USING PHOTOGRAPHS TO IMPROVE STUDENTS' WRITING ABILITY ON DESCRIPTIVE PARAGRAPHS

(A Pre-Experimental Research at the 8th grade of SMPN 1 Tinggimoncong, Gowa)

A THESIS

Submitted to the Faculty of Teacher Training and Education Muhammadiyah University of Makassar in Partial Fulfillment of the Requirement for Degree of Sarjana Pendidikan

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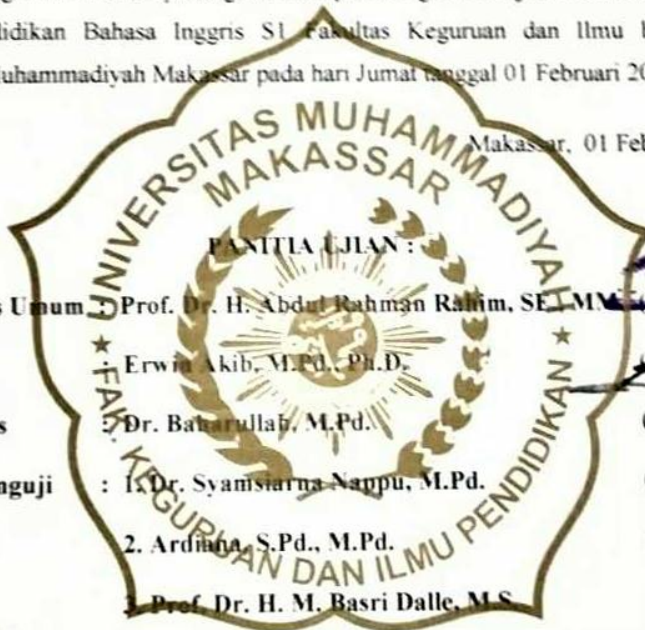
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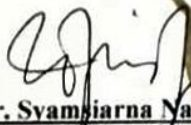
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ABSTRACT

Nurfainul. 2018. *Using Photographs to Improve Students' Writing Ability on Descriptive Paragraphs (A Pre-Experimental Reseacher at the Eighth Grade of SMPN 1 Tinggimoncong, Gowa). Thesis, FKIP Universitas Muhammadiyah Makassar Supervised by Syamsiarna Nappu, and Herlina Daddi.*

The Objective of the research was to find out whether using photographs was able to improve students' writing ability at the Eighth Grade of SMPN 1 Tinggimoncong to write descriptive paragraphs.

This research employed Pre-Experimental design that applied Photographs to taught writing descriptive paragraphs. The study had been done for eight meetings there were designed: first meeting was for pre-test, 6 meetings for treatment, and the last meeting for post-test. The population was the Eighth Grade Students of SMPN 1 Tinggimoncong in academic year 2018/2019. Total number of sample was 21 students and class VIII.5 was taken as sample by using purposive sampling technique.

As the Quantitative Method, the researcher analyzed the data by using t-test. The result showed that there were significance difference on the students' writing descriptive paragraphs in terms of content and organization taught with Photographs. The students' mean score of content was 25.71 in pre-test to be 39.71 in post-test. Then, the students' mean score of organization was 20.95 in pre-test to be 32.04 in post-test. The study concluded that teaching writing by using Photographs increased the students' ability to write descriptive paragraphs at the Eighth Grade of SMPN 1 Tinggimoncong.

Keywords: Writing Descriptive Paragraphs, Photographs

ABTSTRAK

Nurfainul. 2018. Penggunaan Foto Untuk Meningkatkan Kemampuan Menulis Siswa Pada Paragraf Deskriptif (Penelitan Pre-Experimental di kelas delapan SMPN 1 Tinggimoncong, Gowa). Skripsi. FKIP Universitas Muhammadiyah Makassar dibimbing oleh Syamsiarna Nappu dan Herlina Daddi.

Tujuan dari penelitian ini adalah untuk mengetahui apakah dengan menggunakan foto dapat meningkatkan kemampuan menulis siswa di kelas delapan SMPN 1 Tinggimoncong untuk menulis paragraf deskriptif.

Penelitian ini digunakan Pre-Experimental dengan diterapkan foto untuk mengajarkan menulis paragraf deskriptif. Penelitian ini telah dilakukan selama 8 pertemuan yang dirancang: pertemuan pertama adalah pre-test, 6 pertemuan adalah memberi perlakuan (treatment) dan pertemuan terakhir untuk post-test. Populasi adalah siswa kelas 8 SMPN 1 Tinggimoncong pada tahun ajaran 2018/2019. Jumlah total sampel adalah 21 siswa dan kelas 8.5 diambil sebagai sampel dengan menggunakan teknik purposive sampling.

Sebagai metode kuantitatif, peneliti menganalisis data dengan menggunakan t-test. Hasil penelitian menunjukkan bahwa ada signifikansi perbedaan pada siswa menulis paragraf deskriptif dari segi isi dan organisasi yang diajarkan dengan media foto. Skor rata-rata siswa dari isi (konten) 25.71 pada pre-test menjadi 39.71 di post-test. Kemudian skor rata-rata siswa dari organisasi 20.95 pada pre-test menjadi 32.04 pada post-test. Penelitian ini menyimpulkan bahwa pengajaran menulis dengan menggunakan foto meningkatkan kemampuan siswa dalam menulis paragraf deskriptif di kelas 8 SMPN 1 Tinggimoncong.

Kata kunci: Menulis paragraf deskriptif, Foto

ACKNOWLEDGMENTS

7. Her beloved friends who have always been in researcher side in facing all the laughter and tears during her study Naya, Evi, Dila,Risma, Uji, Hera and Hi-ffect Class (2014)

May the almighty bless us now and forever, and this thesis can be useful, Amin. Finally, the researcher realizes that this thesis has some weakness and shortage. Thus, she would be grateful to accept any suggestions and corrections from anyone for better writing.

Makassar,   December   2018

Researcher

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CHAPTER I

INTRODUCTION

A. Background

Globalization has placed English in a very strategic position as a global or international language. In this position it is known that English is very instrumental in global interaction and communication along with the progress and competition of globalization. Moreover, English competence is one of the conditions for people to participate in this global era.

Mastery of science and technology can determine the ability of a nation to survive in the competition of the modern era to be able to adapt to a more advanced life order and consequently everyone is required to master it in order to function effectively as a global citizen.

The position of English in Indonesia is as a foreign language. English is the most important foreign language studied in Indonesia. Usually taught as a subject in school with the aim that English can be used smoothly as a communication medium, both orally and in writing and also of course can master 4 language skills (listening, speaking, reading and writing).

Among the four skills, in this thesis only focus on one skill. The skill is writing. Writing is a physical and mental action. It's about finding ideas,

thinking about how to communicate, developing them into statements and paragraphs that readers will understand. Writing has a dual purpose - to express and impress.

Writing is one of four language skills that are very important to learn. Knowing, writing is not easy. Among skills, writing is the most difficult skill to learn, because it requires hard thinking in producing words, sentences, and paragraphs at the same time. Writing is an integrated language of skill to produce something called writing. As Richards and Renandya (2002: 303) said, "Writing is the most difficult skill for second language students to master. The difficulty lies not only in producing and managing ideas, but also in translating these ideas into readable text."

In this thesis, researcher also want to improve their writing skills at the junior high school level. Based on the curriculum in Indonesia, the basic competence that must be achieved in writing English subjects at the junior high school level is that students have the ability to develop and produce simple functional texts written in descriptive text, recount texts, narrative texts, procedure texts and report texts. Then the researcher took one type of text that is descriptive text.

Specially, in this thesis focus on descriptive text. Descriptive text is one of the functional texts which difficult enough to learn by the students. Descriptive text is a text that describes the features of someone, something, or a certain place. This text consists of introduction and description. Introduction is the part of paragraph that introduces the character, and description is the part of paragraph that describes the character. The students can use the simple

present and adjective clause in writing descriptive text. In writing the descriptive text, students often find some difficulties. The students usually feel difficult to organize their ideas. Furthermore many students made some mistakes and faced difficulties to build and develop their imagination.

To improve writing skills through descriptive text, students also need media. In the teaching and learning process, teachers sometimes only teach without regard to the media used. They do not care about students or they are not creative to use media to increase student motivation.

