some related researches such as research was undertaken by:

Reszy Harmenita and Yuli Tiarina (2013) concluded that the Environmental Observation Methods are a viable choice for teaching English, particularly in regards to developing students' writing skills, based on the topic presented in Chapter III. Teachers that use the Environmental Observation Method in class report that their students are more engaged and enthusiastic about their writing assignments. The kids are also more likely to collaborate on a descriptive writing because of this. Then, it can help students learn English by increasing their desire to write and the value they derive from working on group projects. After that, educators will be able to inject more fun into the English classroom, particularly when working with students on their writing.

Second by Bennion & Olsen, (2002), wilderness writing: using personal narrative to enhance outdoor experience. Students grow when confronted with unfamiliar surroundings. Our trips are relatively low impact—the water we wade through is generally knee deep, the pathways clear and not too steep. We eat well and make the trips convenient and practical for everyone. But because we enter foreign territory for most students, and

because they are urged to meditate and write about their experiences, the trips transform them. As mentioned above, the best evidence of the effectiveness of the program is how well the students integrate into their lives their thoughts and emotions concerning their experiences in the outdoors.

We have found that this dual course helps students develop solid habits in recreation, reflection, and writing. The symbiosis in the class between the two of us represents a greater compromise between the disciplines of recreation science, environmentalism, and writing. This collaboration also helps students see how they can synthesize components of their own lives which they previously held separate—their education, their personal writing, their relationship to others, and their place in the natural world.

Third, by Sukma (2020) claims that resources for school environmental education can be found in a wide range of formats. The data show that textbooks (93 percent), television and radio (73 percent), newspapers and magazines (71 percent), documentaries (53 percent), scientific articles (56 percent), papers from the publication of the results of international, national, or local seminars (45 percent), blogs (45 percent), media surveys (37 percent), and popular articles (20 percent) are all common sources for educators. In addition, a thematic, integrative approach to education is used at the elementary level. With this method, classroom instruction must encompass a wide range of subject areas. Primary schools can incorporate environmental education as one of the interdisciplinary sciences. Data study reveals that environmental education can be incorporated into a variety of subject areas,

including language (85.2%), mathematics (62.5%), citizenship (82%), natural science (93.3%), social science (87.5%), and physical education and health (75%). These studies show that environmental education can successfully be included into the classroom. No single academic field can adequately capture the breadth of the environmental notion. Learning about the environment can be best integrated into the classroom through the study of science. In recent years, "environmental literacy" has emerged as a central concept in the teaching of science. The framework's flexibility allows for the incorporation of environmental education into a variety of science courses. It is possible to combine natural science research with environmental education since science is one way to resolve human-nature issues and education can provide information and create awareness.

Last, the teacher is accountable for instilling a "phenomenological attitude" in their students, as stated by (Adams & Van Manen, 2017). To this end, they must maintain their own programme of phenomenological study. It also requires considering the context's relational, temporal, geographical, physiological, and material aspects. There is a lot of power and accountability in the classroom, whether it's traditional, hybrid, or virtual. The exciting process of phenomenological human science education is the focus of this study on phenomenology as a teaching method. Observing a course on phenomenology may be the best method to understand the concept itself. To their credit, Cathy Adams and Michael van Manen show how phenomenological technique may be used to measure, dig, and give words to

the depths and richness of human experience while remaining accessible to a wide range of readers. Phenomenology itself necessitates a suspension of assumptions and an opening to primordial meanings, and so does the teaching of phenomenology through an orientation to basic resources, scholarly phenomenological traditions, exemplary practises, and leading writers. Cathy Adams and Michael van Manen show how sensitive and careful research methods may be as a result of a phenomenology education.

Nunn and Brandt (2016). To that end, it is important to emphasise the post-descriptive stages of analysis and appraisal of our own experience in their academic contexts, which may be impacted by references to relevant literature. In this research, we want to present a fresh perspective on works of introspective philosophy from the recent past. We argue that reflection has value in and of itself as a phenomenological exploration of experience, and we present the potentially major contribution of phenomenological philosophy by examining the essential link between a so-called "subjective" first person voice and "inter-subjectivity" and "objectivity."

The first, second, third, and fourth investigations have in common the researcher's use of the same media and their use of environmental or phenomenological description. In contrast to other researchers, this one is interested in enhancing students' writing abilities through the use of environmental or phenomenological description as a medium, with the ultimate goal of bettering students' integrated, interests, and learning results.

B. Some Pertinent Ideas

1. Concept of Writing

a. Definition of Writing

Since children are less exposed to written expression, teaching writing poses the greatest challenge to language teachers. The purpose of writing is to communicate clearly and concisely, as stated by (Satya, 2018). Students are writing novices because they have been stimulated by audiovisual media for their entire lives.

However, creative writing is one of the most difficult writing abilities to learn; therefore, it must be taught (Joanna Pawliczak, 2015).

It is through writing that we can share our innermost ideas and emotions, whether they are fabricated or genuine, as said by Eny Syatriana in (Robertson, 2018). Whatever we learned from this experience—be it funny, weird, exhilarating, embarrassing, or painful—we can put it down on paper. Actually, school-based writing instruction does nothing to boost pupils' writing skills.

Sastrawati (2015) suggests that educators and learners alike dismiss writing as too challenging or uninteresting to devote sufficient time to.

Toni Morrison (1992) explains that "[w]riting is really a way of thinking—not just feeling, but thinking about things that are disparate, unresolved, mysterious, problematic, or just sweet."

From the definition above, writing is the process of communicating in written form, which contains our thoughts, opinions, feelings, and thinking about something. The pupils are filled with ideas, but they are hesitant to start since they are unsure of how to expand on them. Not just students who are beginning writers, but also experienced writers, encounter this issue. We all know that everyone of us has a varied amount of writing ability. Analyzing the various text types is challenging. They are frequently misinterpreted in an effort to identify a particular text. Lack of reinforcement in high school is one of the causes. It is used to communicate indirectly with others instead of face-to-face, using writing media. The teaching and learning process involves both teachers and pupils. One of the reasons why schools fail to fulfill their role as change agents, namely in understanding attitudes toward life to make writing a good culture or tradition for students, is that students struggle with carrying out writing activities at school as well as the teacher's inaccurate choice of strategies and use of media in teaching writing. Media that is successful in teaching one subject matter is not always successful in teaching another subject matter. In this way, each content comes to have unique qualities that also influence the media that might be utilized to communicate the material. Similar to how students learn to write, teachers must be able to select and employ media that are suited to the information to be delivered in order to later fulfill learning objectives. Additionally, Olson (1985)

affirms the relationship between thinking and writing and the role that writing plays in enabling people to combine their prior and current knowledge, stating that writers should use their memories to provide what they are aware of and to review the information that has been generated and rendered intelligible or printed (Thomas & Peterson, 1997). Professional writers employ a variety of writing styles in this manner, as opposed to being constrained to a single structure or style. They encounter real world obstacles and have a variety of forms, strategies, knowledge, and abilities that can help them achieve their writing objectives in a flexible manner (Graham & Perin, 2007).

b. The Components of Writing Skills

According to Heaton, J.B. (1989), there are five elements that must be evaluated in writing:

1) Content

The inclusion of content or ideas holds significant importance in writing, since it serves as the primary motivation behind the creation of a document. The content of the text should encompass both unity and completeness. Unity, for instance, is demonstrated when a paragraph encompasses a central concept and is supplemented by supporting phrases or paragraphs that are interconnected throughout the entirety of the text, serving to elucidate the aforementioned major notion. The concept of completeness pertains to the process of expanding upon the main

point in a paragraph, ensuring that it is developed as comprehensively as possible while maintaining focus and avoiding excessive deviation from the central discussion. Effective writing is characterized by a title that accurately encapsulates the entirety of its content.

2) Organization

According to Harris, this particular component pertains to the logical arrangement of the content, specifically in terms of coherence.

The concept of organization refers to the systematic arrangement and structuring of elements or components in a coherent and logical manner. It involves the organization refers to the manner in which the author arranges their ideas in accordance with the surrounding situation. A critical aspect that warrants careful consideration is the structural arrangement of the text, which relies on the presentation of lucid, well-organized, and interconnected concepts. The implementation of organization inside a text serves to enhance the reader's ability to maintain focus. The absence of proper structure in written work can result in reader confusion and a subsequent decline in sustained engagement.

Ruegg and Sugiyama (2013) suggest that the fundamental notions pertaining to organization encompass the ideas of

coherence and cohesion. Cohesion pertains to the textual microcosm, encompassing the manner in which words and sentences coalesce and interconnect. Coherence pertains to the structural arrangement and logical linkage of ideas, as well as the comprehensibility of these concepts to the reader. It mostly encompasses the higher-level elements of a document, including topic sentences, the thesis statement, and the concluding summary.

3) Vocabulary.

The significance of vocabulary in writing lies in its ability to enhance the reader's understanding and engagement with the content. A writer's extensive repertoire of words enables them to delve into greater depths of description and effectively convey their intended message. According to Byrne in Roza's study (2011), the utilization of rich vocabulary, commonly referred to as idioms, imparts literary or cultural significance to any written work.

The selection and utilization of suitable language in constructing sentences is a crucial aspect that necessitates recognition and consideration in the realm of writing. In order to effectively articulate concepts through written communication, a comprehensive understanding of language is essential. The acquisition of vocabulary encompasses not only the quantity of

words known, but also the proficiency in utilizing them accurately within the context of written discourse.

According to Nagy, as mentioned in Genoveva et al. (2016), a strong vocabulary is crucial for the comprehension of written texts, as the ability to understand the meaning of words is essential.

4) Language Use

According to Jacob et al. (1981: 90), this element primarily concerns the utilization of grammatical and synthetic patterns to separate, combine, and group ideas inside words, phrases, clauses, and sentences, with the aim of establishing logical relationships in the composition of paragraphs. In the context of linguistics, a word is considered to be the most basic unit of language that can be spoken independently and carries meaning either in a literal or practical sense. In addition, phrases have the ability to refer to either a collection of words or a single word. Moreover, a clause is considered to be the most basic grammatical component capable of conveying a comprehensive statement. A sentence is a linguistic construct of one or more words that are syntactically connected.

In the study conducted by Hashim et al. (2019), Kapatsinski's perspective is referenced, wherein grammar is characterized as a comprehensive set of linguistic properties that collectively constitute a structured system inside a given language.

It is crucial to prioritize grammar in written communication over oral communication due to the inherent formality and organization typically associated with written forms of communication.

Utilizing proper grammar enhances the overall caliber of written work. The meaningfulness of sentence form and grammatical structure is crucial to ensure reader comprehension and prevent difficulties in understanding the written text. It is imperative for writers to exercise caution in the organization of grammatical structures and the integration of individual words within their written compositions.

Beverton and Andrews (2006) assert that grammars encompass the examination of syntax, encompassing word order, clause and phrase structure, as well as the categorization of components of speech, such as nouns, verbs, predicates, and clauses.

According to the assessment profile conducted by Jacob in 1981:

a) Complex Sentence

According to Istiqamah (2020), Hogue defines complex sentences as sentences that comprise both a dependent clause and an independent clause. A dependent clause is unable to

function independently, whereas an independent clause can stand alone as a complete phrase.

Furthermore, according to Prachan (2018), a complex sentence is formed by combining a dependent clause with an independent clause. When the dependent phrase is positioned before the independent clause, the two sentences are separated by a comma; otherwise, no punctuation is required.

b) Agreement

Subject-verb agreement constitutes a fundamental tenet of English language grammar, wherein it stipulates that a singular subject necessitates a singular verb, whereas a plural subject necessitates a plural verb (Murshidi, 2014).

Turkenik, as referenced in the study conducted by Mbau et al. (2014), posits that there exist three fundamental principles governing subject-verb agreement. The individuals in question are:

- In the simple present or past tense, the primary verbs utilized are "be" and "have." For instance, one may state "I am currently an undergraduate student," "She previously held the status of a student," or "They possess two children."
- In the simple present tense, it is necessary to append -s, -es, or -ies to verbs in the third person singular. For

instance, Shania rides to school by bike, March watches television for six hours daily, and the fly flies at a high velocity.

- Compound tenses employ the auxiliary verbs "be" or "have" as the initial auxiliary. For instance, Garcia was vocalizing loudly while traversing the road; Anitha has completed her academic pursuits; and Nadia has been patiently awaiting in this location for a duration of two hours.

c) Tenses

According to Reishaan (2013), tense is a grammatical category in the English language. In English, the expression of tension is typically accomplished through the use of verb forms inside a sentence. Therefore, specific verb forms are utilized to convey temporal distinctions in past, present, and future periods. According to Napratilora and Siagian (2019), tenses are linguistic elements that indicate the temporal aspect of an event or action described in a sentence. Time encompasses the three temporal dimensions: the present, the past, and the future. In general, verb tenses are indicated by the use of specific verbs in sentences, such as "study-studied-studied, go-went-gone, speak-spoke-spoken, and so forth." In essence, verb tenses

serve to elucidate the temporal context in which the act of speaking occurs.

There exist a total of sixteen distinct tenses in the English language, namely: simple present, present continuous, present perfect, present perfect continuous, simple past, past continuous, past perfect, past perfect continuous, simple future, future continuous, future perfect, future perfect continuous, simple past future, past future continuous, past future perfect, and past future perfect continuous.

d) Number

The concept of number is a grammatical category. In the English language, there exist two distinct numerical categories, namely single and plural. The aforementioned categories pertain to nouns, pronouns, determiners, and verbs. To elaborate, it is possible to classify a noun, pronoun, determiner, or verb as either singular or plural. The term "singular" denotes a numerical value of one. The term "plural" denotes a quantity that exceeds one.

e) Word order

Word order refers to the organization of words within a phrase, clause, or sentence, as stated by Collins Dictionary and quoted by Syams (2016). Moreover, Siahaan (as mentioned in Ayuningtias, 2021) asserts that word order in linguistics refers

to the organization of words inside a phrase, clause, or sentence.

According to Indriani (2019), the fundamental norms of sentence structure, as outlined by Martin and Wren, encompass the following:

- In most cases, the subject is positioned before the verb.

The individuals enthusiastically tolled the bell in a state of elation.

- In most cases, the object is positioned after the verb.

The monarch adorns a regal headpiece.

- In cases where both an indirect object and a direct object are present, the indirect object is positioned before the direct object.

f) Articles

According to Necir (2021), articles are words that specify or generalize a noun, hence indicating the nature of the nouns. Furthermore, according to Withakurnia (2017), articles can be categorized into three types: definite article, indefinite article, and zero article (\emptyset).

The use of the definite article "the" before a noun serves the purpose of indicating to the reader that the identity of the noun is already known. The utilization of the indefinite article (a, an) is employed preceding a noun of a generic nature or

when the specific identity of said noun is not ascertainable. There exist specific circumstances in which a noun does not require an article.

g) Pronouns.

According to Mulyo and Marnina (2019), a pronoun serves as a replacement for a noun or phrase in both subject and object positions. Additionally, a pronoun functions to represent the noun or phrase that it refers to. According to Frank, as cited in Hayati (2018), pronouns are a constituent of the grammatical class and share similar syntactic functions with noun classes, as they can serve as subjects, objects, and complements.

h) Prepositions.

According to Klasone (2013), Wehmeier defines a preposition as a linguistic element consisting of a single word or a set of words, such as "in," "from," "to," "out of," and "behalf of." Its primary function is to indicate the spatial, temporal, positional, or methodological relationship between a noun or pronoun and other elements in a sentence. Moreover, Curme (as mentioned in Nawangsasi & Wijana, 2019) posited that prepositions serve the purpose of indicating the connection between a noun or pronoun and a verb, adjective, or another noun or pronoun.

Collins, as referenced in the study conducted by Nawangsasi and Wijana (2019), posits that the English language encompasses a total of 124 prepositions. However, the analysis of the students' utterances revealed a more limited usage, with only 23 prepositions identified. These prepositions include about, after, among, around, as, at, because of, before, between, by, during, for, from, in, like, near, of, on, since, through, to, until, and with.

5) Mechanics

The term "graphic conventions of language" pertains to the systematic arrangement of letters, words, sentences, and paragraphs, based on an understanding of their structural relationships and other relevant factors (Jacob et al., 1981: 90).

The categorization of mechanics, including capitalization, punctuation, and spelling, has been discussed by Shweba and Mujiyanto (2017). Spelling errors can significantly alter the intended meaning of a statement, so impeding the reader's comprehension of the content.

A paragraph is a coherent arrangement of phrases that are interconnected in order to elucidate a certain concept or idea. The right punctuation is necessary for combining these phrases into a paragraph in order to ensure clarity and ease of understanding. Consequently, it is imperative for a writer to possess a

comprehensive understanding of the appropriate usage of punctuation and spelling in written communication.

According to the assessment profile conducted by Jacob (1981), markers of strong mechanics in writing can be identified:

a) Spelling.

Spelling, as discussed by Carney and noted in Fitria's study (2020), pertains to the organization of vowel and consonant letters. Spelling entails a collection of guidelines governing the composition of a language through the utilization of letters, words, and punctuation as fundamental components. Furthermore, Chaer (as cited in Mustadi & Amalia, 2020) asserts that spelling functions as a graphic convention or consensus within a linguistic community, wherein the oral representation of language is transcribed into written form through the utilization of letters and other symbolic representations.

b) Punctuation

Punctuation is regarded as a set of distinct symbols utilized for the purpose of delineating sentences and clauses, as well as enhancing clarity in communication (Murshidi, 2014). In addition, the utilization of punctuation marks serves the purpose of mitigating potential misunderstandings in

written expressions and facilitating comprehensive understanding (Shweba & Mujiyanto, 2017).

c) Capitalization.

According to Pathan (2021), capitalization is the practice of utilizing an initial capital or uppercase letter at the commencement of a word, while maintaining the remaining letters in the word in a tiny or lowercase format. In the work of Siddiqui (2015), it is asserted that capitalization in mechanics is a minor aspect of English composition that necessitates the appropriate use of uppercase and lowercase letters in accordance with the standards of the English language. There exist numerous rules pertaining to capitalization, a few of which are as follows:

- The initial word in a comprehensive phrase or quotation.
- The initial word of a full sentence that follows a colon.
- In letters, it is customary to capitalize only the first word of salutations and closings, unless a proper noun is being addressed.
- The utilization of the first person pronoun "I."
- Proper nouns refer to specific individuals, places, organizations, or entities and are typically capitalized in written language.

- The significance of individuals' titles.
- Terminology pertaining to familial relationships.
- In accordance with standard academic conventions, it is customary to exclude short prepositions, conjunctions, and articles from the capitalization of words in titles and subtitles of books, articles, songs, and other such works, unless these words happen to be the initial words of the titles or subtitles.
 - In the realm of academia, it is customary to refer to educational degrees, specific course titles, and languages employed as academic subjects. However, it is not customary to include the names of broad academic subjects.
 - In academic discourse, it is important to note that compass points can refer to geographical locations rather than mere directions.
 - In academic writing, it is generally recommended to avoid the use of initials, acronyms, and colloquial terms connected with the Internet, such as "Net" and "Web," with the exception of "e-mail" and "online."

d) Paragraphing

Paragraphing is an essential aspect of academic writing. It involves organizing written content into distinct paragraphs,

each serving a specific purpose. Proper the practice of paragraphing in the field of mechanics differs from paragraphing in terms of organizational structure. Paragraphing in mechanics refers to the prescribed guidelines that dictate the visual structure and organization of a paragraph. There are several examples of paragraphing norms that might be employed in academic writing:

- In academic writing, it is customary to indent the initial line of a paragraph more deeply than the subsequent lines, or to leave a one-line space between paragraphs.
- Paragraph length should be neither excessively long nor excessively short. On average, a paragraph typically consists of between 4 to 7 phrases.
- Maintaining consistent paragraph length facilitates readability for readers.

c. The Purpose of Writing

Writing is a result of mind which creates meaning. It shows that writing has some purpose. Thomas Cooley in Norton Guide to Writing (1992), stated the purpose of writing. They are as follows:

- 1) to inform and ponder the world at large,
- 2) to form opinions and exert influence over others,
- 3) to create fantastical worlds out of words, and

- 4) to let out one's feelings and ideas

Meanwhile, the following is how Majorite Farmer (1985), defines the function of writing:

- 1) to provide a better understanding of an idea, emotion, impression, or experience for the reader,
- 2) to fill a need for knowledge among readers,
- 3) to get people to agree with your point of view, and
- 4) to write a work of fiction that the reader will love using his or her imagination to experience.

According to the aforementioned theory, most people write because they have to or because they want to. However, writers often have goals in mind when they put pen to paper, some of which they may not even be aware of.

2. Concept of Environmental Description Medium

a. Definition of Environmental Description Medium

This concept was developed by James J. Gibson (1979) in (Heft, 1988) to explain how our perceptual experience includes both an awareness of the structure of objects and events in our environment and, more importantly, an awareness of their functional significance or, more precisely, their functional meaning.

According to Smith (2013, p.1) in (Nunn & Brandt, n.d.), phenomenology is the "study of structures of consciousness as perceived from the first-person point of view." Phenomenological

research aims to "reduce individual experiences of such phenomen[a] to a description of the fundamental "essence" of that experience," as stated by Heigham and Croker (2009, p.15).

A person's environmental ethics, information, awareness, attitudes, and behavior should all improve as a result of receiving environmental education, according to one definition of the field (Sukma, 2020). Community members' environmental awareness, passions, and views influence how they behave toward the environment. Environmental education components such as attitudes, knowledge, and awareness have a significant impact on student behavior both inside and outside the classroom. Whereas, the crucial function of environmental education is to create people with a high level of environmental awareness and scientific knowledge of environmental problems. The descriptive language commonly used in environment-behavior studies is based on everyday terminology, which focuses almost entirely on forms, both natural and built. A typical description of this place would probably make reference to the tree in the foreground, the broad grassy field extending behind that tree, and the uneven row of trees bordering the far edge of the field. It is worth noting that this description emphasizes the objects or things in the scene, i.e. its forms.

More specifically, it aims to characterise environmental features in terms of the functional significance they have for an individual. I

hope to show that shifting to a functional rather than a form-based descriptive language for environmental features has profound effects on how we see the world and has intriguing implications for environmental behaviour analysis.

b. The Components of Environmental Description Medium

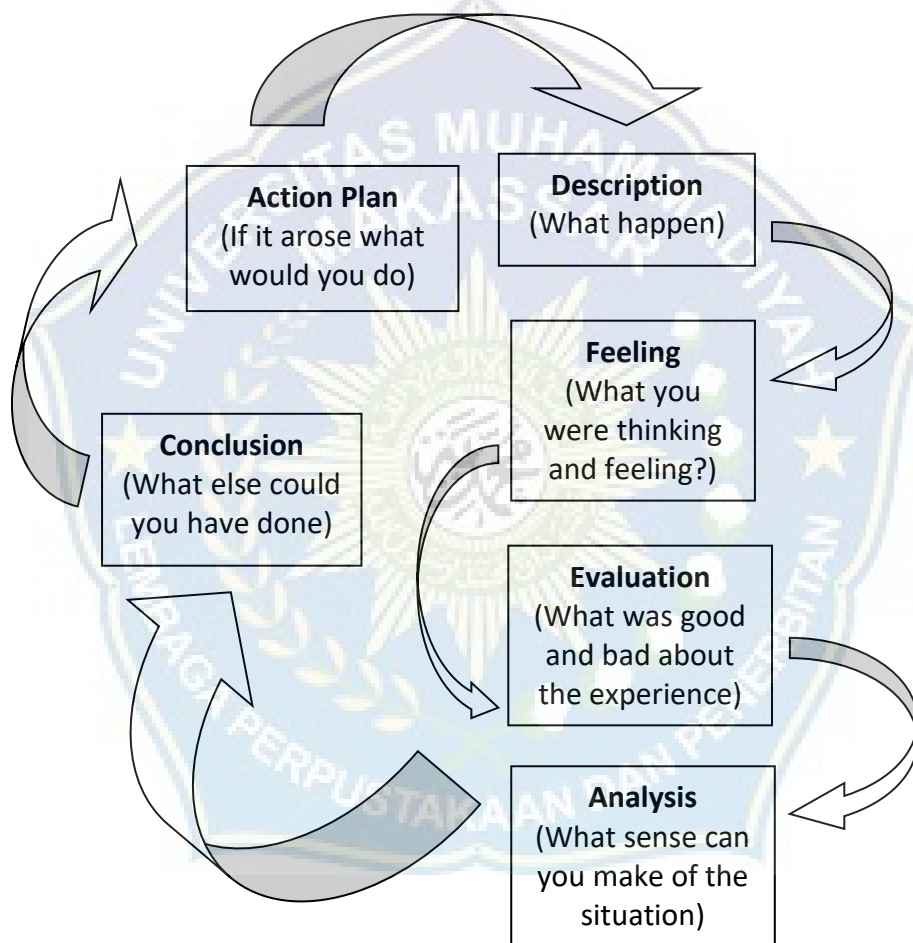


Figure 1: Gibb's (1988) Reflective Cycle

"The study of structures of consciousness as perceived from the first-person point of view," as defined by Smith (2013, p.1) in (Nunn & Brandt, n.d.). To "reduce individual experiences of such phenomen[a] to a description of the fundamental "essence" of that

experience," as Heigham and Croker (2009, p. 15) put it, is the purpose of phenomenological research. By beginning with a first-person account of "what happened," "what was said," or "what was thought," phenomenologists push us to consider the inherent bias in any reflections. The way we feel about what was said or done also plays a role in this. In other words, due to the high chance of prejudice or partial knowledge, it is vital to suspend judgement. The ability to form an opinion based on one's experience is made possible by the reflective process, which reveals our emotional fears and lessens bias. Being or existence is an approximate translation of Dasein (Heidegger, 1996 [1953]) in (Nunn & Brandt, p.2). Even though everyone of us has our own unique way of perceiving the world, the Dasein notion is something we all have in common. Gadamer's view that "objectivity is not possible because the object of understanding is not determinate but rather constituted anew by each act of understanding" is defended by Weberman (2000, p.46) in (Nunn & Brandt, p.4).

Vessey (n.d.) is cited by (Nunn & Brandt, n.d.), Deveci, and Salih (2015) to discuss subjectivity and intersubjectivity in relation to Ricoeur's "Oneself as Another." For the same reason, this reference is equally necessary for reflective writing, as reflections, as they are pedagogically presented later in this work, begin with a personal narrative: The stories we tell and the stories others tell about us are both written by other people. We are each other's protagonists and

narrators. All of our histories are connected to one another in some way. They are as much a part of our storylines as the children, partners, and friends of our own characters. Through our contacts with others, we also facilitate the development of our own and others' narratives. This underlines the fact that we can never claim complete control over our individual identities. It's tied to the people we know and how we interact with them, yet the quality of those bonds and the essence of who we are are beyond our control. Using phenomenological insights into the connection between subjectivity and intersubjectivity, we get a deeper understanding of the varying forms reflection can take.

c. The Purpose of Environmental Description Medium

Adams and van Manen (2017) state that phenomenology is aware of the objectification that occurs when experiences are analysed and their immediate meaning is translated into words. Therefore, the study and description of phenomena, where phenomena relate to things or experiences as they are seen by people, is what the researcher means by "phenomenology." Phenomenology can be used to the study of anything perceptible to human senses, including things we can see, hear, touch, smell, taste, feel, intuit, know, understand, and live through. Light, colour, architecture, landscape, place, home, travel, seeing, learning, blindness, jealousy, change, relationship, friendship, power, economy, sociability, and so on can all be the basis for their

own phenomenological studies. We call them phenomena because they can all be encountered or experienced by people. It is envisaged that pupils' exposure to multiple forms of media would eventually play a role in shaping the overall approach to education. production and distribution of the product The instructor now guides the students in developing a strategy for delivering the final product. The results of the problem-solving efforts of each group are discussed. report, poster, or other type of work presentation. The teacher then helps students design pieces that express their opinions based on the information gathered. Students are encouraged to share their opinions on project outcomes. Analyzing and evaluating how problems are solved The instructor encourages the students to conduct their own psychomotor research and to apply their own psychomotor intellect. The instructor provides feedback on student work and explains any weaknesses, such as where the data came from.

In other words, the phenomenologist examines particular cases of the phenomenon in the hopes that doing so will lead to a better understanding of the phenomenon's essential nature in terms of how it manifests in people's everyday lives and experiences. According to Tompkins (Teaching Writing: A Descriptive Environmental Observation Strategy, n.d., p. 2), there are two phases to the writing process:

- 1) the prewriting phase, during which students prepare to write, and

- 2) the drafting phase, during which they concentrate on developing their own thoughts in their own space.
- 3) students use peer review in the revision stages of their writing.
- 4) students revise their writing based on comments made by classmates after reading it aloud and discussing it in small groups.
- 5) editing is the process of bringing the writing into proper shape or making mechanical mistakes disappear.
- 6) students publish their work and read aloud to the rest of the class as part of the publishing process.

In addition, for the Environmental Observation Strategy, each student will get a turn writing a paragraph that they can bring to their groups. Every member of the group must contribute to the final product by writing something themselves. In this essay, we propose "reflection" as a phenomenological activity to enhance "reflective writing" as a pedagogical tool. Therefore, we present our phenomenological view with examples from students' reflective writing to investigate its potential usefulness in better appreciating reflective writing as a learning activity.

Bennion & Olsen, (2002) Wilderness or environmental programs use writing regularly but most often with the emphasis on nature as content. Many define growth in terms of the students' development of a natural ethic (Tunstall et al., 1997; The Orion Society, 1999a). Many suggest writing activities that encourage

students to define themselves in the context of the natural world (Brown, 2000; Ellis, 1997; Orion Society, 1999b; Knapp, 1999; Mac Eachren, 1999; Roorda, 1997). Despite these few exceptions, the published record indicates that much outdoor education is conducted by people trained in disciplines such as recreation or environmental science, but not in the use of journals and personal essays to promote self-exploration. One solution to this problem is to form partnerships between teachers of recreation, environmental science, and writing. In the rest of this article we discuss how to construct a writing-centered, student-centered outdoor program in the context of a college or university.

Benefits of a Symbiotic Relationship

The following benefits of a partnership between writing and recreation professors can be presented to departments as a rationale for a similar experiment: Writing helps students learn technical skills and discover themselves. We have discovered that writing accelerates technical learning and makes personal exploration possible. Writing about the skills necessary for rock climbing, cross-country skiing, or backpacking helps students remember and analyze the skills necessary to complete the task. As our students give oral reports which summarize the informative articles they have written, we find that they know the subjects—the techniques of road or mountain biking, building a snow cave, setting up a recreational web site, or leading a

group in singing camp songs—much better after they write about them. Writing helps students interpret, summarize, and analyze complex information, but more importantly, meditative writing helps students explore themselves (Progoff, 1992). Socrates said that "the unexamined life is not worth living" (Apology of Socrates, sect. 38).

Students who take journal notes, meditate, and write essays about their activities in the wilderness have a growing understanding of their own competence and values. The most growth occurs when students discuss their feelings about what they've done; record in a journal initial responses to their experience; meditate on the experience; and finally, reform those feelings into a personal narrative.

Evidence can be found in the student's own journals and polished personal narratives. In the student essay quoted above, Josie described her humiliation at being frozen by vertigo, her ambivalence toward the members of the class who coaxed her down, and her fear of being a foreigner in the vertical space of the southern Utah desert. After reaching the canyon floor, she felt exhilaration and self-confidence.

C. Conceptual Framework

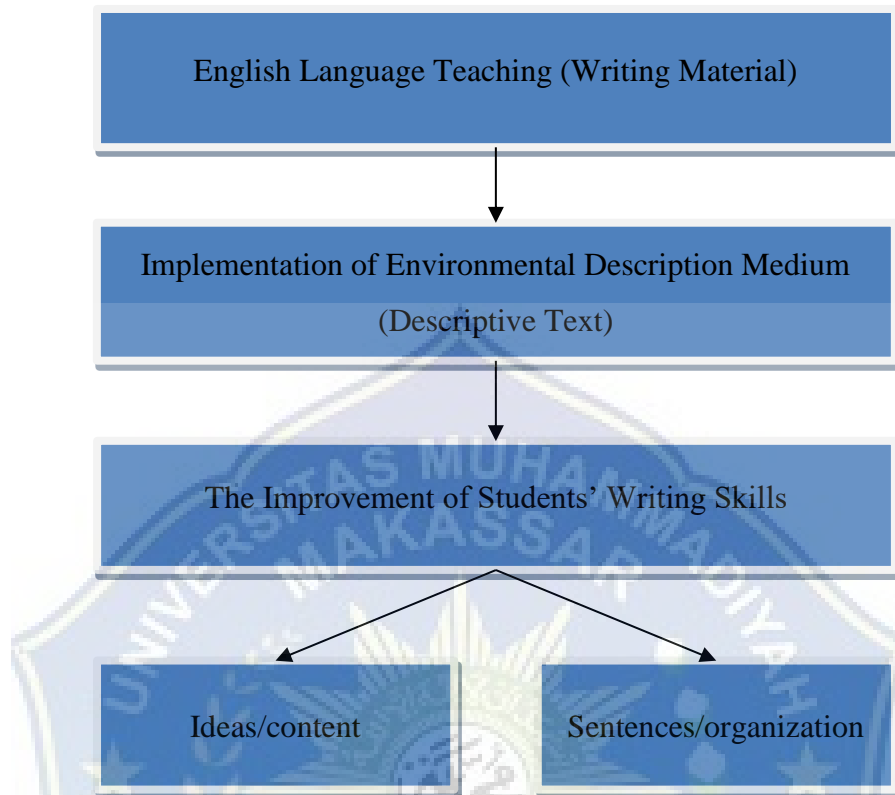


Figure 2. Conceptual Framework

Using the aforementioned theoretical framework as a guide, the researcher used the Environmental Description Medium in an English language classroom to instruct students in the art of descriptive writing, especially in terms of idea and sentences in English language teaching.