There are several types of media and one of them is photo media. The use of photo media can attract students' attention and motivate students to follow the learning process. Photo is one of the learning media that is very well known in every learning activity. This is because of its simplicity, without the need for equipment, and not projected to observe it (According to Sudjana and Ahmad Rifai, 1997: 71). Images or photos are common language, which can be understood and enjoyed anywhere. Therefore, the Chinese proverb says that "an image speaks more than a thousand words". Photos are pictures of goods (people, animals and so on) made with photographers or cameras. (According to Sadiman, et al, 2006: 28).

Not all objects, objects, or tourism can be taken to classrooms, and not always children are taken to objects or events. Images or photos can overcome this. Magnificent Ka'bah buildings can be presented to class through pictures or photos. Events that happened in the past, yesterday or even a minute ago sometimes we can't see it as it is.

Images or photos are very useful in this case. Study material that requires visualization in the form of illustrations that can be obtained from existing sources. Pictures from magazines, brochures, brochures, sheets, etc. can meet our needs. From these various sources, it is hoped that the images will be available according to the contents of the lesson. With a combination of two or more pieces of images, the need for images that correspond to the learning objectives will be fulfilled.

Therefore, that in this study, researcher will apply photos as learning media with the aim that students can further develop their ideas to produce a simple writing according to their level. Actually, this photo media has been used as a learning medium by several previous researchers, such as Patrisia, Nurini, Linarti and Hasni, and there used guided question technique, then the photos used are about places, animals, people, but in this thesis, researcher will use contextual teaching learning as method and only take one type of photos, that is about people.

Based on the results of prior research when interviewed the teacher at school, the teacher said that in the process of teaching descriptive texts, the images used only took pictures of books in school. That is the reason why researchers are interested in using photos as a teaching media to improve students' writing skill and try to do research at the junior high school level located in the research village in SMP Negeri 1 Tinggimoncong. SMP Negeri 1 Tinggimoncong was also chosen after researcher considered which junior high school was good enough to observe.

B. Problem Statement

Based on the discussion mentioned previously, the problem statement of this research is "Does Photographs improve students' writing ability on descriptive paragraphs in terms of content and organization?"

C. Objective of The Research

In line with the statement of the problem, the objective the study is to find out whether or not photographs improve students' writing ability on descriptive paragraphs in terms of content and organization.

D. Significance of The Research

The application of media photographs that is used in the learning process resulting from this study is expected to provide both theoretical and practical benefits: In theoretically, the purpose of the research expected to provide information on use of photographs in teaching and learning process. While practically, the result of this study are expected to be useful especially for teacher and exploit teaching media for motivate the students for learning.

E. Scope of The Research

This research only covers a limited number of students for the subject of study. For this research, the focus is on how to make photographs an effective means to improve students writing descriptive paragraphs in terms of content and organization.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Studies

The previous related studies conducted to investigate the using photographs as teaching media to improve writing ability. These studies are presented below:

Linarti, et al. (2011) on their research entitle "*Teaching Descriptive Text Writing Through Photographs as a Media and Guided Question as a Technique*" give conclusion and suggestion that teaching descriptive text by used photographs as a media and guided question as a technique was effective, and improved student's writing score. It was showed by the result of post-test, which is higher than pre-test. And also the use of photographs as a teaching aid in supporting this technique had helped the students to increase their writing and to ease them in gaining and developing their imagination.

Patrisia, et al. (2012) on their research entitle "*Use Photographs as Teaching Media to Improve Writing Ability of Senior High School in Bandar Lampung*". The researchers used to description of place and found the result of used photographs that can improve the students' motivation for learning because the students interest with the teaching media, the students can more express their experience in independent and creative.

Nurini, et al. (2013) on their research entitle " *Improvement Students'* *Ability in Writing Simple Descriptive Composition Using Picture Card in* *English Subject SMPN 20 Bandar Lampung"* concluded that the planning of learning wrote the text description by using photographs design through three stages, namely stimulation, assimilation, and application. And also give suggestion that use and election the media picture on the subject matter to be delivered to pay attention the characteristic of students and objectives in learning. The activities of learning carried out to involve the participation of students so that the case of interaction students with students, the students with the teacher, and the students with the media so in the end is expected to be able to improve the students' writing ability.

Hasni (2013) on her research entitle "*Using Picture Card to Enhance* *Writing Ability at 2nd grade SDN 1 Dongko"* give conclusion and suggestion based on the result of research that (a) be an increase in the students' ability individually and classical after did learning wrote the sentences by using the media photographs . (b) the process of learning wrote sentences with using photographs as teaching media can increase motivation and participation of students. (c) the activities in classroom action research with the use media photos to improve the ability to write sentences the students of class II SDN 1 Dongko, sub-districts was done in only two cycles and the result is quite good.

In addition, Husna. (2014) *Application of photo media to improve* *writing skills in Indonesian language subjects in grade VI students at MI* *Tarbiyatul Ulum Temas Kota Batu.* Concluded that the implementation of

learning using photos can improve students' writing skills, this can be seen in the enthusiasm of students in following the learning process using cartoon images. Students concentrate more and students are able to write stories related to the material presented. Apart from that the students' scores in writing also increased after research in cycle 1 to cycle 2.

Based on the five previous related studies, the use photographs as teaching media can be reached by doing and applying photographs in a good and appropriate way, and make the interaction between teacher and students more valuable. Photographs can make the students more creative to produce the words for make a sentence. The similarities of the four researches above with the research in this thesis are the researchers using photographs as teaching media for give motivation and make the students more creative in produce the words, developing students' idea to improve writing ability. The differences of the four researches above with the research in this thesis are the researcher will give the different photos in every meeting for six meetings it means there are six photos will be described by students and will use contextual teaching learning as method in learning process. For the examination, the researcher will ask the students for bring each photos of their idol and then they will describe their photos.

B. Some Pertinent Ideas

1. Concept of Media

Media or visual aids play an important role in a teaching and learning process. The use of media facilitates the teacher and students to reach the goals of the study.

The word "Media" comes from Latin which is the plural form of "medium", literally means intermediary or introduction. Learning media can also be interpreted as a tool or means or intermediary used in the ongoing interaction process between the teacher and students to encourage the teaching and learning process with the aim of gaining knowledge, skills and strengthening what is learned and helping to achieve quality learning goals.

The Merriam-Webster's Collegiate Dictionary in Mouton (2011:2) describes as "medium" as "a means of effecting or conveying something" . The following two sub-definitions would seem to correspond in part to the way media are used and understood in the educational context today:

a. A channel or system of communication, information, or entertainment;

b. Something (such as a magnetic disk) on which information may be stored

Ohm in Mouton (2011:3) there would be the following three categories of media:

a. Audio media (e.g. piece of music, radio programme etc.)

b. Visual media (e.g. picture, silent film etc.)

c. Audiovisual media (e.g. sound film, TV programme etc.)

In the latter case, he lists the following three categories:

a. Verbal media (e.g. radio programme, book etc.)

b. Pictorial media (e.g. picture, silent film etc.)

c. Multicolor media (e.g. text with illustrations, sound film etc.)

Among the existing media, in this thesis only visual media is will be discussed. In general, visual media is a medium that can only be used through the sense of sight. This media consists of media visual silent and media visual motion. The media visual silent for example photographs, illustration, flashcard, picture, film frame, graphing, maps, diagram and others. Media visual motion for example image of the move like a film silent and other. But, in this thesis will focus on the use of photographs media contained in visual media.

2. **Concept of Photographs**

a. **Definition of Photographs**

According to Sudjana and Ahmad Rifai (1997:71) that photographs images are one of the most well-known teaching media in every teaching activity. This is due to its simplicity, without the need for equipment, and no need to be projected to observe it.

According to Soelarko in Kartika (1980:3) that photographs media is an imitation of objects and scenery in terms of shape, appearance and size relative to the environment. On the other side, Hamalik in Kartika (1994:95) said that photo media is everything that is realized visually into two dimensions as an outpouring or various thoughts such as painting, portraits, slides, films, strips, opaque projectors . Not all objects, objects, or events

can be brought to class, and not always children are taken to the object or event. Images or photos can overcome this.