Learning resources that are tailored to the potential of a place are called media. There are many things in and around schools, other places, and the neighborhood that could be used as educational resources, and the goal of using this medium is to help students acquire new learning material in an interesting, fun, relevant way that involves as many of the five senses as possible.

D. Hypothesis

H0 (Null hypothesis): The students cannot enhance their writing skills by using environmental description medium.

H1 (Alternative hypothesis): The students can enhance their writing skills by using environmental description medium.



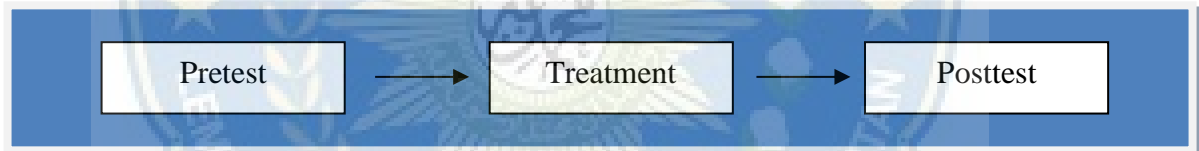
CHAPTER III

RESEARCH METHOD

A research methodology is a method for solving a research problem in a systematic manner. It can be thought of as a science that studies how scientific research is conducted. In it, we look at the various steps that a researcher takes when studying a research problem, as well as the logic behind them. The researcher must understand not only the research methods/techniques but also the methodology.

A. Research Design

This research was design by pre-experimental research. The researcher was conduct descriptive quantitative research in this study. Quantitative data was gathered through the pretest, treatment and post-test outcomes.



B. Research Variable and Indicator

1. Variable

- a. Independent Variable (Environmental Description Medium)
- b. Dependent Variable (Enhanced Writing Skills at the eighth grade students of SMPN. 2 Galesong Selatan)

2. Indicator Variable

The effectiveness of environmental description medium on students' writing skills by assessing the aspects of their content and sentences of their writing.

C. Population and Sample

1. Population

The population of this study were eight grade students of SMPN 2 Galesong Selatan for the 2021/2022 academic year. There were eight classes which consisted of 280 students as population in this research.

2. Sample

The researcher took VIII.G class that consisted of 21 students as the sample. The researcher applied the total sampling technique in choosing the sample of the research. Researcher determines sampling by specific characteristic that fit the purpose of the study.

D. Research Instrument

Data collection was taken through an instrument written test. The students were tested on the pretest, posttest. The researcher wanted to know how far the students' writing abilities had progressed, so they were given a writing pretest about describing something.

1. Pretest

At the first meeting, the researcher gave a pre-test to the students. The purpose of giving this pre-test was to determine the students' initial understanding before the researcher did the treatment. The researcher started by giving a brief explanation about the descriptive text. Then the researcher explained about the procedure and the length of time it took. Next, the researcher gave a worksheet to each student. Students were then asked to write a descriptive text with the topic "Describe My Partner-Chairmate"

2. Posttest

At the last meeting, the researcher gave a post-test. The implementation of the post-test was carried out in accordance with the implementation of the pre-test. Each student will make a descriptive text with the topic “Describe the Animal, “Cat”” The results of the post-test will be compared with the results of the pre-test to see if the treatment given improve students' writing skills in terms of content and sentences.

E. Procedure of Data Collection

Data collection was taken through an instrument test, that's written test.

1. Pre-test

For the first meeting after introduction, the researcher first want to know how far the students' ability in writing was. The researcher will give one picture, and the object it's from their environment, that's describe their “chair-mate”. So they were given a writing pretest about describing the object during 20-25 minutes. After that, the researcher will explanation about the materials.

2. Treatment

The researcher taught descriptive text by using some reading texts. The treatments of this research were described as follows:

1. First, researcher distributed paper containing descriptive text.
2. Second, researcher gave material about what components of descriptive text.
3. Third, students and researcher read descriptive text, and analyzed.

4. After that, the researcher gave exercise and choose their partner with challenge to fill the blank text.

5. In another meeting, the researcher asked to made their own writing by describe one topic that had given, by using environmental description medium.

6. The researcher repeated this activity for several time, with another topic and challenge and made sure students understood enough about writing through the use of environmental description medium.

Based on the technique skimming procedure, the procedure using the skimming technique was carried out in six meetings consisting of one pre-test, four treatments and one post-test.

a) First meeting:

- 1) The researcher checked the students' attendance list.
- 2) Before teaching, the researcher gave warming up to students.
- 3) Purposed of learning.
- 4) The researcher explained how to writing descriptive text.
- 5) The researcher gave the students text about descriptive text.
- 6) The researcher and students together checked the topic that have been read earlier and give exercise to write and fill the blank text.
- 7) The researcher asked the students to convey the information that has been read.

b) Second meeting :

- 1) The researcher checked the students' attendance list.
- 2) After that, the researcher gave warming up to students.
- 3) The researcher gave the students text, about descriptive text and analysis the text. Then, asked students to answer the questions based on the reading text.
- 4) The researcher gave a matching games to make them improve their skill with their partner before. By using their own sentence.
- 5) The researcher collect and checked the students' answers.
- 6) The researcher and students together re-checked the correct answers based on the matching games.

c) Third meeting:

- 1) The researcher checked the students' attendance list.
- 2) Before teaching, the researcher gave warming up to students.
- 3) The researcher repeated the activity based on the first and second meeting. Gave the student text, about descriptive text and analysis the text.
- 4) The researcher gave a challenge the students to make a short story about their daily activity, their environmental description medium by using their own sentences.
- 5) In the third meetings there were an improvement during the treatments.

d) Fourth meeting :

In fourth meetings, the researcher observed that there were an improvement during the treatment held. Afterwards, the researcher gave students a new challenge reading text with a different topic to see the improvement their writing skill, by made an interview about their partner, and describe he/she.

3. Posttest

After giving treatment, the researcher gave a posttest. The content of the posttest same as the pretest. The aim of post test is to find out the result of the treatment. After some encouragement, the researcher can provide some helpful supervisions, criticism, and praise for his writing, particularly when he is just beginning. It is possible to urge a child to write about describe object “cat”. The researcher administered the test to the students again after administering the treatment and all of the affirmations, and will discover the location of the modifications that have been made once the results of the second test have been released.

F. Data Analysis

In contrast to quantitative data analysis, which is the study of data that consists of numbers or can be quickly converted into numbers, data analysis may be defined as the process of gaining useful information through evaluating data. The two most common types of quantitative data analysis are inferential statistics (used to make predictions) and descriptive statistics (used to explain specific

events) are the two main, often used quantitative data analysis techniques.

Both methods have unique tactics and a variety of applications.

According to Heaton, J.B. (1989), there are five elements that must be evaluated in writing:

Table 1. Writing Scoring

<p>CONTENT</p> <p>30-27</p> <p>26-22</p> <p>21-17</p> <p>16-13</p>	<p>Excellent to very good: competent, substantial, etc.</p> <p>Good to average: appropriate range, some subject expertise, etc.</p> <p>Fair to poor: little substance, little topic expertise, etc.</p> <p>Very poor: Doesn't demonstrate subject understanding; non-substantive; etc.</p>
<p>ORGANIZATION</p> <p>20-18</p> <p>17-14</p> <p>13-10</p> <p>9-7</p>	<p>Excellent to very good: Clear and concise concepts that are expressed with ease, etc.</p> <p>Good to average: a little choppy, loosely structured, but the major points are clear, etc.</p> <p>Fair to poor: thoughts that are not related or coherent, etc.</p> <p>Very poor: lacks organization, doesn't communicate, etc.</p>
<p>VOCABULARY</p> <p>20-18</p> <p>17-14</p> <p>13-10</p>	<p>Excellent to very good: sophisticated range, wise choice and use of word and phrase forms, etc.</p> <p>Good to average: a good range, occasionally using the wrong words or idioms but keeping the idea clear, etc.</p> <p>Fair to poor: limited selection, frequent word/idiom usage, and other problems, etc.</p>

9-7	Very poor: translation essentially requires little vocabulary in English.
LANGUAGE USE	
25-22	Excellent to very good: constructing complicated systems effectively, etc.
21-19	Good to average: effective but straightforward design, etc.
18-11	Fair to poor: significant issues with basic or sophisticated builds, etc.
10-5	Very poor: almost no understanding of conventions for sentence building, etc.
MECHANICS	
5	Excellent to very good: shows a command of protocols, etc.
4	Good to average: some spelling, grammar, etc. mistakes. thoughts, etc.
3	Fair to poor: many mistakes with capitalization, grammar, and spelling, etc.
2	Very poor: lack of convention mastery is seen in the prevalence of spelling, punctuation, capitalization, paragraphing, etc. problems.

Heaton, J.B. (1989)

Table 2: Writing Criteria of Idea

Classification	Score	Explanation
Excellent	5	An thought that exhibits clarity, coherence, and relevance. The inclusion of clear and particular facts serves to bolster and substantiate the underlying idea. The argument is substantiated by a plethora of intriguing and innovative specifics. All components are effectively integrated and in accordance with the relevant regulations and standards.
Good	4	One concept that is evident, well-defined, and relevant to the subject matter. Concrete and explicit

		details are present. Compelling evidence to substantiate the notion. All components are seamlessly integrated and in accordance with the relevant regulations and standards.
Average	3	In a broad sense, it is important to maintain focus, coherence, and a well-defined central idea in order to effectively communicate a message or theme. The provided information consists of a combination of specific and general details. Certain supporting details can be classified as predictive, while others are more generic in nature. There may be components that are incongruous.
Fairly	2	It is often advisable to maintain focus and cultivate a coherent theme or central message in one's discourse. The provided information consists of a combination of specific and general details. Certain supporting elements can be classified as predictive, while others fall under the category of general information. There may exist components that are incongruous.
Poor	1	The text exhibits a lack of focus, a dearth of ideas, an absence of clear identification, excessive length, and insufficient development. The presence of inconsistent, obscure, or insignificant details within the text is evident.

Glass (2005)

Table 3: Writing Criteria of Sentences

Classification	Score	Explanation
Excellent	5	The entirety of the text is composed of complete sentences without any instances of run-on sentences. Consistently employing sentence variants, including complicated, compound, and basic structures, is crucial in academic writing. In order to maintain a high level of academic writing, it is essential to employ a consistent, deliberate, and innovative approach when crafting variations of introductory phrases. It is imperative to include consistent, suitable, and refined transitional phrases in order to establish coherence and enhance the academic quality of one's writing.
Good	4	It is possible that there exists a fragment and a run-on sentence within the given text. Typically, a diverse range of phrase kinds is employed. The majority of sentences have diverse initial phrases.

		Utilize suitable transitional phrases.
Average	3	The presence of two fragments and a run-on sentence is possible. Utilizing a diverse range of sentence structures might be advantageous in academic writing. Several alternative formulations for the commencement of the sentence. Certain individuals employ appropriate transition words and phrases in their writing.
Fairly	2	The posts exhibit a significant number of sentence fragments and run-on sentences. Please utilize solely simple and compound sentences. There is a slight change at the beginning of the sentence. A limited number of individuals employ suitable transitional phrases.
Poor	1	The absence of punctuation and coherent sentence structure is evident in the text. The user's text should be rewritten to adhere to academic writing standards. It is important to avoid using simple phrases and fragments in academic writing. Each sentence begins with the same introductory phrase. The presence of transitions is minimal.

Glass (2005)

SPSS, which stands for "Statistical Product and Service Solutions," is a computer program used for processing statistical data in the social sciences by a wide variety of users, including market researchers, survey companies, health researchers, government researchers, educational researchers, marketing organizations, and more. Specifically, this study used hypothesis testing to determine the relationship between the independent variable (Environmental Description Medium) and the dependent variable (Improved Students' Writing Skills).

In analyzing the data, the researcher used SPSS to perform:

1. Scoring the students' answer

Classifying the students' scores using the following scale :

Table 4. Classification of Scoring

Score 91-100	Very good
Score 76-90	Good
Score 61-75	Average
Score 51-60	Fairly
Score less than 50	Poor

(Depdikbud, 2006)

2. Calculating mean score of the students test by using the formula:

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

Where:

\bar{X} = The mean of the scores

$\sum X$ = The sum of all the scores

N = Total number of samples

(Gay et al., 2011)

3. Finding out the significant difference between the pre-test and post-test by calculating the value of t test for non-independent sample (Paired-Sample T test).

$$t = \frac{\bar{D}}{\sqrt{\frac{\Sigma D^2 - \frac{(\Sigma D)^2}{N}}{N(N-1)}}$$

Where:

t = The value of t test

\bar{D} = The difference between the matched pairs of scores

ΣD = The sums of all the difference

ΣD^2 = The sums of all the difference squared

N = Total number of samples

(Gay et al., 2006)



FINDINGS AND DISCUSSION

A. Finding of the Research

In this chapter, the researcher provides a summary of the findings. Quantitative information was employed for this study. Pre- and post-test data were used to derive quantitative findings. Students took both a pre-treatment and post-treatment test before and after receiving treatment. The following table displays the results of the students' scores, include: average score, standard deviation, hypothesis testing, frequency and percentage of pre-test and post-test students score.

1. The Improvement of Students' Writing Skills in terms of Contents and Sentences

The results of this study showed first that students' performance on the contents and sentences subtests improved significantly. This total is based on the mean of the students' contents and sentence writing's ratings. After participating in 4 sessions of therapy, pupils showed this improvement. The table below demonstrates the significant improvement in students' posttest results after receiving the Environmental Description Medium therapy implemented by the researchers.

Table 5: Classification of Content and Sentences

(Pre-test and Post-test)

No	Classification	Score	Content and Sentences			
			Pretest		Posttest	
			Frequency	Percentage	Frequency	Percentage
1	Very Good	91-100	0	0	0	0
2	Good	76-90	0	0	6	28.57%
3	Average	61-75	1	4.76%	6	28.57%
4	Fairy	51-65	3	14.29%	6	28.57%
5	Poor	0-50	17	80.95%	3	14.76%

Classification of students' pre- and post-test scores into multiple categories is shown in the table above. Each scalar value falls into one of the aforementioned buckets. However, the table is not that straightforward, therefore I have provided a readable graphic depiction of the data below.