Images or photos are common language, which can be understood and enjoyed everywhere. Therefore, the Chinese proverb says that "an image speaks more than a thousand words". According to Sadiman, et al. (2006:28) a photo is a picture of an item (person, animal, etc.) made with a photographer or camera. Photographs include still images consisting of two groups, namely: First flat opaque picture or flat image is not transparent, such as photographs, drawings and paintings printed. The two are transparent pictures or translucent images, for example slides, film strips and transparencies. Photographs drawings may be used for individual teaching purposes, small groups as well as for large groups assisted by opaque projector.

b.   Advantages and Disadvantages of Photographs

According to Sudjana and Ahmad Rifai (1997:72) there are some advantages and disadvantages of using photographs, namely:

1) Advantages of using photographs

   a)   Easy to use in teaching and learning activities, because it is practical without the need for complex equipment.

   b)   The price is relatively cheaper than other types of teaching media, and how to get it is easy without cost. By utilizing used calendars, magazines, newspapers and other graphic materials.

c) Photographs can be used in many ways, for different levels of teaching and various disciplines. Starting from kinder-garten to university, from social sciences to exact sciences.

d) Photographs can translate abstract concepts or ideas more realistically. According to Edgar Dale, photographic images can change the teaching stage, from verbal symbols to the more concrete stage of visual symbols.

2) Disadvantages of using photographs

a) Some of the drawings are sufficient but not large enough to be used for large group teaching purposes, unless projected through the projector.

b) Photographs are two-dimensional, making it difficult to describe the actual shape of a three-dimensional. Except when equipped with multiple images for the same object or a scene taken from different angles of shooting.

c) Photographs do not show as much as a live image. Nevertheless, several photographic images of cents arranged in sequence can give the impression of motion can be tried, with a view to improving the effectiveness of the teaching and learning process.

While Wright (1989:17) states that the benefits of using photos in writing are as follows:

a) Photos can motivate the student and make him or her want to pay attention and want to take part.

b) Photos contribute to the context in which the language is being used. They bring the world into the classroom.

c) The photos can be described in an objective way or interpreted or responded to subjectively.

d) Photos can cue responses to questions or cue substitutions through controlled practice.

According to Sadiman in Mandiri (1996:31) the advantages of photos are:

1) Nature is concrete. Photos / Images are more realistic showing the subject matter than verbal media alone.

2) Photos can overcome the problem of space and time constraints.

3) Photos media can overcome the limitations of our observations. Cells or cross sections of leaves that we cannot see with the naked eye can be clearly presented in the form of images.

4) Can clarify a problem, in any field and for a certain age level, so as to prevent or correct misunderstandings.

5) Cheap price, easy to obtain, easy to use, without the need for special equipment.

According to Rahadi in Kartika (2015:7) the weakness of photos are :

1) Only displays the perception of the senses, the size is limited can only be seen by a group of students.

2) Photos are interpreted personally and subjectively.

3) Photos are presented in very small sizes, so

4) Less effective in learning.

c. Kinds of Photographs

Some kinds of Photographs, the kinds are:

1) Portrait Photography

   The main strength of this type of photography is the unique characteristics and personality of each person. Not just displaying human photos, good portrait photography must also be able to capture the expression, expression, personality, and mood of a person so that the resulting photos are more memorable. To get that, then someone's face becomes the main focus so that emotional impressions can be raised.

2) Landscape Photography

   God created a universe that is too beautiful to pass up. Therefore, landscape photography focuses its objects on natural landscapes such as beaches or mountains. So that the results from landscape photography are good, you need to consider the right moment to take photos. For example, when the sun rises or the sun sets when the weather is sunny.

3) Human Interest Photography

   Almost the same as portrait photography, the main object of human interest photography is human. However, of course there is a difference between the two. If portrait photography focuses on capturing human expression that is the object, human interest photography emphasizes more on the side of life and human interaction with the surrounding environment in their daily lives with

the aim of arousing feelings of sympathy and empathy from the connoisseurs of the photo.

4) Aerial photography

If you see an object that looks like it is from the top side, that's what is called aerial photography. The photos produced by this type of photography make you seem to have the eyes of a bird that sees everything from a height. Aerial photography has a unique characteristic of its acquisition, which is done from the top (high angle).

5) Stage Photography

If this type of photography will be perfect for those of you who like to attend music concerts or other shows such as dance and theater. As the name suggests, this type of photography makes people on stage as objects. The movements that are difficult to predict coupled with changing lighting (lighting) are challenges if you want to take on the type of stage photography. The speed and accuracy of taking moments is important to master.

6) Wildlife Photography

For some people, capturing wild life in its natural habitat is truly challenging. Can meet directly with a variety of animals that are free to roam. Of course, it will give a different sensation and trigger adrenaline, especially if the animals found are wild animals. This type of photography is generally only done by professional photographers who are contributors in a media.

7) Macro Photography

Objects that have small size such as insects or flowers that are around often escape attention. However, lovers of this type of photography will not miss it. Because, the specialty of macro photography is to make small objects to appear very close by displaying neat details. To do this type of photography, you need a camera with a good zoom feature so you can get the details of the small object.

8) Photojournalism/ Journalism Photography

This type of photography is almost the same as wildlife photography, usually done by professional photographers who are contributors to a media. The main purpose of this photojournalism is to present photos that have stories or news values. Then, the photo can be used for news purposes or publications in the mass media. The objects taken by this type of photography are things or events that occur around with the main principle of producing photographs that are real events, without engineering and impartiality.

9) Fashion Photography

The beauty of clothing designs such as dresses and other fashion accessories are the main focal points of this type of photography. The role of a fashion display model cannot be denied, so sometimes fashion photography is biased with portrait photography. Both can indeed be present at the same time, but fashion

photography will emphasize its focus on clothing design so that people can be interested in buying it.

10) Street Photography

The reality that occurs on the road is the main principle of this type of street photography. At first glance it will look the same as the previous types, namely human interest or photojournalism. However, there are distinctive features offered by street photography is an approach that seeks to show the real reality that occurs spontaneously in public space.

11) Architectural Photography

As the name suggests, this type of photography shows the beauty of the shape of a building or building. This photographer for architectural photography must be observant in paying attention to every nook and cranny of the building so that it can obtain a rhythmic composition. In addition, the photo angle can also be an important factor so that the resulting photo does not appear static. Architectural photography is often used for commercial purposes, such as hotel, apartment and real estate promotions.

12) Sport Photography

In sports, there are a lot of dramatic moments that occur and certainly very interesting to be captured in a photo. With that basis until finally emerged what is called sports photography that seeks to capture every interesting event in the middle of a field or track.

To capture objects well in this type of photography, you better use a camera equipped with a telephoto lens.

13) Food Photography

More than just displaying food that is on the plate so that people who see it can immediately feel hungry, food photography demands the photographer to be able to create a good composition and show the details and texture of the food he is aiming for. To display the details and texture, the lighting factor must be really considered.

14) Still Life Photography

This type of photography offers a big challenge, namely how to make inanimate objects that you aim at can appear more alive. In other words, the existing object will not only display inanimate objects. However, more than that, still life photography is able to tell photo lovers through composition, property, and of course good lighting. If it is like a painting, this still life photography is like an abstract painting that has a specific purpose behind it.

d. **Communication Characteristics of Photographs**

According to Rahadi in Kartika (2003: 27-28) there are several characteristics of media photos:

1) Must be authentic, meaning that it can describe objects or events as if students were looking directly.

2) Simple, the composition clearly shows the main parts of the picture.

3) The photo size of proportions, so students easily imagine the size of the object or object that is actually drawn.

4) Combining beauty with its suitability to achieve learning goals.

5) The picture must be a message. Not every good picture is good media. As a good medium, the image should be good from the point of art and in accordance with the learning objectives to be achieved.

According to Prasetyo, et al. (2015:4) Each teacher should know which learning media can achieve the best results in the expected teaching situation. For that every teacher must recognize exactly the advantages and weakness of each learning media that will be used. Similarly, this photographs has certain characteristics, among others:

1) The picture is two dimensional. All types of flat images are viewed from the angle of the lesson where depth should be considered and understood, then the image must have adequate three-dimensional quality for learning purposes. For that the photographer has a way of creating the image by creating a perspective line, reducing the number of contrasting backgrounds that give a three dimensional impact.

2) A flat image is a "silent" medium and therefore in this case is often used the term fixed image or still image to indicate that the image is immobile. Scenes, mountains, forests or trees, buildings, objects, animals or humans, in a silent position are excellent natural subjects for flat images.

3) Flat images can give the impression of motion, for example, images that show scenes on the highway are very effective. Passers-by, passing vehicles, trees swaying in the wind. It is not

difficult for observers to appreciate the motion of the scene shown at the picture.

4) Flat images emphasize the central idea, that to judge and select a good flat image should show one main idea. With a single center of attention, the whole scene will support what message to convey. So, with the impression or pressure on a single idea the value of the image becomes very meaningful in teaching.

5) Flat images provide an opportunity to observe individual details, such as the results of a photo shoot of the universe with its celestial bodies, requiring detailed observations to obtain good images.

6) Flat images can serve a variety of subject, all kinds of objects can be photographed from the concrete to the abstract idea.

e. **Principles of Use Photographs**

According to Prasetyo, et al. (2015:5) some principles that must be considered in using photographic images as visual media in every teaching activity include:

a) Use photos for specific learning purposes, by choosing specific images that will support the lesson's core explanation or subject matter. It is this special goal that directs students' interest to the most important point in the lesson. For example, if the goal to be achieved is the ability of students to compare the living conditions of the northern hemisphere, in the middle or equatorial region and the southern hemisphere, then the image grouping should pay attention to the obvious differences.

b) Combine drawings on lessons, because the effectiveness of using photographic images in the teaching and learning process requires integration. If the picture is to be used all the time, it is necessary to consider the possibilities in terms of the lesson points. An exhibition of anime-printed drawings generally has the same impressive impression value as in a classroom. Real pictures are very useful for a subject, because their meaning will help students understand and that way will be replicated for the same thing in the future.

c) Use just the right pictures. Save the use of meaningful images, small but selective number of images, better than many but not meaningful. So the most important is the concentration of attention on the main idea. When the main idea is well formed the additional illustration may be useful for enlarging the concept of the beginning. The presentation of the drawings should be done gradually, beginning with demonstrating the basic concepts, which means conveying the most important thing of the lesson. Then disp lay other images that accompany them in a sequence and complete.

d) Reduce the addition of words to images, as they are very important in developing words or stories in the presentation of new ideas.

e) Encourage creative statements. Through images, students will be encouraged to develop oral language skills and graphic art writing

and other forms of activities. This type of visual readability skill is necessary for students to read the pictures.

f) Evaluate the progress of the classroom, as well as the use of images both in general and in particular. So teachers can use flat, slides or transparent images to evaluate student learning outcomes. The use of various test instruments will be very well done by teachers, in order to obtain comprehensive and comprehensive test results.

f. Photographs Application in Learning Process

According to Prasetyo, et al. (2015:7) Some photos media applications in the learning process:

a) The use of photo media in improving the ability to write short stories. Photo media in the context of learning is very effective as a visual media to stimulate the creativity of the students' imagination. In addition, the use of appropriate learning media by teachers will improve student learning outcomes. One of them can be used to stimulate the imagination of students in composing words in short story writing. In the application of the students are given a series of photos of events, then the teacher gives an explanation that a series of photos of the event is the story line in making the short story.

b) Use of photo story media in learning. Photo story is a form of presenting a photo image that is taken based on the topic or event required so that the arrangement and each picture is able to "tell the

story" about the intent of the picture.   .

The application of the photo story as a learning medium:

(1) The teacher opens the lesson by first reading the texts or messages contained in the whole photo story media.

(2) Through the guidance of teacher students read the texts contained in the media photo story.

(3) The teacher explains the subject matter by peeling one by one material packed in the media and students looking at the photos contained in there.

(4) Teachers choose students to practice what is contained in the media photo story.

(5) Students practice the movements contained in the media photo story while remember the contents of the material delivered.

(6) Teachers with students conclude the teaching materials contained in the media photo story.

(7) Teachers conduct evaluation in accordance with the material presented.

3. Concept of Writing

a. Definition of Writing

In learning English, there are four skills that should be mastered; those are listening, speaking, reading, and writing. Among the four skills, writing is the most difficult skill to be learnt. This opinion is supported by Richards and Renandya said that "Writing is the most difficult skill for second

language learners to master". The difficulty is not only in generating and organizing ideas, but also in translating idea into readable text.

On the other side, Barnet and Stubb's in Alawi (2011:8) said that "Writing as a physical act, it requires material and energy. And like most physical acts, to be performed fully, to bring pleasure, to both performer and audience, it requires practice".

From definitions above, it can be said that writing can be distinguished from other skills as the most difficult one. There are many factors influencing writing to be a good one such as grammatical, vocabularies, punctuation, and spelling knowledge which must be integrated to be a paragraph.

The purposes of writing are to express oneself, provide information for her readers, persuade the readers to do something as proposed in the writing, and create a literary work.

From the ideas previously, the writer concluded that writing is more than a media communication. It is a way of remembering and a way of thinking. Because of that, writing is not easy. It needs a hard work. In writing we have to produce words, phrase, sentences, and paragraph at the same time. It is a way of learning. None of us can write much of interest without first thinking, probing, observing, asking question, experimenting, and reading.

Another statement about writing skill comes from Widdowson in Pasaribu (2016:4) said that "In most written discourse, however, this

interrelationship does not exist: reading and writing are not typically reciprocal activities in the same way as are saying and listening."

b.   The Qualities of Good Writing

According to Murray and Anna (2018:1) that many very different kinds of writing are considered "good" and for many different reasons. There is no formula or program for writing well. However, there are certain qualities that most examples of good writing share. The following is a brief description of five qualities of good writing: focus, development, unity, coherence, and correctness. The qualities described here are especially important for academic and expository writing.

There are five qualities of good writing:

1. Focus

An essay should have a single clear central idea. Each paragraph should have a clear main point or topic sentence.

2. Development

Each paragraph should support or expand the central idea of the paper. The idea of each paragraph should be explained and illustrated through examples, details, and descriptions.

3. Unity

Every paragraph in an essay should be related to the main idea. Each paragraph should stick to its main point.

4. Coherence

An essay or paper should be organized logically, flow smoothly, and "stick" together. In other words, everything in the writing should make sense to a reader.

5. Correctness

A paper should be written in generally correct standard English, with complete sentences, and be relatively error-free.

c. Types of Writing Taught in Junior High School

According to Pearry (2012: 1−3) that based on the competencies standard and basic competencies recommended by the government, there are some types of writing which have to be taught in junior high school, they are; procedure, descriptive, recount, narrative and report.

1) Procedure Text

Procedure text is text that explain how something works or how to use instruction/ operation manuals, text that instruct how to do a particular activity, text that deal with human behavior.

Social function : to describe how something is accomplished through a sequences of actions or steps.

Generic Structure:

a) Goal

b) Material

c) Step 1-n

Significant lexicon grammatical features: Use simple present tense, often imperative. Use mainly material processes.

2) Descriptive Text

Description is about sensory experiences how something looks, sounds, tastes. Mostly it is about visual experience, but description also deals with other kinds of perception.

Text Social Function: to describe a particular person, places, or things.

Generic Structure:

    a) Identification: identifies the phenomenon to be described.

    b) Description: describes parts, qualities, characteristic.

       Significant lexicon grammatical features: focus and specific participants, use simple present tense.

3) Recount Text

Recount text is a text that telling the reader about one story, action or activity.

Social Function: to retell events for the purpose of informing or entertaining.

Generic Structure:

    a) Orientation: provides the setting and introduces the participants

    b) Events: tell what happened, in what sequences

    c) Reorientation: optional closure of events

Significant lexicon grammatical features: Focus on specific participants, use material processes, circumstances on time and place, use past tense, focus on temporal sequence.

4) Narrative Text

A narrative text is an imaginative story to entertain people. If look at the English dictionary, literally narrative are meaningful: a spoken or written account of connected events, the narrated part of a literary work (as distinct from dialogue) and the practice or art of narration.

There are many different types of narratives including: *humor, romance, crime, mystery, fantasy, science fiction, real-life fiction, adventure, diary-novel, etc.*

Social Function: to amuse, entertain

Generic structure:

a) Orientation: It is about the opening paragraph where the characters of the story are introduced.

b) Complication: Where the problems in the story developed.

c) Resolution: Where the problems in the story is solved.

Sometimes the arrangement (generic structure) narrative text can contain: Orientation, Complication, Evaluation, Resolution and Reorientation. Although "Evaluation" and "Reorientation" are optional; can be added and can not added. Evaluation contains an assessment / evaluation of the course of a story or conflict. Whereas Reorientation contains the conclusion of the final contents of the story.

Significant lexicon grammatical features: focus on specific participants, use material processes, behavioral processes and verbal

processes, use temporal conjunction, and temporal circumstances, use past tense.