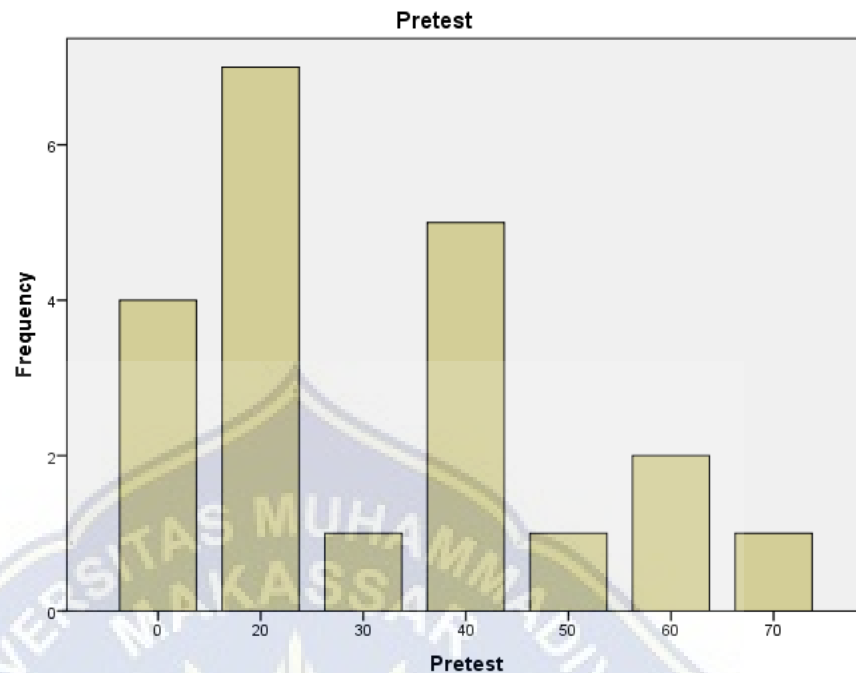


Figure 2: Classification of Contents and Sentences (Pretest)

First, there were 17 students (80.95%) in the "poor" category before the treatment was administered. These papers were either wildly off-topic or failed to identify any central contents. They were also excessively long and lacked the depth necessary. All sentences start with the same word, and there are very few if any transitions between ideas. Three out of every four pupils (14.9%) in the fair category maintain focus and articulate a central point, using both specific examples and broad strokes. There are a lot of fragments and run-ons in the posts, and some of the supporting details are either predictive or broad and don't quite fit. Simple and compound sentences only, please. Sentence beginnings are slightly different and few make use of proper transitions. Just 4.76 percent of students who got a "average" grade stayed on topic and developed a

strong argument that included both specific examples and overarching ideas. There may be portions that don't fit, two fragments, or a run-on sentence, and some of the supporting details may be predictive while others are more general. Different sentence structures are used on occasion. There are several possible starts to this phrase. The proper transition is used by some.

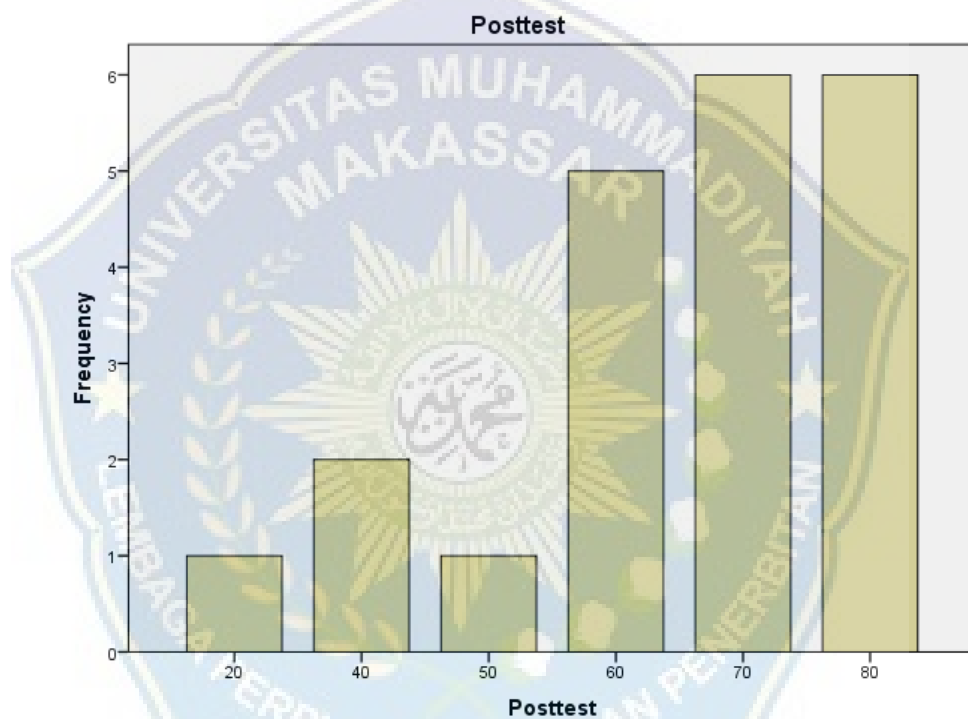


Figure 3: Classification of Contents and Sentences (Post-test)

With only three pupils (14.76%) remaining in the "poor" category, the treatment led to a substantial increase in the number of students in the "fairly" category, from two to six (28.57%). Six "average" students (28.57%) and six "good" students (28.57%) each have a single, well-developed thought that stays on topic and is presented clearly. There are

real-world examples, as well as intriguing anecdotes, that back up the theory. There may be a single fragment and a single run-on, but otherwise, everything fits together and complies. Most sentences are not the same length, and they all have different first words and transitions. The percentage of students who are rated as "average" or "good" has risen significantly. Next, we'll examine the image below, which shows the average value of the pretest compared to the average value of the posttest.

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	21	0	70	29.05	20.713
Posttest	21	20	80	64.29	15.991
Valid N (listwise)	21				

Figure 4: The Mean Score of Contents and Sentences

The minimum score for the student dramatically improved from 0 on the pretest to 20 on the posttest, as seen in the figure. The overall student body saw a mean increase of 35.24 points. This suggests that the kids made substantial gains in both idea and sentence scores.

2. The Improvement of Students' Writing Skills in terms of Contents

This section will discuss the improvements that have occurred in each element once we have seen the overall improvement. First, this study found that students' writing skills at SMPN. 2 Galesong Selatan, eighth grade, improved in terms of contents. Results from a post-test given to

students who had been taught using the Environmental Description Medium showed that they had learned the material more effectively. The following classification chart compares students' pre- and post-test scores, making the value rise more apparent.

Table 6: Classification of Contents (Pre-test and Post-test)

No	Classification	Score	Idea			
			Pre-test		Post-test	
			Frequency	Percentage	Frequency	Percentage
1	Very Good	5	1	4.76%	3	14.28%
2	Good	4	2	9.52%	8	38.08%
3	Average	3	4	19.04%	6	28.56%
4	Fairy	2	7	33.32%	4	19.04%
5	Poor	1	7	33.32%	0	0%
Total			21	100%	21	100%

Table 4.2 above shows the frequency and percentage of students' pre-test and post-test scores based on grade classification. The classification consists of five categories from poor to very good. To make it easier to analyze the data, the table is made into a graph as follows.

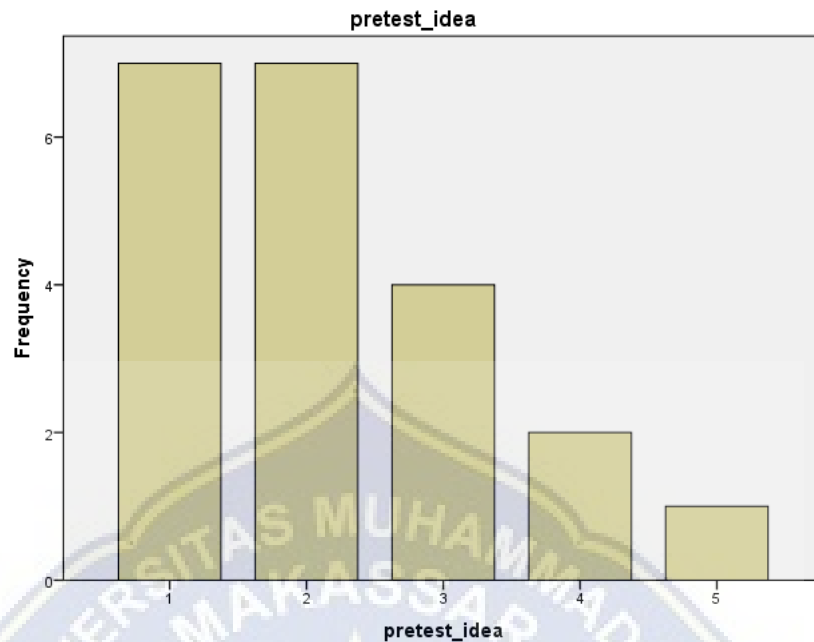


Figure 5: Classification of Idea (Pre-test)

Only 4.76% of students scored "excellent" on the pretest, which requires a single thought that is concise, well-developed, and relevant to the topic at hand. All the hard evidence in favor of the claim. There are a lot of creative and engaging details that back up the main point. Everything works together and meets standards. There are some "good" and "average" students, and two "good" students who each have one thought that is well-developed, concise, and relevant to the assignment at hand. There are real, nitty-gritty particulars here. Exciting evidence to back up the claim. Everything works together and meets standards. Four pupils who fall into the "average" category manage to stay focused on the assignment at hand and articulate its significance. There are specifics and there are still broad strokes. Predictive details abound, and so are more generic ones. Some pieces might not go together properly. The remaining 7 "fair" students (33.32%) should, in

general, stick to the issue at hand and convey the intended meaning well. There are specifics and there are still broad strokes. Predictive details abound, and so are more generic ones. Some pieces might not go together properly. As a final tally, 7 students fell into the "poor" category, defined as scattered, idealess, lengthy, and underdeveloped. Details that are inconsistent, ambiguous, or unimportant.

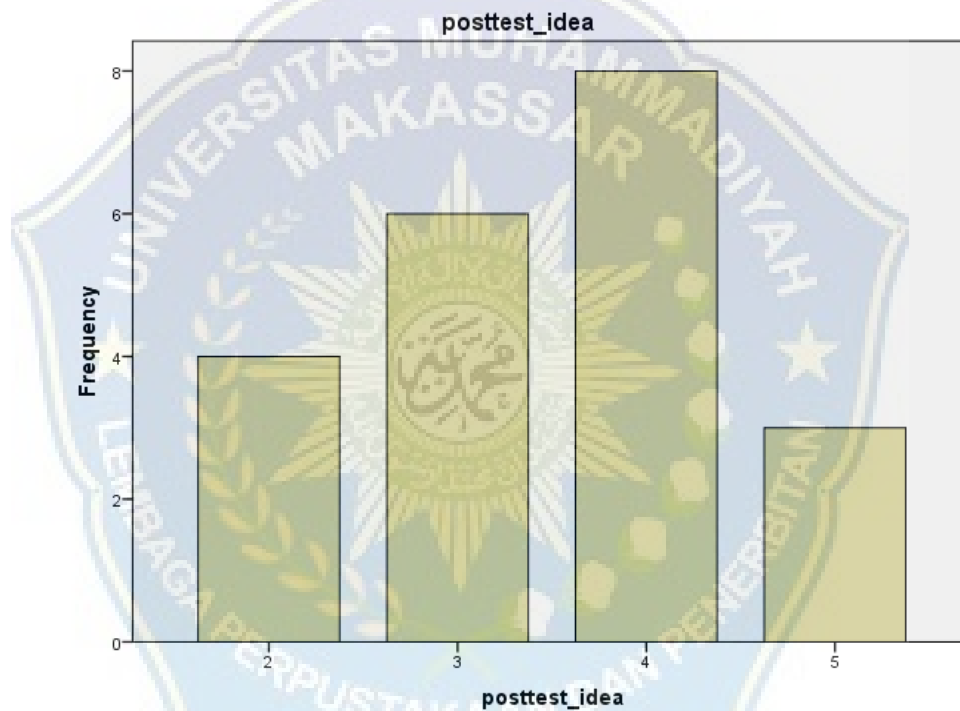


Figure 6: Classification of Contents (Post-test)

Conversely, the results of the post-test show improvement because the seven students who had scored "Poor" before the exam had dropped to zero, the two students who had scored "Good" before the test had climbed to eight, and no students had scored "Very poor." This suggests that students'

idea-based writing skills increase as a result of using Environmental Description Medium.

The researcher then compared the minimum, maximum, and mean scores from the pre- and post-tests to obtain a sense of the differences. By comparing these numbers, we can see how pupils' performance evolves over time.

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest_idea	21	1	5	2.19	1.167
Posttest_idea	21	2	5	3.48	.981
Valid N (listwise)	21				

Figure 7: The Mean Score of Contents

As can be seen in Figure 4.4, the highest score did not change, but the lowest score increased from 1 to 2. This indicates that even students who performed poorly on the pretest were able to raise their results. The pupils' average score rose by 1.29 points, from 2.19 to 3.48. Students' writing abilities in terms of idea increased following treatment, as measured by a 3.9% increase in value.

3. The Improvement of Students' Writing Skills in terms of Sentences

Second, this research shows that students' sentence-level writing skills have improved since the beginning of eighth grade at SMPN 2 Galesong Selatan. The kids' improved performance on subsequent tests demonstrates this. The success came about because the Environmental

Description Medium was employed in the course of providing care to the students. The following classification table will elaborate on the ensuing increase in value.

Table 7: Classification of Sentences (Pre-test and Post-test)

No	Classification	Score	Sentences			
			Pre-test		Post-test	
			Frequency	Percentage	Frequency	Percentage
1	Excellent	5	0	0%	1	4.76%
2	Good	4	3	14.28%	7	33.32%
3	Average	3	5	23.80%	9	42.84%
4	Fairy	2	4	19.04%	4	19.04%
5	Poor	1	9	42.84%	0	0%
Total			21	100%	21	100%

In the table above, we can see the distribution of students' pre- and post-test scores according to grade level in terms of sentences. This table is transformed into a graph for more convenient data analysis.

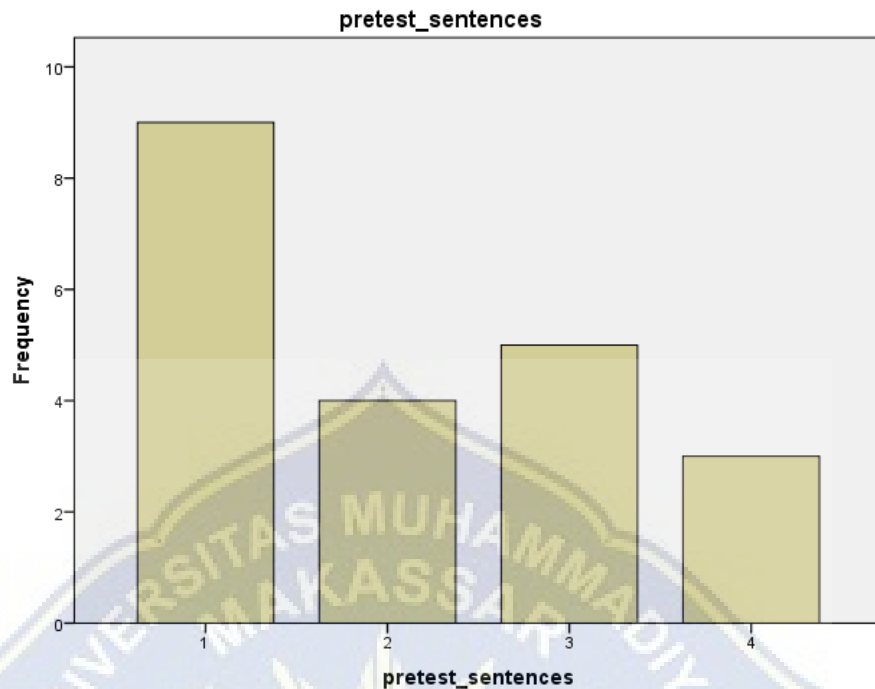


Figure 8: Classification of Sentences (Pre-test)

Nine students, or 42.84 percent, scored as "poor" on the pretest in terms of their use of punctuation and sentence structure, as depicted in the figure above. Only short phrases and sentence fragments. Every sentence starts the same. There are hardly any pauses between ideas. Four "fairly" pupils (19.04%) wrote posts that were full of fragments and run-ons. Keep your sentences short and simple or compound. Subtle change to the sentence's initial phrase. Rarely do people transition effectively. There could be two pieces and some rambling if you count 5 students (23.8%) in the "average" category. Different sentence structures are used on occasion. There are several possible starts to this phrase. The proper transition is used by some. And 3 pupils out of 14.28 got a "good" grade (there might be a run-on sentence or two). Commonly,

many different sentence structures. The first words of most sentences are not the same. Make proper transitions between ideas.