5) Report text

Report is a text which present information about something. It is as a result of systematic observation and analyses.

Social Function: to describe the way things are with references to a range of natural, manmade, and social phenomenon in our environment

Generic Structure:

a) General classification: tells what phenomena under the discussion

b) Description: tells what the phenomenon under the discussion is like in terms of parts, qualities, habits or behavior.

Significant lexicon grammatical features: focus on generic participants, use relational processes to state what is and that which it is. Use simple present tense.

d. Components of Good Writing

Jacob et al (1981: 90) there are five aspects of writing.

They are:

1) Content.

Content refers to substance of writing, the experience of the main idea (unity), i.e., groups of related statements that a writer presents as unit in developing a subject. Content paragraph do the work of conveying ideas rather than fulfilling special function of transition, restatement, and emphasis.

2) Organization

It refers to the logical organization of the content (coherence). It is scarcely more than an attempt to piece together all collection of facts and jumble ideas. Even in early drafts it may still be searching for order, trying to make out patterns in its material and working to bring the particulars of his subject in line with what is still only a half-formed notion of purpose.

3) Vocabulary

It refers to the selection of words those are suitable with the content. It begins with the assumption that the writer want to express the ideas as clearly and directly as he can. As a general rule, clarity should be his prime objective. Choosing words that express his meaning is precisely rather than skew it or blur it.

4) Language use

It refers to the use of the correct grammatical and syntactic pattern on separating, combining, and grouping ideas in words, phrases, clauses, and sentences to bring out logical relationships in paragraph writing.

5) Mechanic

It refers to the use graphic conventional of the language, i.e., the steps of arranging letters, words sentences, paragraphs by using knowledge of structure and some others related to one another.

By seeing the statements above, it can be said that writing is varied and there are several aspects in writing that have to be paid attention in writing. I prefer to Jacob et al, opinion that aspect of writing are content,

organization, vocabulary, language use, and mechanic. By considering those aspects, students can compose a perfect writing and understandable by the reader.

3. Concept of Descriptive Paragraphs

a. The Definition of Descriptive Paragraphs

Descriptive Paragraphs is a part of factual genres. Its social function is to describe a particular person, place or thing. Description in writing is the process of creating visual images and sensory impression through words. More often, description is a part of another piece of writing and is used to inform an audience about how something or someone looked or to persuade an audience to see something from the writer's point of view.

Description recreates sense impression by translating into words, the feel, sound, taste, smell, and look of things. Emotion may be describing too, feeling such as happiness, fear, loneliness, and joy. Description helps the reader, through his or her imagination, to visualize a scene or a person, or to understand a sensation or an emotion.

Traditionally, descriptions are divided into two categories: objectives and subjective. In objective description you records details without making any personal evaluation or reaction. In subjective description, you are free to interpret the details for your reader; your reaction and description can be emotional and value-loaded.

b. Purposes of Descriptive Paragraphs

A social being, we want to share our experience, so we write to others to describe things such as vacations, childhood homes, and people we encounter. We even use description to persuade other to think or act in particular ways: advertisers describe products to persuade us to buy them. As the examples in the following chart show description enables us to entertain, express feelings, relate experience, inform and persuade.

Purpose for description

1) To entertain

   An amusing description of a teenager's bedroom.

2) To express feelings

   A description of your favorite outdoor retreat so your reader understand why you enjoy it so much.

3) To relate experience

   A description of your childhood home to convey a sense of the poverty you grew up in.

4) To inform (for a reader unfamiliar with the subject). A description of a newborn calf for a reader who has never seen one.

5) To persuade (to convince the reader that some music videos degrade women). A description of a degrading music video.

   Although it can serve a variety of purposes, description is most often expressive, so it most often helps writers share their perceptions. As human beings, we have a compelling desire to connect with other people by sharing our experience with them.

c. Kinds of Descriptive Paragraphs

As we know that descriptive paragraph is a text to describe something, such as persons, places, or things. So, it normally takes on three forms, they are:

1) Description of a people

People are different, and writing description of people is different. You are probably already aware of some of the complications because you have often been asked, "what's so-and-like?" in replying, you might resort to identification, an impression, or a character sketch, depending on the situation. Let's examine each.

a) Identification

Although you might provide identification, you would probably want to go further than that. Used mainly in official records and documents, identification consists only of certain statistical information, (height, weight, age), visible characteristics (color of hair, skin, and eyes), and recognizable marks (scars, birthmark).

b) Impression

Unlike the identification, the impression may not the identify a person, but it does convey an overall idea of him or her. Many details may be missing, yet the writer does provide in a few broad strokes a general feeling about the subject. Although impression is usually less complete and informative than identification, it may be

more effective in capturing an individual's striking or distinctive traits.

c) Character sketch

More complete descriptions of people are usually called character sketch; they may also be referred to as profiles, literary portraits, and biographical sketches. As its name indicates, a character sketch delineates the character of a person, or at least his or her main personality traits. In the process, it may include identification and an impression, but it will do more than tell what people *look* or *seem* like: it will show what they *are* like.

A character sketch may be about a type rather than an individual, revealing the characteristics common to the members of a group, such as campus jocks, cheerleaders, art students, religious fanatics, television devotes.

2) Description of a place

In describing a place for example a room, what should you describe first? The walls? The Floor? Unlike a chronologically developed paragraph, there is no set pattern for arranging sentences in descriptive paragraph. It is not necessary to begin with one area and then proceed to another one. Nevertheless, the sentences should not be randomly arranged.

The description must be organized so that the reader can vividly imagine the scene being described. To make the paragraph more interesting, you can add a controlling idea that states an attitude or

impression about the place being described. And the arrangement of the details in your description depend on your subject and purpose.

3) Description of a things

To describe a thing the writer must have a good imagination about that thing that will be describe. Besides, to make our subjects as interesting and as vivid to our readers as they are to us: using proper nouns and effective verbs.

a) Using Proper Noun

In addition to filling our descriptive writing with concrete details and figures of speech, we might also want to include a number of *proper nouns*, which, as we know, are the names of particular persons, places, and things. For example; Arizona, University of Tennessee. Including proper nouns that readers recognize easily can make what we are describing more familiar to them.

b) Using Effective Verb

We know how important verbs are to narration, but effective verbs can also add much to a piece of description. Writers use verbs to make descriptions more specific, accurate, and interesting. For instance, "the wind had chiseled deep grooves into the sides of the cliffs" is more specific than "the wind had made deep grooves." The verb *chiseled* also gives the reader a more accurate picture of the wind's action than *made* does.

c) The structure and example of descriptive text

The generic structures of a description are as follows:

    (1) Identification : identifies the phenomenon to be described

    (2) Description of features : describes features in order of importance:

     (a) Parts/things (physical appearance)

     (b) Qualities (degree of beauty, excellence, or worth/value)

     (c) Other characteristics (prominent aspects that are unique)

The generic features of description are:

    (1) Verb in the present tense

    (2) Adjective to describe the features of the subject

    (3) Topic sentences to begin paragraphs and organize the various aspects of the description.

The factual description scaffold

    (1) A general opening statement in the first paragraph

     (a) This statement introduces the subject of the description to the audience.

     (b) It can give the audience brief details about the when, where, who, or what of the subject.

    (2) A series of paragraphs about the subject

     (a) Each paragraph usually begins with a topic sentence.

     (b) The topic sentence previews the details that will be contained in the remainder of the paragraph.

(c) Each paragraph should describe one feature of the subject

(d) These paragraphs build the description of the subject

(3) A concluding paragraph (optional)

a) The concluding paragraph signals the end of the text.

4.   Conceptual Framework
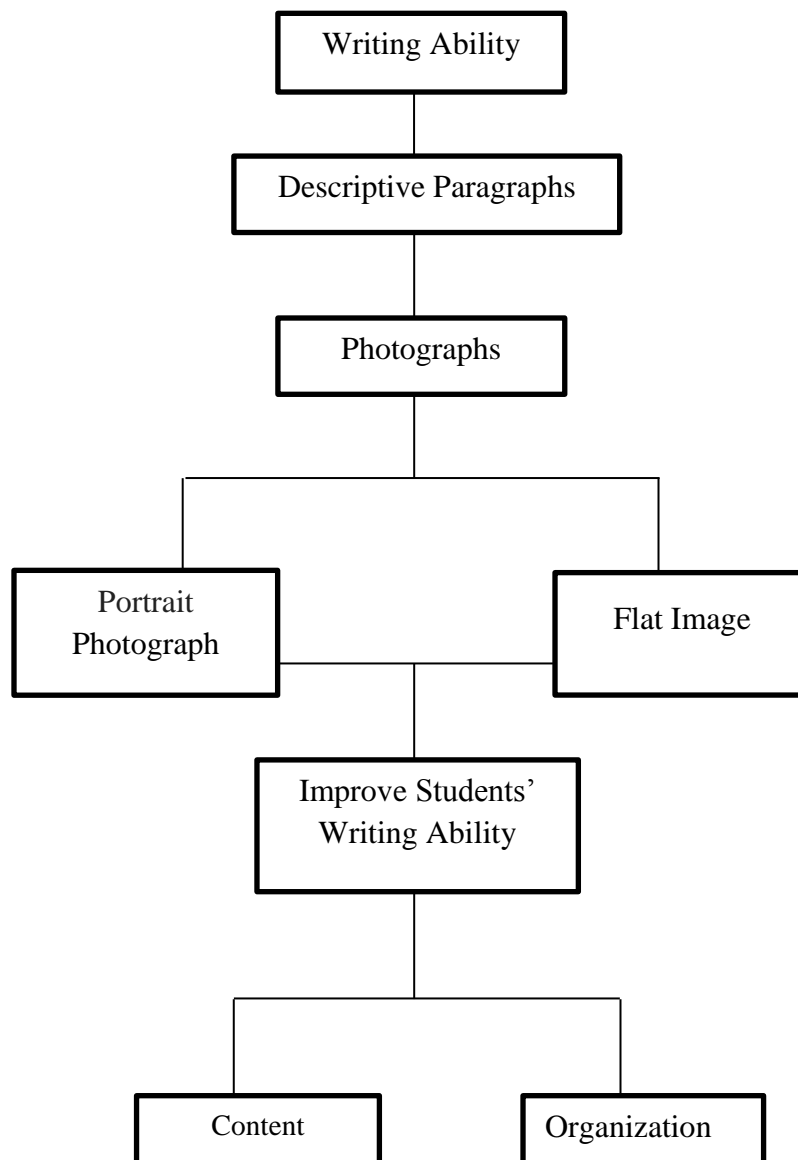
Figure 2.1 Conceptual Framework
(Source: Faam, 2015:42)

Based on the previous figure, the researcher will apply photos as teaching media to improve students' writing skills in descriptive paragraphs. The type of photo that will use is a type of portrait photographs and its characteristics are flat image. Students write descriptive paragraphs based on the steps in preparing descriptive paragraphs. The ability to write descriptive paragraphs is limited to the content and organization of descriptive paragraphs which consist of identification and description. The researcher measures or assesses students' writing ability in descriptive paragraphs by using photos as teaching media.

5. **Hypothesis**

Based on the theoretical framework, the hypothesis can be formulated as follows:

1. Null hypothesis (H_0): The use of photographs cannot improve the students writing descriptive paragraphs ability.

2. Alternative hypothesis (H_1): The use of photographs as teaching media can improve the students writing ability on descriptive paragraphs.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research use Pre Experimental Design, that involved in one class, those classes take a pretest-treatment-posttest (O_1 X O_2), that class be given new treatment (X : Photographs). It used a purposive sampling technique. This technique was chosen because at school it has 5 classes and each class has different achievements. To save time I used this method to select certain people in the population used for research. Purposive sampling is to concentrate on people with certain characteristics who will be better able to help with relevant research. The design presented as follows:

Table 3.1 Research Design

$$O_1 \qquad X \qquad O_2$$

Where:

X: Photographs

O_1: Pre-test

O_2: Post-test

(Gay, 2006: 255)

B. Population and Sample

    1.   Population

        This research conducted the research at the second grade students of SMPN 1 Tinggimoncong. The population consists of five classes. They were VIII.1 VIII.2 VIII.3 VIII.4 and VIII.5 class. It has 117 students.

    2.   Sample

        The researcher used purposive sampling. The researcher chose VIII.5 year students of SMPN 1 Tinggimoncong as a sample of this research. It consists of 21 students. The reason why the researcher chose that class because the researcher prior research, then interviewed the teacher and teacher saw my title. After that the teacher suggest me for choose that class because that class less motivation for learning, less active in learning process and their writing score low more than writing score another class.

C. Variables and Indicator of The Study

    1. Variable

        This research use two variables, they are independent variable and dependent variable.

      a.   Independent variable

        The independent variable is implementation the Photographs as Teaching Media.

      b. Dependent variable

        The dependent variable is the Students' Writing Ability.

2. Indicator

The indicator restriction of this research is the students' writing ability on descriptive paragraphs focus in content and organization.

D. Research Instrument

In this research, the researcher used tests as instrument to collect the data. there were two kinds tests that used, they were pre-test and post-test. The aim of pre-test is to get information about the ability of the students before the learning teaching process is done and the aim of post-test is to get information about the result of the students after learning teaching process is done or the treatment process ends.

E. Procedure of Data Collecting

1. Pre- Test

The researcher conducted the pre-test before the experiment. This score of this test reflect the students' writing ability on descriptive paragraphs before they are taught use photographs as teaching media.

a. The students were given a pre-test consist of writing test to measure the students' writing ability before the learning teaching process or treatment is done. The researcher provided 45 minutes for the students to working their assignment.

b. The researcher score on the students' answer on test gone.

2. Treatment

After giving a pre-test, the researcher treated the experimental class. The researcher was given the treatment for six times, each meeting

ran for 90 minutes. In experimental class, the researcher will use Photographs Media.

The Experimental class uses photographs as teaching media. The procedure of the experimental are as follow:

a. The researcher explained 15 minutes about descriptive paragraphs through photographs to the students.

b. The researcher showed photographs in the white-board and the students pay attention to the photos carefully.

c. The researcher was given a direction for 10 minutes by describing what the students are going to do about photographs in the white-board.

d. The students were given 45 minutes to train in making descriptive paragraphs based on photographs on the white-board.

e. The researcher was evaluated the material before closing the learning teaching process as well as the students will be given opportunity to ask about the material for 10 minutes.

3. **Post-Test**

a. After giving the treatment of the experimental class, the students were given photographs on the white-board.

b. The students made descriptive paragraphs by describing the photographs in the white-board with their own words.

c. The researcher was given score to the students' result test.

F. Technique of Data Analysis

The data collected from writing descriptive paragraphs analyzed quantitatively. The steps list as follows:

1. **Scoring the students' answer by using the following formula :**

$$score = \frac{students' \; correct}{total \; number \; of \; item} \times 100$$

(Depdikbud, 1985: 5)

2. **To classifying the students' score, there are classifications which will be used as follows :**
   a. **Content**
      Table 3.2 Score of Writing Test

Classification	Score	Criteria
Excellent	50	• Meaning is conveyed effectively. • Show a clear understanding of writing topic and main idea.
Very Good	40	• Meaning is conveyed but breaks down at items. • Show a good understanding of writing topic and main idea, less development.
Good	30	• Meaning is frequently clear. • Show some understanding of writing topic and main idea, less development.
Poor	20	• Meaning is unclear. • Show little evidence of discourse understanding.
Very Poor	10	• No complete sentences are written. • No evidence of concept of writing.

(Harmer, 2006: 22-23)

b. Organization

Table 3.3 Score of Writing Test

Classification	Score	Criteria
Excellent	50	• Organization is appropriate to write assignment and contains clear introduction, development of idea, and conclusion. • Transition from one idea to another is smooth and provides reader with clear understanding that topic is changing.
Very Good	40	• Events are organization logically, but some parts of the sample may not be fully developed. • Some transition of ideas evidence.
Good	30	• Organization may be extremely simple or there may be evidence of disorganization. • There are few transitional markers or repetitive transitional markers.
Poor	20	• Sample is compared if only a few disjoined sentence. • No transitional marker.
Very poor	10	• No complete sentences are written. • No evidence of concept of writing.