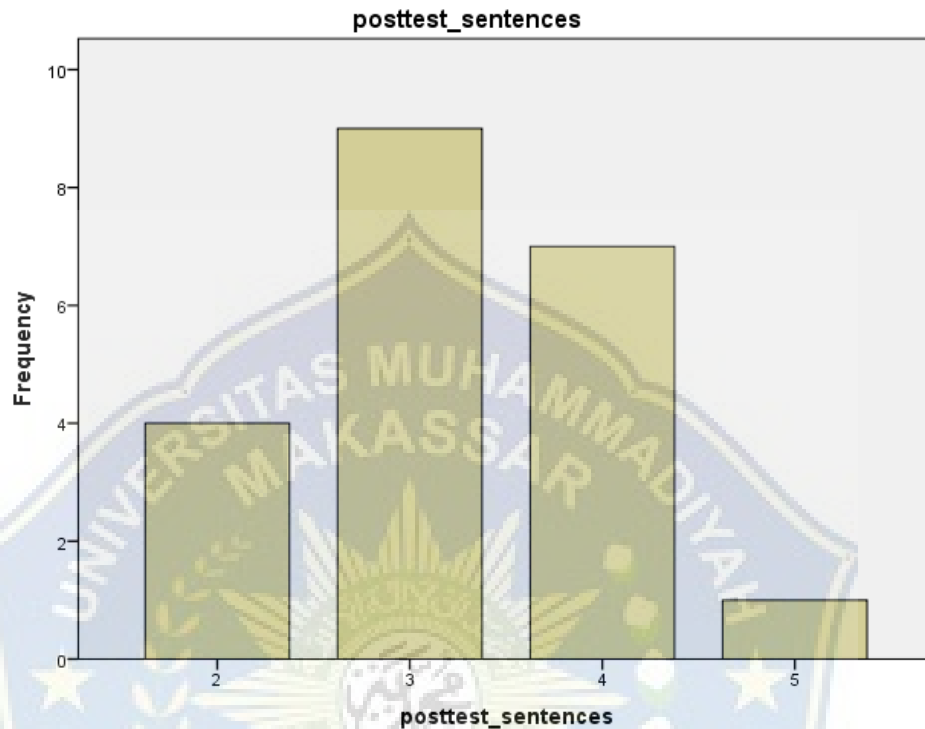


Figure 9: Classification of Sentences (Post-test)

Meanwhile, based on post-test scores, the percentage of students who scored as "poor" decreased to 0%, the percentage who scored as "fairly" remained at 19%, the percentage who scored as "average" increased to 42%, the percentage who scored as "good" increased to 33%, and the percentage who scored as "excellent" decreased to 4%. Making appropriate use of complicated, compound, and basic sentence structures. Change the first sentence of each paragraph consistently, intelligently, and imaginatively. Make sure there are smooth transitions between sentences. It can be inferred from these numbers that students' sentence-level writing skills have improved.

The researcher attempted to compare the pre- and post-test minimum, maximum, and mean scores of the students to further confirm that there was an increase in post-test scores after receiving treatment. The numbers in the following table.

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest_sentences	21	1	4	2.10	1.136
Posttest_sentences	21	2	5	3.24	.831
Valid N (listwise)	21				

Figure 10: The Mean Score of Sentences

The maximum score increased from 4 to 5, and the minimum score increased from 1 to 2 (see Figure 4.6), indicating that even students with poor pre-test scores improved. The mean score increased significantly following therapy, going up from 2.10 to 3.24, a gain of 1.14 points (3.86 percent). As a result, it appears that the kids' sentence-level writing abilities have developed.

4. Hypothesis Testing

Hypothesis testing is the final step in the research process. The researcher conducted a paired t-test to examine the hypothesis. The student's total writing score, which is based on their individual scores in the categories of "contents" and "sentences," is the variable under evaluation. This hypothesis test will show that Environmental Description Medium helps students become better writers.

		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		T	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pretest – Posttest	-30.00000	13.78405	3.00793	-36.27442	-23.72558	-9.974	20	.000

Figure 11: Paired Samples Test of Writing Skills

The data presented above was generated via a paired sample t-test in SPSS. The level of significance (α) utilized in the test was 0.05. There is no statistically significant difference between students' pretest and posttest scores if the value in the "sig (2-tailed)" column is greater than 0.05. When comparing pre- and post-test data, a significant difference is shown if the value in the "sig (2-tailed)" column is less than 0.05.

According to the data shown above, there is a statistically significant difference between the pre- and post-test since the value in the sig (2-tailed) column is less than the value of α (0.05). Thus, H1 is accepted, proving that students' writing abilities increased after being exposed to the Environmental Description Medium.

H0 (Null hypothesis): The students cannot enhance their writing skills by using environmental description medium.

H1 (Alternative hypothesis): The students can enhance their writing skills by using environmental description medium.

B. Discussion

As we saw in the second chapter, the environmental description medium has the potential to increase both students' motivation to learn and their participation in class discussions. When students are engaged in what they're learning, they tend to be more motivated overall.

The data analysis in the previous section shows that students' writing abilities increased in both concept development and sentence construction. Students' contents and sentence scores were significantly lower (mean: "poor") on the pre-test than they were (mean: "good") on the post-test. There was a 3.9% increase in average contents cores and a 3.86 percentage point increase in average sentence scores. These findings suggest that exposing students to environmental description media boosts their ability to express themselves in writing.

Students made numerous conceptual errors in this study before the introduction of the environmental description medium. The most typical flaw is a description that has nothing to do with the stated topic. This is due to pupils' lack of interest and knowledge about the objects in their environment, as well as their difficulty in grasping the meaning of the delivery.

When building a paragraph from many readings, students often make the mistake of not understanding how to properly sequence the phrases inside the paragraph or making any connections between them. The researcher was also shocked to find so many cases of careless typos like failing to properly capitalize sentence and name openers. Many words are misspelled or written

incorrectly because of poor spacing or capitalization. There are not many typos or grammatical mistakes.

When students are taught using environmental descriptions, they make considerably fewer of these mistakes. This is because, at each meeting, the researcher would point out any mistakes that were made, giving the students a chance to refine their approach and produce better work at the next meeting. This leads the researcher to conclude that describing the environment is one of the best ways to help students' writing and thinking.

This study's findings are consistent with those of learning theory, which is founded on the tenets that people learn by observing the actions of others and that people's mental processes are fundamental to comprehending who they are. With the help of this theory, we can analyze and alter human behavior. The foregoing statements lead one to the conclusion that kids learn about the item they will observe by first conceptualizing the object. The library, cafeteria, and classrooms found in a school are all examples of such places.

In descriptive writing, as mentioned by Keraf in Reszy Yuli Harmenita (2013), the author gives the reader the same impression he or she had at the time. The writer's goal is to make the reader feel as though they are there by vivid description of setting, action, and emotion. On the other hand, while describing something, like their classroom, kids make sure to provide enough detail so that the reader may form an accurate mental image.

Descriptive writing, according to Kane (as cited in Reszy Yuli Harmenita, 2013), is all about the senses. Description focuses primarily on visual experience but also covers other modes of perception. Descriptive writing aims to provide the reader a vivid mental image of a specific person, location, or item through detailed and specific description. Everything the writer sees is described in great detail, hence it follows that descriptive writing is used.

Several cognitive processes, such as planning, translating thought into text, and revising, are involved in the writing process, as described by Hayes and Flower as cited in Reszy Yuli Harmenita (2013). Other aspects of the task environment include the writing assignment and the text produced so far. According to Hayes (1996), this model divides the writing process into two distinct categories: the work environment and the writer. There is the social environment and the physical environment, both of which contribute to the task at hand. One's social context includes both the people with whom one works and the people to whom one writes. The text already written, which informs and molds future attempts, and the composing medium, be it handwriting or word processing, make up the writer's physical environment. Each facet of writing has its own effects on your mind, your memory, and your ability to retain information.

Finally, the researcher draws the conclusion that the Environmental Description Medium is successful in enhancing students' writing abilities in terms of idea and sentence construction based on the results of this study,

which are supported by theories and past studies by other researchers. Therefore, the Environmental Description Medium has minimal impact on the efficacy of writing and can be used as a viable alternative learning medium to incorporate into writing instruction.



CHAPTER V

CONCLUSIONS AND SUGGESTION

A. Conclusion

Based on the findings of the data analysis and the subsequent discussion in the preceding chapter, it has been determined that the use of environmental description as a teaching resource considerably enhances students' writing skills in terms of generating contents and constructing sentences. This observation is based on the disparities in student performance between the pre-test and post-test assessments. Pretest 29,05 were post-test 64,29. The student's contents score on the pre-test was 2.19, however their score on the post-test was 3.48. Furthermore, the sentences have been enhanced. The student's pre-test score was 2.10, whereas their post-test score was 3.24, providing evidence for this assertion. According to the data shown above, there is a statistically significant difference between the pre- and post-test since the value in the sig (2-tailed) column is less than the value of (0.05). Thus, H1 is accepted, proving that students' writing abilities increased after being exposed to the Environmental Description Medium.

B. Suggestion

Based on the conclusion above, the researcher would like to suggest as follow:

1. To the English teacher

The researcher hope this Environmental Description Medium research can provide new inspiration for learning methods specifically for students'

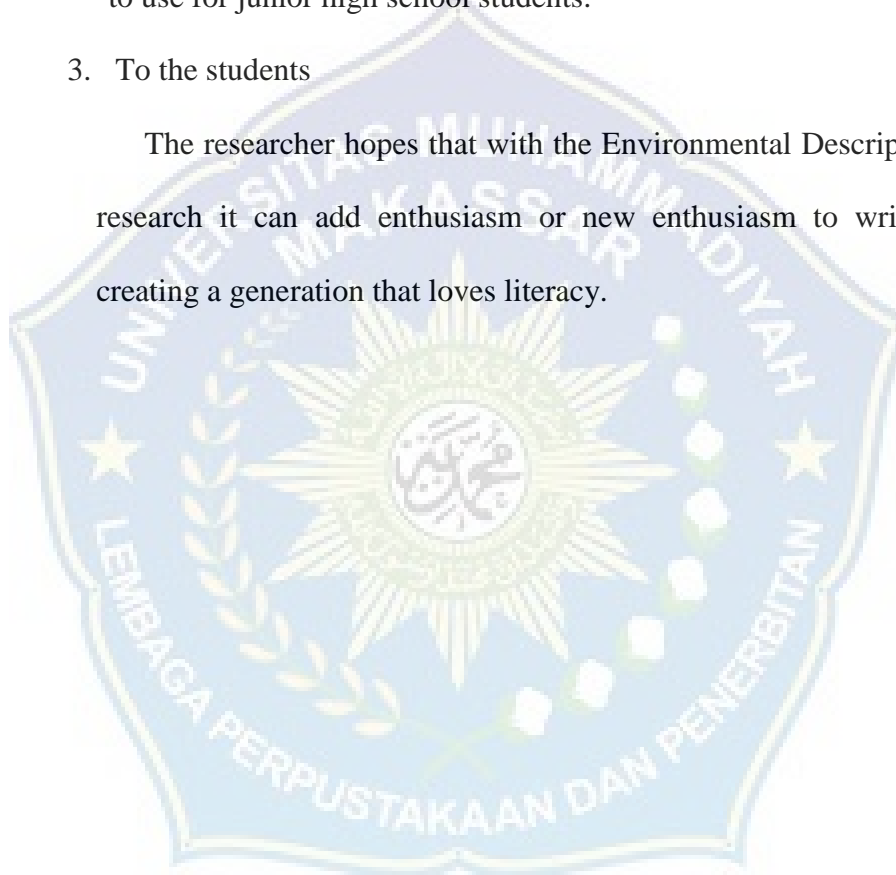
writing skills. But the researcher hopes that the teacher will be able to continue this research in more detail.

2. To the other researcher

The researcher hopes that this title can add new insights and ideas to other researchers. Can be more open to what methods are good and correct to use for junior high school students.

3. To the students

The researcher hopes that with the Environmental Description Medium research it can add enthusiasm or new enthusiasm to writing, thereby creating a generation that loves literacy.



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APPENDICES

Appendix A (Pre-Test)

Written test

Make a test information report, about the object in this picture.



Appendix B (Treatment)

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: UPT. SMPN 2 Galesong Selatan
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII / Genap
Alokasi Waktu	: 4 x 60 menit (4 x pertemuan)

A. Kompetensi Inti (KI)

- **KI1 dan KI2: Menghargai dan menghayati** ajaran agama yang dianutnya serta **Menghargai dan menghayati** perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.
- **KI3:** Memahami dan menerapkan pengetahuan faktual, konseptual, reportal, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.
- **KI4:** Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
3.9 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks factual report lisan dan tulis dengan memberi dan meminta informasi terkait matapelajaran lain di Kelas VIII, pendek dan sederhana, sesuai dengan konteks penggunaannya	3.9.1 Membedakan beberapa teks factual report terkait mata pelajaran lain di Kelas VIII. 3.9.2 Menentukan fungsi sosial, struktur teks, dan unsur kebahasaannya.

<p>4.9 Menyusun teks factual report lisan dan tulis, sangat pendek dan sederhana, terkait topik yang tercakup dalam mata pelajaran lain di Kelas IX, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks*</p>	<p>4.9.1 Menentukan makna beberapa teks lain lagi dengan topik yang berbeda.</p> <p>4.9.2 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian yang <i>sudah/telah</i> dilakukan/ terjadi di waktu lampau tanpa penyebutan waktu terjadinya secara spesifik, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.9.3 Membuat teks factual report terkait deskripsi nama binatang, lingkungan, dan hal-hal sekitarnya yang dekat dengan kehidupan peserta sehari-hari, atau mata pelajaran lain di Kelas VIII dalam bentuk <i>tulisan</i>.</p> <p>4.9.4 Mempresentasikan tulisan yang sudah dibuat.</p>
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C. Tujuan Pembelajaran

Pertemuan ke-1:

1. Peserta didik dapat membedakan beberapa teks factual report terkait benda yang berada di lingkungan sekolah mereka, dari arahan guru.
2. Peserta didik dapat membuat teks report terkait deskripsi nama binatang, lingkungan, dan hal-hal sekitarnya yang dekat dengan kehidupan peserta sehari-hari mata pelajaran lain di kelas VIII dalam bentuk *tulisan*. Melalui challenge fill the blank text yang diberikan oleh guru.

Pertemuan ke-2:

1. Peserta didik dapat menentukan makna beberapa teks lain lagi dengan topik yang berbeda.
2. Peserta didik dapat membuat beberapa kalimat tentang penggunaan kalimat pendeskripsian terkait deskripsi nama binatang, lingkungan, dan hal-hal sekitarnya yang dekat dengan kehidupan peserta sehari-hari, atau terkait mata pelajaran lain di Kelas VIII dalam bentuk *tulisan*, melalui matching games atau stimulant information yang diberikan guru.

Pertemuan ke-3:

1. Peserta didik dapat menentukan makna beberapa teks lain lagi dengan topik yang berbeda.
2. Peserta didik dapat membuat teks a short story about their daily activity atau information report terkait tentang deskripsi nama binatang, lingkungan, dan hal-hal sekitarnya yang dekat dengan kehidupan peserta sehari-hari, atau mata pelajaran lain di Kelas VIII dalam bentuk *tulisan*, , melalui stimulant information gap activity yang diberikan guru.
3. Setelah memahami dan mendiskusikan teks interpersonal lisan dan tulis, peserta didik dapat menyusun teks lisan dan tulis untuk menyebutkan nama tentang deskripsi nama binatang, lingkungan, dan hal-hal sekitarnya yang dekat dengan kehidupan peserta sehari-hari, dengan unsur kebahasaan yang benar dan sesuai konteks secara baik.

Pertemuan ke-4:

1. Peserta didik dapat membuat teks information report terkait tentang deskripsi nama binatang, lingkungan, dan hal-hal sekitarnya yang dekat dengan kehidupan peserta sehari-hari, atau mata pelajaran lain di Kelas VIII dalam bentuk *tulisan*, , melalui stimulant information gap activity yang diberikan guru.
2. Dalam hal ini peserta didik diminta untuk menginterview lalu mendeskripsikan partnernya.
3. Peserta didik dapat mempresentasikan teksnya yang telah dibuat.

D. Penguatan Pendidikan Karakter (PPK)

Religius, kerjasama, dan kreatif.

E. Materi Pembelajaran

1. Definition
Report text is very alike to a descriptive text. However, in a report text we cannot add our personal view and opinion. a the type of text that tells a chronological story in the past tense.
2. Fungsi sosial
Mempresentasikan pengetahuan umum tentang orang, benda, binatang, fenomena sosial, dan fenomena alam, secara ilmiah dan obyektif.
3. Struktur teks
Dapat mencakup:
 - a. jenis, golongan, spesies dari obyek secara umum
 - b. unsur-unsur rincian deskripsi tentang obyek pada umumnya.

4. Unsur kebahasaan
 - a. Kalimat deklaratif dan interogatif dalam simple present tense dan passive voice.
 - b. Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb.
 - c. Ucapan, tekanan kata, intonasi, ejaan, dan tanda baca.

F. Model, Pendekatan, dan Metode Pembelajaran

1. Model Pembelajaran : Project Based Learning (PjBL)
2. Pendekatan : Scientific – Information Gap Activity
3. Metode : Recitation method, tanya jawab, penugasan.