(Harmer, 2006: 24-25)

3. **Calculating the mean score by using the following formula :**

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

Where: $\overline{x}$ = mean score

$\sum x$ = sum of all score

N = number of subject

(Gay, 2012: 338)

4. **The percentage of increasing achievement used the following formula: X_2-X_1**

$$P = \frac{X2 - X1}{X1} \times 100$$

Where: P= Percentage

X_2 = Average score of Post-test

X_1 = Average score of Pre-test

(Gay, 2006)

5. **Inferential statistical**

This skill will be employed to find out the significant difference between pre test and post test of the students' writing skill improvement in the descriptive paragraphs about photographs. The researcher will be calculated the value with t-test.

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

Where:

T   = test of significant

D   = The difference between the method pairs $(X1 - X_2)$

$\bar{D}$ = The mean of Ds

$\sum D^2$ = The sum of the square

$\left(\sum D\right)^2$ = The square of $\sum D$

N   = Number of students

<div align="right">(Gay, 1981:331)</div>

6. **Table 3.4: The criteria for the hypothesis testing is as follow:**

Comparison	Hypothesis	
	H0	H1
t-test < t-table	Accepted	Rejected
t-test > t-table	Rejected	Accepted

Table 3.4 showed if (1) the t-test value is smaller than t-table value, the null hypothesis is accepted, while the alternative hypothesis is rejected, and if (2) the t-test value is equal to greater than t-table value, the null hypothesis is rejected while the alternative is accepted.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The findings of this research presented the result description of the research through the distribution score of pre-test and post-test in terms of content and organization achievement by using Photographs as teaching media. It showed from mean score of the students in pre-test and post-test. The findings obtained through writing test in the eighth grade students of SMPN 1 Tinggimoncong were presented as follows:

1. The Improvement of Students' Writing on Descriptive Paragraph Students' in term of Content

The students' content achievement as indicator in writing descriptive text the result of the students of pre-test and post-test in this research could be seen in the following table:

Table 4.1 The Students' Content Achievement in Pre-test and Post test

Indicator	The Students' Score	
	Pre-Test	Post-Test
Content	25.71	39.71

Table 4.1 showed that the mean score of the students in pre-test was 25.71 and the mean score of the students in post-test was 39.71. It was

the evidence that after treatment turned out improved students' writing ability in term of content.
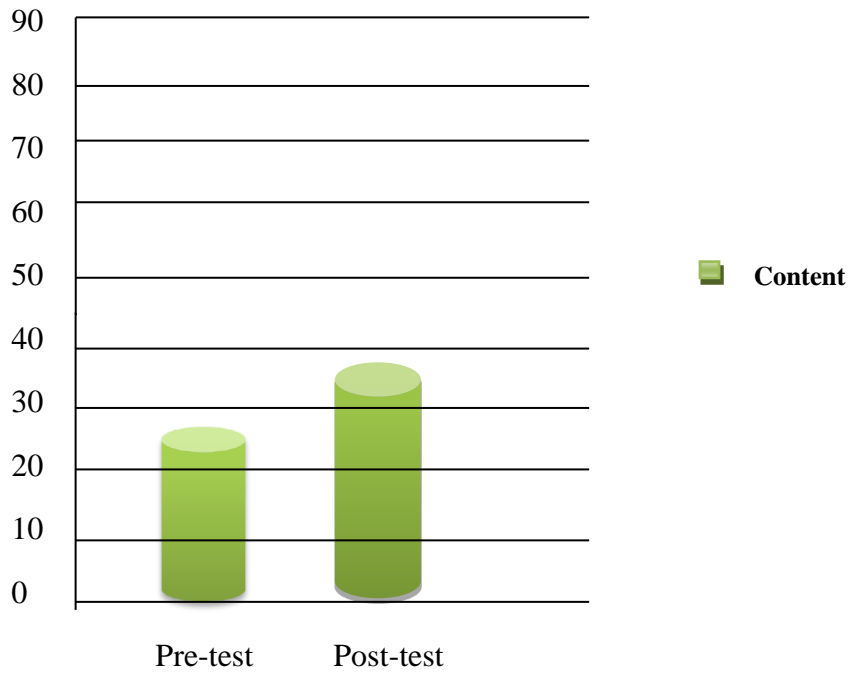
Chart 4.1   The Students' Content Achievement in Pre-test and Post-test

Chart 4.1 showed that the percentage improvement of pre-test to post-test was 54.45%. That was seen by improvement of the students in writing descriptive paragraph in term of content from pre-test with mean score 25.71 to post-test with the mean score 39.71.

2. **The Improvement Students' Writing on Descriptive Paragraph in term of Organization**

The students' organization achievement as indicator in writing the result of the students' of pre-test and post-test in this research could be seen in the following table:

Table 4.2 The Students' Organization Achievement in Pre-test and Post test

Indicator	The Students' Score	
	Pre-Test	**Post-Test**
Organization	4 20.95	32.04

Table 4.2 showed that the mean score of the students in pre-test was 20.95 and the mean score of the students in post-test was 32.04. It was the evidence that after treatment turned out improved students' writing ability in term of organization.
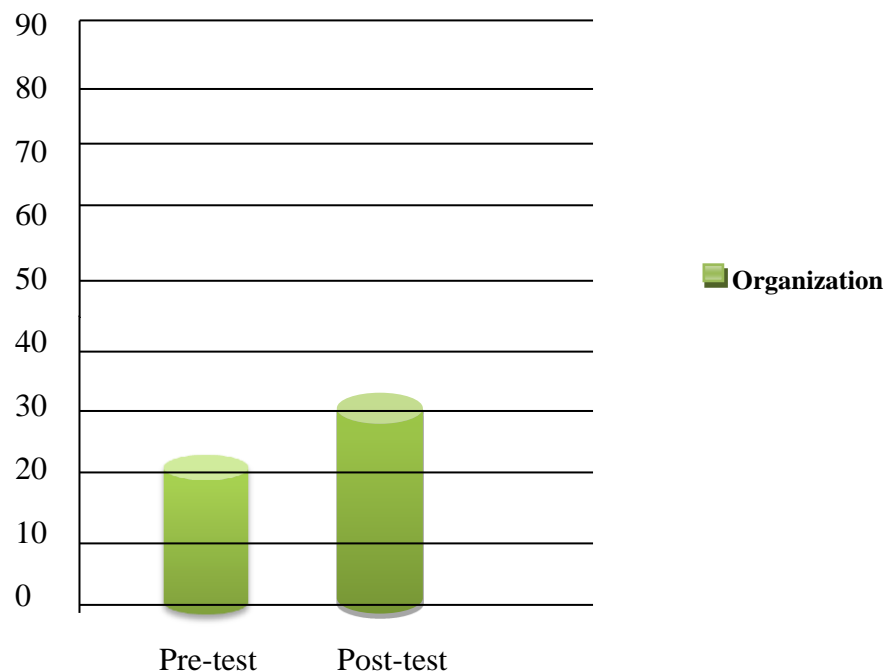
Chart 4.2 The Students' Organization Achievement in Pre-test and Post-test

Chart 4.2 showed that the percentage improvement of pre-test to post-test was 52.93%. That was seen by improvement of the students in writing descriptive paragraph in term of organization from pre-test with mean score 20.95 to post-test with the mean score 32.04.

Table 4.3 The Classification of Content in Pre-test and Post-test

No	Classification	Score	Pre-test		Post-test	
			F	%	F	%
1	Excellent	50	0	0	2	9.52%
2	Very Good	40	1	4.76%	12	57.14%
3	Good	30	5	23.80%	7	33.33%
4	Poor	20	12	57.14%	0	0
5	Very Poor	10	3	14.28%	0	0
	Total		21	100%	21	100%

Table 4.3 showed that before giving treatment in content by using photographs as teaching media, in pre-test there was only 1 (4.76%) out of 21 students were classified into Very good score, 5 (23.80%) out of 21 students were classified into Good score, 12 (57.14%) out of 21 students were classified into Poor score, 3 (14.28%) and out of 21 students were classified into Very poor scores.

After giving treatment, there is improvement in post-test 2 (9.52%) out of 21 students were classified into Excellent scores, 12 (57.14%) out of

21 students were classified into Very good scores, 7 (33.33%) out of 21 students were classified into Good scores.

Table 4.4 The Classification of Organization in Pre-test and Post-test

No	Classification	Score	Pre-test		Post-test	
			F	%	F	%
1	Excellent	50	0	0	0	0
2	Very Good	40	0	0	2	9.52%
3	Good	30	5	23.80%	15	71.42%
4	Poor	20	8	38.09%	4	19.04%
5	Very Poor	10	8	38.09%	0	0
	Total		21	100%	21	100%

Table 4.4 showed that before giving treatment in organization by using photographs as teaching media, in pre-test there were only 5 (23.80%) out of 21 students were classified into Good score, 8(38.09%) out of 21 students were classified into Poor scores, 8 (38.09%) out of 21 students were classified into Very poor score.