G. Media/Alat, Bahan dan Sumber Belajar

1. Media
 - a. *White Board, Board Marker*
 - b. *Picture*
 - c. *Descriptive and Report Text*
 - d. *LKPD dan lembar penilaian.*
2. Alat dan Bahan
Laptop dan LCD.
3. Sumber Belajar
 - a. *Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris *When English Rings The Bell*, Kelas VIII, Kemendikbud, Revisi Tahun 2016*
 - b. *Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris *Interactive English 3*, Yudhistira, Tahun 2016*
 - c. *Modul 3 English For Social Communicartion, Pendalaman Materi Bahasa Inggris, Kementerian Pendidikan dan Kebudayaan, Tahun 2019*
 - d. *Kamus Bahasa Inggris*
 - e. *Internet*

H. Langkah-langkah Pembelajaran

Pertemuan ke-1:

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	1. Orientasi <ul style="list-style-type: none"> • Melakukan pembukaan dengan salam pembuka, memanjatkan syukur kepada Tuhan YME dan berdoa untuk memulai pembelajaran. • Memeriksa kehadiran peserta didik sebagai sikap disiplin dan menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran. 2. Apersepsi <ul style="list-style-type: none"> • Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya. 3. Motivasi Menyampaikan tujuan pembelajaran yang akan dipelajari serta memberikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi.	5 menit
Inti	Stimulation (stimulasi/pemberian rangsangan) Pertanyaan Mendasar	45 menit
	1. Guru memberikan sebuah contoh factual report text 2. Peserta didik menyimak text tersebut tentang teks <i>report</i> dan menjawab pertanyaan: a. What is the text tells you about? b. Have you ever seen that before? 3. Peserta didik mengajukan pertanyaan mendasar tentang teks terkait. 4. Peserta didik menemukan kosakata, tata bahasa tentang kalimat imperatif, fungsi sosial dan struktur teks yang digunakan dalam text tersebut.	
Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
	Menyusun Jadwal Pembuatan	

	<p>4. Guru terlebih dahulu menjelaskan apa maksud teks tersebut, apa apa yang terdapat dalam teks tersebut</p> <p>5. Setelah itu, siswa dengan bimbingan guru mendiskusikan tentang pembuatan teks <i>report</i>. Dan arahan fill the blank text yang diberi.</p> <p>Post Activity:</p> <p>1. Peserta didik berdiskusi menyusun rencana pembuatan teks <i>report</i> dan dipresentasikan di pertemuan berikutnya.</p>	
Penutup	<p>1. Guru merefleksi kegiatan dan target yang dicapai.</p> <p>2. Guru meminta peserta didik memimpin doa untuk menutup kegiatan pembelajaran. (Religius)</p> <p>3. Guru mengucapkan salam untuk mengakhiri pembelajaran. (Religius)</p>	10 menit

Pertemuan ke-2:

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<p>1. Orientasi</p> <ul style="list-style-type: none"> Melakukan pembukaan dengan salam pembuka, memanjatkan syukur kepada Tuhan YME dan berdoa untuk memulai pembelajaran. Memeriksa kehadiran peserta didik sebagai sikap disiplin dan menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran. <p>2. Apersepsi</p> <ul style="list-style-type: none"> Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya. <p>3. Motivasi</p> <p>Menyampaikan tujuan pembelajaran yang akan dipelajari serta memberikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi.</p>	5 menit
Inti	<p>Stimulation (stimulasi/pemberian rangsangan)</p> <p>Pertanyaan Mendasar</p>	45 menit

	<ol style="list-style-type: none"> 1. Guru memberikan contoh factual report text 2. Peserta didik menyimak teks <i>report</i> yang diberikan dan menjawab pertanyaan: <ol style="list-style-type: none"> a. What is the text tells you about? b. What is the tittle of the text about? 4. Peserta didik mengajukan pertanyaan mendasar tentang teks terkait. 5. Peserta didik menemukan kosakata, tata bahasa tentang kalimat imperatif, fungsi sosial dan struktur teks yang digunakan dalam video tersebut. 	
Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
	Menyusun Jadwal Pembuatan	
	<ol style="list-style-type: none"> 1. Guru menerapkan information gap activity, secara tidak langsung menstimulant pemahaman siswa terkait descriptive text 2. Siswa dengan bimbingan guru mendiskusikan tentang pembuatan text descriptive, melalui matching games yang memberikan stimulant untuk membuat sebuah kalimat. <p>Post Activity:</p> <ol style="list-style-type: none"> 1. Peserta didik mempresentasikan text yang dibuat di pertemuan sebelumnya. Dan juga hasil dari information gap activity peserta didik 	
Penutup	<ol style="list-style-type: none"> 1. Guru merefleksi kegiatan dan target yang dicapai. 2. Guru meminta peserta didik memimpin doa untuk menutup kegiatan pembelajaran. (Religius) 3. Guru mengucapkan salam untuk mengakhiri pembelajaran. (Religius) 	10 menit

Pertemuan ke-3:

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ol style="list-style-type: none"> 1. Orientasi <ul style="list-style-type: none"> • Melakukan pembukaan dengan salam pembuka, memanjatkan syukur kepada Tuhan YME dan berdoa untuk memulai pembelajaran. • Memeriksa kehadiran peserta didik sebagai sikap disiplin dan menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran. 2. Apersepsi <ul style="list-style-type: none"> • Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya. 3. Motivasi <p>Menyampaikan tujuan pembelajaran yang akan dipelajari serta memberikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi.</p> 	5 menit
Inti	Stimulation (stimulasi/pemberian rangsangan) Pertanyaan Mendasar	45 menit
	<ol style="list-style-type: none"> 1. Guru memberikan contoh factual report text 2. Peserta didik menyimak teks <i>report</i> yang diberikan dan menjawab pertanyaan: <ol style="list-style-type: none"> c. What is the text tells you about? d. What is the tilte of the text about? 3. Peserta didik mengajukan pertanyaan mendasar tentang teks terkait. 4. Peserta didik menemukan kosakata, tata bahasa tentang kalimat imperatif, fungsi sosial dan struktur teks yang digunakan dalam video tersebut 	
Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
	Mendesain Perencanaan Produk	
	<ol style="list-style-type: none"> 1. Guru mengarahkan siswa untuk membuat descriptive text dan menganalisis teks tersebut 2. Dan memberikan challenge siswa untuk membuat short story about their daily activity. 	

	Menyusun Jadwal Pembuatan	
	<p>1. Siswa dengan bimbingan guru mendiskusikan tentang penyusunan text tersebut lalu setelah selesai, diminta untuk mepresentasikannya depan temanteman.</p> <p>Post Activity:</p> <p>1. Peserta didik menentukan teks <i>report</i> yang akan dibuat dan dipresentasikan di pertemuan berikutnya.</p>	
Penutup	<p>1. Guru merefleksi kegiatan dan target yang dicapai.</p> <p>2. Guru meminta peserta didik memimpin doa untuk menutup kegiatan pembelajaran. (Religius)</p> <p>3. Guru mengucapkan salam untuk mengakhiri pembelajaran . (Religius)</p>	10 menit

Pertemuan ke-4:

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<p>1. Orientasi</p> <ul style="list-style-type: none"> • Melakukan pembukaan dengan salam pembuka, memanjatkan syukur kepada Tuhan YME dan berdoa untuk memulai pembelajaran. • Memeriksa kehadiran peserta didik sebagai sikap disiplin dan menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran. <p>2. Apersepsi Guru mengingatkan kembali sekilas tentang materi minggu lalu yaitu fungsi social, struktur teks dan unsur kebahasaan <i>report text</i>.</p> <p>3. Motivasi Menyampaikan tujuan pembelajaran yang akan dipelajari serta memberikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi.</p>	10 menit
Kegiatan	Deskripsi Kegiatan	Alokasi Waktu

Inti	Memonitoring keaktifan dan perkembangan proyek	40 menit
	<ol style="list-style-type: none"> 1. Guru mengingatkan peserta didik aturan dalam proses penyelesaian information gap activity yang diberikan sebelumnya 2. Peserta didik mengamati contoh <i>text</i> terkait teks <i>report</i>. 3. Peserta didik membuat teks <i>report</i> berdasarkan diskusi yang telah dilakukan sebelumnya. 4. Peserta didik mengerjakan proyek sesuai dengan hasil diskusi kelompok dan arahan guru. 	
	Menguji Hasil	
	<ol style="list-style-type: none"> 1. Peserta didik mempresentasikan <i>text</i> dan information gap activity terkait teks report di depan kelas. 2. Peserta didik dari kelompok lain menanggapi dengan bertanya jawab. 3. Guru mengarahkan jalanya tanya jawab untuk memastikan jalanya presntasi dengan lancar 	
	Refleksi hasil proyek dan kegiatan pembelajaran	
	Peserta didik berdiskusi dibimbing guru untuk mengulas hasil kegiatan yang telah dilaksanakan secara aktif.	
Penutup	<ol style="list-style-type: none"> 1. Guru memberikan pertanyaan untuk menyimpulkan materi dan merefleksi pembelajaran pada hari itu. 2. Guru memberi reward pada siswa yang aktif dan terbaik pada proyek tersebut. 3. Guru meminta peserta didik memimpin doa untuk menutup kegiatan pembelajaran. 4. Guru mengucapkan salam untuk mengakhiri pembelajaran. 	10 menit

I. Penilaian

1. Sikap

No	Teknik	Bentuk Instrumen	Contoh Butir Instrumen	Waktu pelaksanaan	Keterangan
1.	Observasi	Jurnal	Terlampir	Saat pembelajaran berlangsung	Penilaian untuk pencapaian pembelajaran

2. Pengetahuan

No	Teknik	Bentuk Instrumen	Contoh Butir Instrumen	Waktu pelaksanaan	Keterangan
1	Penugasan	Pertanyaan tertulis dalam bentuk soal pilihan ganda	Terlampir	Saat pembelajaran berlangsung	Penilaian untuk pembelajaran dan sebagai pembelajaran

2. Keterampilan

No	Teknik	Bentuk Instrumen	Contoh Butir Instrumen	Waktu pelaksanaan	Keterangan
1	Produk	Tugas (keterampilan)	Terlampir	Saat pembelajaran berlangsung	Penilaian untuk pencapaian pembelajaran

J. Pembelajaran Remedial dan Pengayaan

1. Remedial

Pada kegiatan remedial guru memberikan pemahaman kepada peserta didik yang belum mencapai kompetensi dasar. Alternatif cara untuk remedi:

- meminta peserta didik untuk bertanya kepada teman yang sudah tuntas tentang materi yang belum tuntas atau tutor sebaya.
- memberikan lembar kerja untuk dikerjakan oleh peserta didik yang belum tuntas.

2. Pengayaan

Pembelajaran pengayaan diberikan kepada peserta didik yang telah mencapai atau melampaui KBM/KKM. Ada beberapa kegiatan yang dapat dirancang dan dilaksanakan, di antaranya melakukan kegiatan berikut:

- Belajar kelompok, yaitu sekelompok peserta didik diberi tugas

pengayaan untuk dikerjakan bersama pada dan/atau di luar jam pelajaran.

b. Membuat teks *report* secara individu.

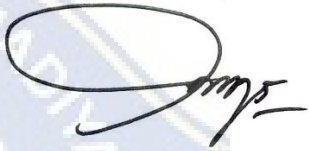
Refleksi Guru

Guru bersama dengan peserta didik melakukan refleksi mengenai hal-hal yang positif dan negatif selama proses KBM, atau dipahami dan belum dipahami dari materi terkait tujuan pembelajaran yang telah dikemukakan di awal pembelajaran.

Mengetahui, Kepala Sekolah
UPT. SMPN. 2 Galesong Selatan

Takalar, 22 Mei 2023
Guru Mata Pelajaran,

Syamsul, S.Pd.
NIP. 19791007 200604 1 015


Longginus Laurens, S.Pd.
NIP. 19680408 201408 1 001

Treatment B.1:

- 1. Pertemuan 1: Will giving the example of decriptive text, and analysis the text. And choose their partner with challenge to fill the blank text.**



A Sheep

The sheep is one of the most productive creatures that humanity owns and is present in every region of the world.

Everyone consumes his meat, which is known as mutton and is consumed by all peoples.

The majority of our clothing is made from sheep's wool, which is extremely valuable. Wool from the Merino sheep breed is especially fine and commands a high price.

Additionally useful, the epidermis serves as the cover for many of your schoolbooks. Shearing and washing the sheep are demanding tasks for the farmer but also fascinating to watch. Lambs are young sheep; you've probably seen the sweet little creatures skipping around in the fields quite frequently.

Name:

Partner:

Class VIII G

Pupil A

Hello, I'm I'm from England and I live in

I have got a small family. My father's name is Peter and my mother's name is

..... My father is a doctor and my mother is a

..... I have got one sister. Her name is Melanie. She is a pupil, too. We have got different hobbies. My father enjoys

..... He goes cycling every weekend. My mother loves dancing. She dances the Flamenco very well. My favourite pastime is and my little sister loves watching cartoons.

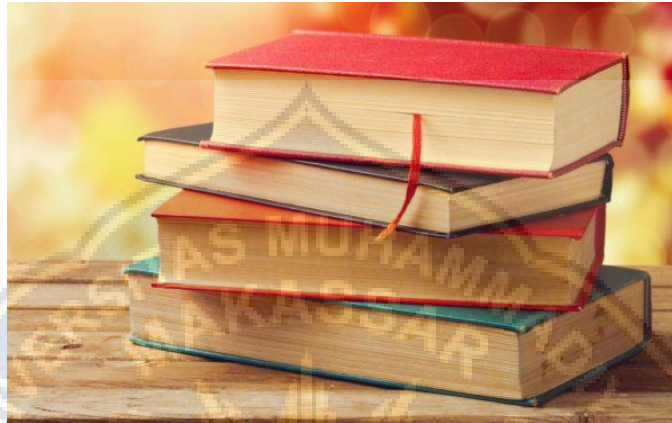
Pupil A

Hello, I'm Steve. I'm from and I live in London. I have got a small family. My father's name is and my mother's name is Christine. My father is a and my mother is a teacher. I have got sister. Her name is Melanie. She is a pupil, too. We have got different hobbies. My father enjoys cycling. He goes cycling every weekend. My mother loves

..... She dances the Flamenco very well. My favourite pastime is playing video games and my little sister loves

Treatment B.2:

- 2. Second meeting: The students will giving the example of decriptive text, and analysis the text. And give a matching games to make them improve their skill with their partner before.**



Book

I have a novel that I purchased last year. The novel The Story of an Idiot is the title of the work. I enjoy reading that book because it provides me with both information and entertainment. Unfortunately, I had misplaced this volume. I believe I misplaced it at Tugu Station during my journey to Yogyakarta. It was challenging to obtain that book because I could never find it in a bookstore. I bought it from a London street book vendor.







The color crimson dominates the book's cover. The cover depicts a young guy in a black jacket walking across the bridge. I have a novel that I purchased last year. The novel The Story of an Idiot is the title of the work. I enjoy reading that book because it provides me with both information and entertainment. Unfortunately, I had misplaced this volume. I believe I misplaced it at Tugu Station during my journey to Yogyakarta. It was challenging to obtain that book because I could

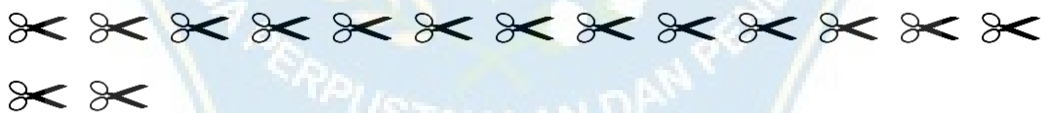
never find it in a bookstore. I bought it from a London street book vendor. The color crimson dominates the book's cover. The cover depicts a young guy in a black jacket walking across the bridge.




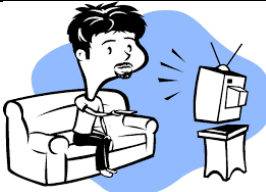




Name:
Partner:
Class VIII.G

A What is _____ doing? What are _____ doing?

<i>She is playing football</i>			
Jenny	Rinzin	James	the baby
			
Patty and Jimbo	the monkey	Red	Sam
			
the old man	Jack and Pema	Stella and Simon	Norbu



B What is _____ doing? What are _____ doing?

	<i>He is brushing his teeth.</i>		
Jenny	Rinzin	James	the baby
			
Patty and Jimbo	the monkey	Red	Sam
			
the old man	Jack and Pema	Stella and Simon	Norbu

Treatment B.3:

3. **Third meeting:** The student will giving the example of decriptive text, and analysis the text. And challenge the students to make a short story about their daily activity.



Haunted House

One day, I visited a haunted home in one of my city's tourist attractions. Of course, it wasn't an actual haunted home, but rather a room with a horror atmosphere. That haunted home always piqued my interest because so many people screamed when they entered it. I chose to purchase the ticket and go inside. I wished to experience the horror.

The room was dark, with only a few thematic lights concentrated in specific areas where the ghost properties could be seen. The room was also divided into four sections, each with a distinct horror theme. Every visitor would enter every part of the room to locate the exit, and no one could leave unless they passed through the exit door. In the first-third of that room, I only saw scary displays with the subject of ghosts; there were some fake ghosts made out of dolls, fake cemeteries, and some old furniture that made us think about ghosts. In the final section of that chamber, there were many actors dressed in various ghost costumes and make-up.

They were moving around, which surprised the guest. This was the best portion that made people feel scared of the haunted house.



Name:

Class VIII G

Please make a short story about your daily activity



Treatment B.4:

4. Fourth meeting: Make an interview about their partner, and describe he/she.

Name:

Partner:

Class VIII G

Fill in information about your best friend and then ask your partner about his.

..... best friend

..... best friend

Name	.....	Name	.....
Favourite pastime	.....	Favourite pastime	.....
Favourite sport	.....	Favourite sport	.....
Father's name	.....	Father's name	.....
Hobby	.....	Hobby	.....
Favourite pastime	.....	Favourite pastime	.....
Mother's name	.....	Mother's name	.....
Hobby	.....	Hobby	.....
Favourite pastime	.....	Favourite pastime	.....

Appendix C (Post Test)

Written test

Make a factual report text, about the animal cat.



Appendix D (T-Table)

cum. prob	$t_{.50}$	$t_{.75}$	$t_{.80}$	$t_{.85}$	$t_{.90}$	$t_{.95}$	$t_{.975}$	$t_{.99}$	$t_{.995}$	$t_{.999}$	$t_{.9995}$
one-tail	0.50	0.25	0.20	0.15	0.10	0.05	0.025	0.01	0.005	0.001	0.0005
two-tails	1.00	0.50	0.40	0.30	0.20	0.10	0.05	0.02	0.01	0.002	0.001
df											
1	0.000	1.000	1.376	1.963	3.078	6.314	12.71	31.82	63.66	318.31	636.62
2	0.000	0.816	1.061	1.386	1.886	2.920	4.303	6.965	9.925	22.327	31.599
3	0.000	0.765	0.978	1.250	1.638	2.353	3.182	4.541	5.841	10.215	12.924
4	0.000	0.741	0.941	1.190	1.533	2.132	2.776	3.747	4.604	7.173	8.610
5	0.000	0.727	0.920	1.156	1.476	2.015	2.571	3.365	4.032	5.893	6.869
6	0.000	0.718	0.906	1.134	1.440	1.943	2.447	3.143	3.707	5.208	5.959
7	0.000	0.711	0.896	1.119	1.415	1.895	2.365	2.998	3.499	4.785	5.408
8	0.000	0.706	0.889	1.108	1.397	1.860	2.306	2.896	3.355	4.501	5.041
9	0.000	0.703	0.883	1.100	1.383	1.833	2.262	2.821	3.250	4.297	4.781
10	0.000	0.700	0.879	1.093	1.372	1.812	2.228	2.764	3.169	4.144	4.587
11	0.000	0.697	0.876	1.088	1.363	1.796	2.201	2.718	3.106	4.025	4.437
12	0.000	0.695	0.873	1.083	1.356	1.782	2.179	2.681	3.055	3.930	4.318
13	0.000	0.694	0.870	1.079	1.350	1.771	2.160	2.650	3.012	3.852	4.221
14	0.000	0.692	0.868	1.076	1.345	1.761	2.145	2.624	2.977	3.787	4.140
15	0.000	0.691	0.866	1.074	1.341	1.753	2.131	2.602	2.947	3.733	4.073
16	0.000	0.690	0.865	1.071	1.337	1.746	2.120	2.583	2.921	3.686	4.015
17	0.000	0.689	0.863	1.069	1.333	1.740	2.110	2.567	2.898	3.646	3.965
18	0.000	0.688	0.862	1.067	1.330	1.734	2.101	2.552	2.878	3.610	3.922
19	0.000	0.688	0.861	1.066	1.328	1.729	2.093	2.539	2.861	3.579	3.883
20	0.000	0.687	0.860	1.064	1.325	1.725	2.086	2.528	2.845	3.552	3.850
21	0.000	0.686	0.859	1.063	1.323	1.721	2.080	2.518	2.831	3.527	3.819
22	0.000	0.686	0.858	1.061	1.321	1.717	2.074	2.508	2.819	3.505	3.792
23	0.000	0.685	0.858	1.060	1.319	1.714	2.069	2.500	2.807	3.485	3.768
24	0.000	0.685	0.857	1.059	1.318	1.711	2.064	2.492	2.797	3.467	3.745
25	0.000	0.684	0.856	1.058	1.316	1.708	2.060	2.485	2.787	3.450	3.725
26	0.000	0.684	0.856	1.058	1.315	1.706	2.056	2.479	2.779	3.435	3.707
27	0.000	0.684	0.855	1.057	1.314	1.703	2.052	2.473	2.771	3.421	3.690
28	0.000	0.683	0.855	1.056	1.313	1.701	2.048	2.467	2.763	3.408	3.674
29	0.000	0.683	0.854	1.055	1.311	1.699	2.045	2.462	2.756	3.396	3.659
30	0.000	0.683	0.854	1.055	1.310	1.697	2.042	2.457	2.750	3.385	3.646
40	0.000	0.681	0.851	1.050	1.303	1.684	2.021	2.423	2.704	3.307	3.551
60	0.000	0.679	0.848	1.045	1.296	1.671	2.000	2.390	2.660	3.232	3.460
80	0.000	0.678	0.846	1.043	1.292	1.664	1.990	2.374	2.639	3.195	3.416
100	0.000	0.677	0.845	1.042	1.290	1.660	1.984	2.364	2.626	3.174	3.390
1000	0.000	0.675	0.842	1.037	1.282	1.646	1.962	2.330	2.581	3.098	3.300
Z	0.000	0.674	0.842	1.036	1.282	1.645	1.960	2.326	2.576	3.090	3.291
	0%	50%	60%	70%	80%	90%	95%	98%	99%	99.8%	99.9%
	Confidence Level										

Appendix E (Table 8 Scoring Pretest and Post Test)

According to Heaton, J.B. (1989), there are five elements that must be evaluated in writing:

Table 9. Appendix Scoring

<p>CONTENT</p> <p>30-27</p> <p>26-22</p> <p>21-17</p> <p>16-13</p>	<p>Excellent to very good: competent, substantial, etc.</p> <p>Good to average: appropriate range, some subject expertise, etc.</p> <p>Fair to poor: little substance, little topic expertise, etc.</p> <p>Very poor: Doesn't demonstrate subject understanding; non-substantive; etc.</p>
<p>ORGANIZATION</p> <p>20-18</p> <p>17-14</p> <p>13-10</p> <p>9-7</p>	<p>Excellent to very good: Clear and concise concepts that are expressed with ease, etc.</p> <p>Good to average: a little choppy, loosely structured, but the major points are clear, etc.</p> <p>Fair to poor: thoughts that are not related or coherent, etc.</p> <p>Very poor: lacks organization, doesn't communicate, etc.</p>
<p>VOCABULARY</p> <p>20-18</p> <p>17-14</p> <p>13-10</p> <p>9-7</p>	<p>Excellent to very good: sophisticated range, wise choice and use of word and phrase forms, etc.</p> <p>Good to average: a good range, occasionally using the wrong words or idioms but keeping the idea clear, etc.</p> <p>Fair to poor: limited selection, frequent word/idiom usage, and other problems, etc.</p> <p>Very poor: translation essentially requires little vocabulary in English.</p>

LANGUAGE USE	
25-22	Excellent to very good: constructing complicated systems effectively, etc.
21-19	Good to average: effective but straightforward design, etc.
18-11	Fair to poor: significant issues with basic or sophisticated builds, etc.
10-5	Very poor: almost no understanding of conventions for sentence building, etc.
MECHANICS	
5	Excellent to very good: shows a command of protocols, etc.
4	Good to average: some spelling, grammar, etc. mistakes. thoughts, etc.
3	Fair to poor: many mistakes with capitalization, grammar, and spelling, etc.
2	Very poor: lack of convention mastery is seen in the prevalence of spelling, punctuation, capitalization, paragraphing, etc. problems.

Heaton, J.B. (1989)

Writing Criteria of Idea

Classification	Score	Explanation
Excellent	5	An thought that exhibits clarity, coherence, and relevance. The inclusion of clear and particular facts serves to bolster and substantiate the underlying idea. The argument is substantiated by a plethora of intriguing and innovative specifics. All components are effectively integrated and in accordance with the relevant regulations and standards.
Good	4	One concept that is evident, well-defined, and relevant to the subject matter. Concrete and explicit details are present. Compelling evidence to substantiate the notion. All components are seamlessly integrated and in accordance with the

		relevant regulations and standards.
Average	3	In a broad sense, it is important to maintain focus, coherence, and a well-defined central idea in order to effectively communicate a message or theme. The provided information consists of a combination of specific and general details. Certain supporting details can be classified as predictive, while others are more generic in nature. There may be components that are incongruous.
Fairly	2	It is often advisable to maintain focus and cultivate a coherent theme or central message in one's discourse. The provided information consists of a combination of specific and general details. Certain supporting elements can be classified as predictive, while others fall under the category of general information. There may exist components that are incongruous.
Poor	1	The text exhibits a lack of focus, a dearth of ideas, an absence of clear identification, excessive length, and insufficient development. The presence of inconsistent, obscure, or insignificant details within the text is evident.

Glass (2005)

Writing Criteria of Sentences

Classification	Score	Explanation
Excellent	5	The entirety of the text is composed of complete sentences without any instances of run-on sentences. Consistently employing sentence variants, including complicated, compound, and basic structures, is crucial in academic writing. In order to maintain a high level of academic writing, it is essential to employ a consistent, deliberate, and innovative approach when crafting variations of introductory phrases. It is imperative to include consistent, suitable, and refined transitional phrases in order to establish coherence and enhance the academic quality of one's writing.
Good	4	It is possible that there exists a fragment and a run-on sentence within the given text. Typically, a diverse range of phrase kinds is employed. The majority of sentences have diverse initial phrases. Utilize suitable transitional phrases.
Average	3	The presence of two fragments and a run-on sentence is possible. Utilizing a diverse range of

		sentence structures might be advantageous in academic writing. Several alternative formulations for the commencement of the sentence. Certain individuals employ appropriate transition words and phrases in their writing.
Fairly	2	The posts exhibit a significant number of sentence fragments and run-on sentences. Please utilize solely simple and compound sentences. There is a slight change at the beginning of the sentence. A limited number of individuals employ suitable transitional phrases.
Poor	1	The absence of punctuation and coherent sentence structure is evident in the text. The user's text should be rewritten to adhere to academic writing standards. It is important to avoid using simple phrases and fragments in academic writing. Each sentence begins with the same introductory phrase. The presence of transitions is minimal.

Glass (2005)



Appendix F

Appendix F.1 List Name of Sample

Table 10. List name of sample

No.	Name	Students Code
1.	APR	1
2.	H	2
3.	K	3
4.	LSR	4
5.	MI	5
6.	MP	6
7.	MR	7
8.	MA	8
9.	MT	9
10.	NM	10
11.	NS	11
12.	NAPR	12
13.	NM	13
14.	NF	14
15.	NFT	15
16.	NJ	16
17.	NHJ	17
18.	PRAWA	18
19.	RAAA	19
20.	RN	20
21.	RM	21

Appendix F.2 Students' Score of Pre-test and Post-test

Table 11. Students' Pre-test Scores in Terms of Contents and Sentences

Students	Pre-test	Post-test	D	D ²
1	40	80	40	1600
2	20	50	30	900
3	40	70	30	900
4	20	60	40	1600
5	20	40	20	400
6	20	60	40	1600
7	20	40	20	400
8	20	40	20	400
9	20	60	40	1600
10	60	80	20	400
11	20	70	50	2500
12	60	80	20	400
13	50	80	30	900
14	40	60	20	400
15	20	80	60	3600
16	40	70	30	900
17	30	70	40	1600
18	50	60	10	100
19	40	70	30	900
20	20	60	50	2500
21	80	80	0	0
Total	730	1420	640	23.600

Table 12. Students' Pre-test Scores in Terms of Contents

Students	Pre-test	Post-test	D	D²
1	3	4	1	1
2	1	3	2	4
3	3	4	1	1
4	3	4	1	1
5	1	3	2	4
6	1	2	1	1
7	2	4	2	4
8	2	3	1	1
9	2	3	1	1
10	3	4	1	1
11	1	2	1	1
12	4	5	1	1
13	4	5	1	1
14	1	3	2	4
15	2	4	2	4
16	2	4	2	4
17	2	4	2	4
18	1	2	1	1
19	2	3	1	1
20	1	2	1	1
21	5	5	0	0
Total	46	73	27	40

Table 13. Students' Pre-test Scores in Terms of Sentences

Students	Pre-test	Post-test	D	D²
1	3	4	1	1
2	1	2	1	1
3	3	3	0	0
4	2	2	0	0
5	1	2	1	1
6	1	3	2	4
7	3	3	0	0
8	3	3	0	0
9	1	3	2	4
10	3	4	1	1
11	1	4	3	9
12	4	5	1	1
13	4	4	0	0
14	1	2	1	1
15	2	4	2	4
16	1	3	2	4
17	2	3	1	1
18	1	3	2	4
19	1	4	3	9
20	2	3	1	1
21	4	4	0	0
Total	42	59	24	46

Appendix F.3 Classification of Students' Pre-test and Post-test

Table 14. Classification of Students' Contents and Sentences Score

Students	Contents and Sentences			
	Pre-test	Classification	Post-test	Classification
1	40	Poor	80	Good
2	20	Poor	50	Fairy
3	40	Poor	70	Average
4	20	Poor	60	Fairy
5	20	Poor	20	Fairy
6	20	Poor	60	Fairy
7	20	Poor	40	Fairy
8	20	Poor	40	Fairy
9	20	Poor	60	Fairy
10	60	Fairy	80	Good
11	20	Poor	70	Average
12	60	Fairy	80	Good
13	50	Fairy	80	Good
14	40	Poor	60	Fairy
15	20	Poor	80	Good
16	40	Poor	70	Average
17	30	Poor	70	Average
18	50	Fairy	60	Fairy
19	40	Poor	70	Average
20	20	Poor	70	Average
21	70	Average	80	Good

Table 15. Classification of Students' Contents Score

Students	Contents			
	Pre-test	Classification	Post-test	Classification
1	3	Average	4	Good
2	1	Poor	3	Average
3	3	Average	4	Good
4	3	Average	4	Good
5	1	Poor	3	Average
6	1	Poor	2	Fairy
7	2	Fairy	4	Good
8	2	Fairy	3	Average
9	2	Fairy	3	Average
10	3	Average	4	Good
11	1	Poor	2	Fairy
12	4	Good	5	Very good
13	4	Good	5	Very good
14	1	Poor	3	Average
15	2	Fairy	4	Good
16	2	Fairy	4	Good
17	2	Fairy	4	Good
18	1	Poor	2	Fairy
19	2	Fairy	3	Average
20	1	Poor	2	Fairy
21	5	Very good	5	Very good

Table 16. Classification of Students' Sentences Score


Students	Sentences			
	Pre-test	Classification	Post-test	Classification
1	3	Average	4	Good
2	1	Poor	2	Fairy
3	3	Average	3	Average
4	2	Fairy	2	Fairy
5	1	Poor	2	Fairy
6	1	Poor	3	Average
7	3	Average	3	Average
8	3	Average	3	Average
9	1	Poor	3	Average
10	3	Average	4	Good
11	1	Poor	4	Good
12	4	Good	5	Very good
13	4	Good	4	Good
14	1	Poor	2	Fairy
15	2	Fairy	4	Good
16	1	Poor	3	Average
17	2	Fairy	3	Average
18	1	Poor	3	Average
19	1	Poor	4	Good
20	2	Fairy	3	Average
21	4	Good	4	Good

Appendix F.4 Result of Students Pre-test

No. _____
Date : _____

Description

<input type="checkbox"/>	
<input type="checkbox"/>	I have a friend named Nur Amelia Putri R.
<input type="checkbox"/>	Or who is often called Amelia, I met Amelia
<input type="checkbox"/>	at Junior high school. She was a good person,
<input type="checkbox"/>	white, smart, beautiful, medium body with
<input type="checkbox"/>	a sharp nose and she had long hair
<input type="checkbox"/>	
<input type="checkbox"/>	Her name is Nur Amelia Putri R. Her favorite
<input type="checkbox"/>	entertainment is spending time together, her
<input type="checkbox"/>	favorite sport is basketball, her father's name
<input type="checkbox"/>	is Irwan dg tulu, Her father's hobby is working,
<input type="checkbox"/>	her father's favorite entertainment is being
<input type="checkbox"/>	together, her mother is named dg ngai. Her
<input type="checkbox"/>	mother's hobby is cooking, but his favorite
<input type="checkbox"/>	color is blue his favorite food is fried chicken
<input type="checkbox"/>	address bontojai religion Islam was born
<input type="checkbox"/>	tanggal 28 August 8 2009.
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	Name : Rosmini
<input type="checkbox"/>	Class : VIII-5
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	



Pictures 1. Highest Pre-test Score

NAMA = NAILA MATUHA
 PARENTER = NUR MAULINA
 CROSS VIII 6

No. Wednesday

Date: 29 Mei 2022

ISHS-1466213

<input type="checkbox"/>	NAME = NAILA MATUHA
<input type="checkbox"/>	FAVOURITE PASTIME = WITH FRIENDS
<input type="checkbox"/>	FAVOURITE SPORT = PLAY VOLLEY
<input type="checkbox"/>	FATHER'S NAME = SIMONS
<input type="checkbox"/>	HOBBY = PLAYING GAMES
<input type="checkbox"/>	FAVOURITE PASTIME = PLAYING SOCCER
<input type="checkbox"/>	MOTHER'S NAME = HARIATI
<input type="checkbox"/>	HOBBY = COOK
<input type="checkbox"/>	FAVOURITE PASTIME = MOMENTS WITH PAMILY
<input type="checkbox"/>	FAVOURITE COLOUR = MILK CHOCOLATE
<input type="checkbox"/>	FAVOURITE FOOD = FRIED RICE
<input type="checkbox"/>	ADDRESS = BONTU RONGG
<input type="checkbox"/>	RELIGION = ISLAM
<input type="checkbox"/>	WAS BORN = FAKTOR, 03-10-2009
<input type="checkbox"/>	
<input type="checkbox"/>	I have a friend who sits next to me when we study at
<input type="checkbox"/>	School, her name is Naila Matuha. She is very kind to me. her
<input type="checkbox"/>	body is fat and she also has a very beautiful and cute face, she
<input type="checkbox"/>	also has short hair. her hobby is cooking. not only beautiful, she is
<input type="checkbox"/>	also a very friendly and polite person. she always looks very
<input type="checkbox"/>	cheerful and hyperactive every day. he is also funny sometimes
<input type="checkbox"/>	giving me laugh while chatting with him or just watching his
<input type="checkbox"/>	ridiculous behavior.
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	

50




Pictures 2. Moderate Pre-test Score

Appendix F.5 Result of Students Post-test

No. 24
Date: _____

<input type="checkbox"/>	NAME : NorFadilat
<input type="checkbox"/>	CLASS : 8.G
<input type="checkbox"/>	
<input type="checkbox"/>	* Cat *
<input type="checkbox"/>	
<input type="checkbox"/>	cats are one of The animals That are Very
<input type="checkbox"/>	cute and are usually cared for and loved.
<input type="checkbox"/>	cat has a cute and beautiful bodies.
<input type="checkbox"/>	This cat is a breeding mammal That can
<input type="checkbox"/>	give birth to as many as three to four
<input type="checkbox"/>	children at a time.
<input type="checkbox"/>	He also has two mammary glands, four legs,
<input type="checkbox"/>	a long and short tail, his fur is very soft
<input type="checkbox"/>	and thick, his claws are very sharp, his
<input type="checkbox"/>	eyes that can see clearly have many colors.
<input type="checkbox"/>	Types of cats : Angora cat, village cat,
<input type="checkbox"/>	Bobcat, wild cat.
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	

80



Pictures 4. Highest Post-test Score



No.:

Date:

Name = NURUL HAFIVA J

26

CLASS = VIII G

Cats are one of the prophet's favorite animals,

the characteristics of cats are that they have

thick and soft fur, cats also have ears, noses

and mouths and also have mustaches and

eyes so round and white and black, cats

also have four legs and a tail that is not

too long, cats are usually white and brown.

and so on, cats eat fish that are cooked

or not cooked, cats usually also drink water

or milk for cats

60



Pictures 5. Moderate Post-test Score

8

No. Senin

Date: 19-15-5-2023

NAM e : MAIRAH INRIYANI

CIAS : VII E

MAPEL : BHS Inggris

kucing adalah salah satu hewan ke

sayangan rasuliah. kucing memiliki

bulu yang lembut kucing juga lucu

dan imut.

cat is one of the favorite

animal cats have and cut

20



Pictures 6. Lowest Post-test Score

Appendix G (Documentation of Pretest)



Pictures 7. Giving Pre-test



Pictures 8. Giving Pre-test

Doc of Treatment



Pictures 9.1-2. Giving Treatment



Pictures 10. 1-2. Giving Treatment



Pictures 11. Giving Treatment



Pictures 12. Giving Treatment



Pictures 13. Giving Treatment



Pictures 14. Take a picture with the sweeties

Doc of Post Test



Pictures 15-11. Giving Post-test

Appendix H (SK Pengantar Penelitian)

No. SERI 214



PEMERINTAH KABUPATEN TAKALAR DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Jl. Jenderal Sudirman No.28 Telp. (0418) 323291 Kab. Takalar

Nomor : 214/IP-DPMPTSP/VI/2023
Lamp. : -
Perihal : Izin Penelitian

Takalar, 07 Juni 2023
K e p a d a
Yth. Kepala Sekolah SMPN 2 Galesong Selatan
Kab. Takalar

Di-
Takalar

Berdasarkan Surat Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Prov. Sulawesi Selatan Nomor: 17687/S.01/PTSP/2023 Tanggal 26 Mei 2023 perihal Izin Penelitian dan Surat Rekomendasi Kepala Badan Kesatuan Bangsa dan Politik Kabupaten Takalar Nomor 070/220/BKBP/VI/2023 tanggal 07 Juni 2023, dengan ini disampaikan bahwa:

Nama : SITI FATHIN FAIZAH YUNUS
Tempat Tanggal Lahir : Makassar, 28 April 2001
Jenis Kelamin : Perempuan
Pekerjaan/Lembaga : Mahasiswa (S1) UNISMUH Makassar
Alamat : BTN Istana Permai Blok J No. 5 Desa/Kel. Kalabbirang
Kec. Pattallassang Kab. Takalar

Bermaksud akan mengadakan penelitian di kantor/instansi/wilayah kerja Bapak/Ibu dalam Rangka Penyusunan *Skripsi* dengan judul :

"RECITATION METHOD THROUGH ENVIROMENTAL DESCRIPTION MEDIUM TO ENHANCE WRITING SKILLS OF THE EIGHTH GRADE STUDENTS AT SMPN 2 GALESONG SELATAN"

Yang akan dilaksanakan : 27 Mei s/d 27 Juli 2023
Pengikut / Peserta : -

Sehubungan dengan hal tersebut di atas pada prinsipnya kami menyetujui kegiatan dimaksud dengan ketentuan sbb:

1. Sebelum dan sesudah melaksanakan Kegiatan dimaksud kepada yang bersangkutan harus melapor kepada Bupati Takalar Up. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kab. Takalar ;
2. Penelitian tidak menyimpang dari ketentuan yang berlaku ;
3. Mentaati semua Peraturan Perundang-Undangan yang berlaku dan Adat Istiadat setempat;
4. Menyerahkan 1 (satu) exemplar foto copy hasil *Skripsi* Kepada Bupati Takalar Up. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kab. Takalar ;
5. Surat pemberitahuan penelitian ini dicabut kembali dan dinyatakan tidak berlaku, apabila ternyata pemegang tidak mentaati ketentuan tersebut diatas.

Demikian disampaikan kepada saudara untuk diketahui dan seperlunya.

Desha BERJAL MUSTAMIN, MM
Bendahara Umum Muda
NIP. : 197407131992111001

Tembusan : disampaikan kepada Yth :

1. Bupati Takalar di Takalar (sebagai laporan);
2. Kepala Bappelitbang Kab. Takalar di Takalar;
3. Kepala Badan Kesbangpol Kab. Takalar di Takalar;
4. Ketua LP3M UNISMUH Makassar di Makassar;
5. Peringgal;

Appendix I (SK Telah Meneliti)



PEMERINTAH KABUPATEN TAKALAR
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPT SMP NEGERI 2 GALESONG SELATAN

Alamat: Jl. Pendidikan No. 1 Galesong Kota Kec. Galesong Kab. Takalar email: smpn21982@gmail.com Kp 92254

SURAT KETERANGAN PENELITIAN

NO. 46/DISDIKBUD/UPT.SMPN2/VI/2023

Yang bertandatangan di bawah ini, Kepala UPT. SMP Negeri 2 Galesong Selatan menerangkan bahwa:

Nama : **SITI FATHIN FAIZAH YUNUS**
NIM : 105351113119
Prodi : Pendidikan Bahasa Inggris
Strata : S-I
Fakultas : Keguruan dan Ilmu Pendidikan

Yang bersangkutan telah selesai melakukan penelitian, di UPT SMP Negeri 2 Galesong Selatan terhitung sejak bulan 27 Mei s/d 27 Juni 2023, dengan judul penelitian :

“ Recitation Method Through Environmental Description Medium to Enhance Writing Skills of The Eighth Grade Students at SMPN 2 Galesong Selatan”

Demikian Surat Keterangan ini diberikan untuk dipergunakan seperlunya .

Galesong, 10 Juni 2023

Kepala Sekolah,




SUL, S.Pd

Pangkat/Gol: Pembina Tk. I/IV.b

NIP 19791007 200604 1 015

Appendix J (SK Bebas Plagiasi)



MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
UPT PERPUSTAKAAN DAN PENERBITAN

Alamat kantor: Jl. Sultan Alauddin NO.259 Makassar 90221 Tlp.(0411) 866972,881593, Fax.(0411) 865588

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

SURAT KETERANGAN BEBAS PLAGIAT

UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,
Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : Siti Fathin Faizah Yunus

Nim : 105351113119

Program Studi : Pendidikan Bahasa Inggris

Dengan nilai:

No	Bab	Nilai	Ambang Batas
1	Bab 1	0 %	10 %
2	Bab 2	5 %	25 %
3	Bab 3	10 %	10 %
4	Bab 4	0 %	10 %
5	Bab 5	5 %	5%

Dinyatakan telah lulus cek plagiat yang diadakan oleh UPT- Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar Menggunakan Aplikasi Turnitin.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Makassar, 28 Juli 2023

Mengetahui

Kepala UPT Perpustakaan dan Penerbitan,



Nurshani, S.Hum. M.I.P
NBM. 964 591

Jl. Sultan Alauddin no 259 makassar 90222
Telepon (0411)866972,881 593, fax (0411)865 588
Website: www.library.unismuh.ac.id
E-mail : perpustakaan@unismuh.ac.id

Appendix K (Hasil Scan Plagiasi Per-bab)

BAB 1 Siti Fathin Faizah Yunus
105351113119
by Tahap Tutup

Submission date: 27-Jul-2023 11:11AM (UTC+0700)
Submission ID: 2137410570
File name: CHAPTER_1_-_SITI_FATHIN_FAIZAH_YUNUS.docx (18.88K)
Word count: 1162
Character count: 6305

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File name: CHAPTER_II_-_SITI_FATHIN_FAIZAH_YUNUS.docx (59.22K)

Word count: 3470

Character count: 18817

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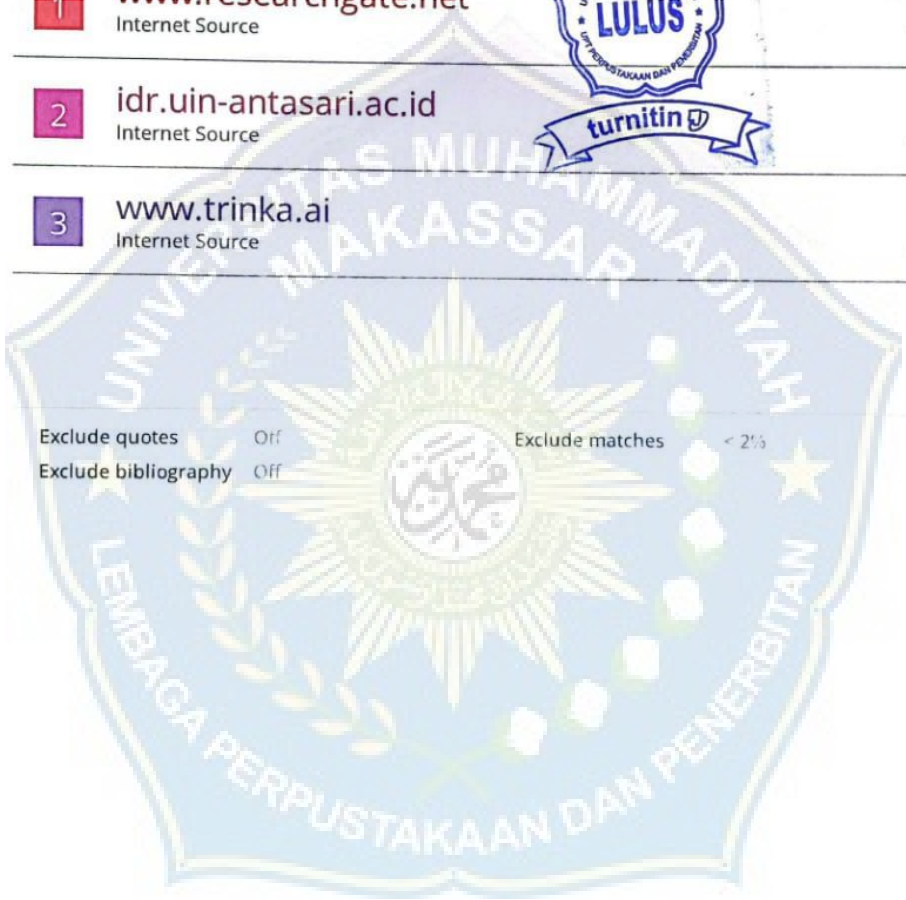
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Word count: 231
Character count: 1276

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Appendix L (LOA)



**MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS**

Jalan Sultan Alauddin No. 259 Makassar
Telp : 0811 1782101 (Secretary)
Email : prodibg@unismuh.ac.id
Web : bg.fkip.unismuh.ac.id

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

LETTER OF ACCEPTANCE

0799/BG-FKIP/LOA/B/VIII/1445/2023

Dear SITI FATHIN FAIZAH YUNUS

It is our pleasure to inform you that, after reviewing your paper:

THE EFFECTIVENESS OF ENVIRONMENTAL DESCRIPTION AS A MEDIUM TO ENHANCE WRITING SKILLS OF THE EIGHTH GRADE STUDENTS' AT SMPN. 2 GALESONG SELATAN

The manuscript ID: 1029

Detail checklist:

Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	√	
the author has submitted the manuscript through the open journal system (OJS)	√	
The manuscript according to the limitations or description of the journal	√	
LoCT has been submitted by the author	√	
The manuscript has followed the existing templates	√	
The article processing charge (APC) has been submitted by the author	√	

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We will let you know if you must make any modification as the reviewer's comments. Once your manuscript is moved to publishing, our production editor will inform you. Please feel free to email us with any questions at jlta@bg.unismuhmakassar.ac.id

Makassar, 2 August 2023 M
15 Muharram 1445 H

Head of English Education Department
Faculty of Teacher Training and Education



Dr. Ummi Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807



CURRICULUM VITAE



Siti Fathin Faizah Yunus was born in Makassar, 28 April 2001. The first child of 4 siblings. The daughter of Mr. Muhammad Yunus, S.E and Mrs. Halijah S.Pd. She started her education from Kindergarten-Amrah Galesong and graduated in 2007. Then attended SDN. 69 Galesong 1 and graduated in 2013. Furthermore, she continued her education at SMPN. 2 Takalar and graduated in 2016. And returned to continue her education at SMAN 1 Takalar, which graduated in 2019. In the same year, she enrolled as a new student at Muhammadiyah Makassar University majoring in English Education. She was able to complete her studies in 2023. with the thesis title **"The Effectiveness of Environmental Description as a Medium to Enhance Writing Skills of the Eighth Grade Students' at SMPN. 2 Galesong Selatan."**