After giving treatment, there is improvement in post-test 2 (9.52%) out of 21 students were classified into Very Good scores, 15 (71.42%) out of 21 students were classified into Good scores, 4 (19.04%) out of 21 students were classified into Poor scores.

The hypothesis was tested by using inferential analysis. In this case, the researcher used t-test (test of significance) for independent variable test, that is the test to know the significant difference between the

result of students' mean scores in pre-test and post-test, the researcher used t-test analysis on the level of significance (α) = 0.05 with the degree of freedom (df)= N-1, where N= number of subject (21 students) then the value of t-table was 2.08 t-test statistical analysis for independent sample applied.

The result of the data analysis t-test of the students' writing descriptive paragraphs using photographs as teaching media table below:

Table 4.4 The Comparison of T-Test and T-Table Scores of Students' Writing Descriptive Text

Variables	T-Test	T-Table	Description
Content	9.58	2.08	Significance
Organization	4.38	2.08	
X	13.96	2.08	

Table 4.4 showed that the result of t-test in writing descriptive paragraphs was greater than t-table (13.96> 2.08).

The value of the t-test was greater than t-table. The score in variable of writing descriptive paragraphs was (13.96> 2.08). It is said that the null hypothesis (Ho) rejected and the alternative hypothesis (HI) accepted. It means that there is a significance differences between the result of students' writing descriptive paragraphs using Photographs as Teaching Media after treatment. Furthermore, the t-test value was higher than t-table at the level of significance 0,05 and degree freedom (df) 21 (N-I=21-1), thus the alternative hypothesis (HI) is accepted and null

hypothesis (HO) is rejected. In country, if the value is lower than t-table at the level of significance 0,05 and the degree freedom 21, thus the alternative hypothesis is rejected and null hypothesis is accepted.

B. Discussion

1. **Students' Writing Descriptive Paragraphs in terms of Content using Photographs**

   In the pre-test, the researcher scored the students after checking their writing test and the score of students in term of content were poor (25.71) because meaning was unclear and show little evidence of discourse understanding. Therefore, after giving treatment, the score of the students' paragraph in post-test were good enough (39.71)because meaning was frequently clear and show some understanding of writing topic and main idea, although less development. Most of students could provide enough information about what they described. They could organize their ideas better as well. The value in post-test improved to post-test. by the photographs technique. Students were able to determine what should be written first and next to get a fluent descriptive text easier. Even though, their organization was not fluent enough, the students could write their ideas in sequence.

   Research used photo as a teaching media was success to improved students' writing ability on descriptive paragraphs in term of content because the photos provided by the researcher was interested and all the students would like to used photographs to worked the writing assignment. Their serious attention and enthusiastic toward both the

photos and the instruction was indicated by the observation check their test. Their enthusiastic, in turn led them to being serious in doing their writing activities. Their attention also reflects the students' degree of seriousness and as shown by the observation check their test, almost all the students paid attention to the teacher's explanation and instruction as well as to examining the photos. They were actively involved in the learning process, making comments or asking questions about the instruction and the photos. This means that the presence of the photographs were able to enhance their ability to focus and concentrate on the lesson material, in this case the writing assignment. Photographs are one of the most well-known teaching media in every teaching activity. This is due to its simplicity, without the need for equipment, and no need to be projected to observe it (Sudjana and Ahmad Rifai, 1997:71).Meanwhile, Hamalik in Kartika (1994:95) said that photo media is everything that is realized visually into two dimensions as an outpouring or various thoughts such as painting, portraits, slides, films, strips, opaque projectors. Images or photos are common language, which can be understood and enjoyed everywhere. Therefore, the Chinese proverb says that "an image speaks more than a thousand".

With the presence of media images was expected that students can express, understand the benefits of writing activities that are implemented so that students have the willingness to write which is formed in the description of the form of treatise.The students had done their paragraph according to the instructions that had been written above the photos.

However, some of the samples did not write a coherent paragraph in which there was no transition signal in each sentence from the paragraph which related the first sentence to the next sentences. Moreover, they commonly used simple sentence in conducting their paragraph.

The use of photographs which are capable of depicting the real objects promoted the enthusiasm of the students to examine the pictures because they were vivid,colourful, authentic, and therefore, more attractive. This in turn helped the students to be productive in generating ideas. It can be seen from the increase in scores that the students were able to improved. This finding was line with previous   research conducted   by Patrisia, et al. (2012) who concluded that used photographs to description of place, found the result that can improved the students' motivation for learning because the students interest with the teaching media, the students can more express their experience independent and creative. The use of photo was capable of encouraging students to explore language to express more ideas rising from their imagination, stimulated by the photographs.

2. **Students Writing Descriptive Paragraphs in term sof Organization**

In the pre-test, the researcher scored the students after checking their writing test and the score of students in term of organization were poor (20.95) because sample was compared if only a few disjoined sentence. Therefore, after giving treatment, the score of the students' paragraph in post-test were good (32.04) because organization may be extremely simple or there may be evidence of disorganization and there are few transitional markers or repetitive transitional markers. On pre-test,

most of the students could not perform good text organization which deals with the generic (schematic) structure of descriptive. They did not use suitable question; what and where to introduce the place. Then, the way in presenting problem of identification was simple and made the text less interesting. For example: *"My teacher name is Sukidi. He is my teacher class"*. Most of the students even did not write the description of paragraphs. During the treatments, the researcher guided the students to write good generic (schematic) structure of descriptive paragraphs. The students shared their knowledge about that someone, such as their teacher, and famous artist. Shared their knowledge about grammar, and they tried to make descriptive paragraphs as interesting as they could. They learned to describe characteristics of someone. In organization, some of the samples of the study were able to write a paragraph with a clear identification. Moreover, they were able to write a paragraph with clear description that could picture the object that they were being described. However, a few samples had problem in writing a conclusion. They forgot to end their paragraph with concluding sentence. On the post test, the students could write true sentence and good organized and then, showed that the students writing achievement in organization is significantly improved.

In this research, the researcher used photo to improve students writing ability. Photos can contribute to interest and motivation, a sense of a context of the language, and a specific reference points or stimulus (Wright, 1989: 2). This research used photographs as a teaching media was success to improved students' writing ability on descriptive

paragraphs in term of organization because the photos provided by the researcher was interested and all the students would like to used photographs to worked the writing assignment. The researcher gave the students a technique to develop their descriptive paragraphs namely photograph as a media. Every meeting the students explained the different photo in order that they did not get bored and the researcher gave interest photos based on the level of students. The researcher took some steps in treatment. First, the researcher selected the photo of headmaster in their school. Second, the researcher selected the photo of their English teacher. Third, the researcher selected the photo of their math teacher. After that the researcher selected the photo of famous comedian in Indonesia. Next the researcher selected the photo of famous footballer in world and the last the researcher selected the photo of artist in Indonesia. Each photo, the students found new word and help the students in developing their descriptive writing. Then, the researcher explained the generic structure of descriptive paragraphs to overcome the mistakes of students in writing descriptive paragraphs. Therefore, students finally are able to express their ideas easily in the post-test.

The class situations before the experimental research are described as some of the students do not pay full attention, some of them are busy in talking to their friends, they did not try to ask the teacher about their difficulties in writing, some of the students other activities, such as drawing, day dreaming and playing pencil. The improvement of the class situation during and after the experimental research are the students more

enthusiastic in joining the lesson, the students focus on the teaching learning process for they are interested with the photos, through interesting photos with some topics the students want to pay attention to the lesson and more enthusiastic in joining the lesson. Based on the roles of the pictures in the language teaching, using pictures, students can be motivated in learning language, become more active and participate in learning process. Photos help the students in giving responses such as comments, questions, or description of an object in the photos.

This finding is line with previous research conducted by Linarti, et al. (2011) who concluded that used unique and famous photographs such as Bali and Eifel Tower could make the students enthusiastic to write descriptive paragraphs. It could develop the idea of students and improve students' writing ability. With the presence of media images was expected that students can express, understand the benefits of writing activities that are implemented so that students have the willingness to write which is formed in the description of the form of treatise.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consisted of two section, they were conclusion and suggestion. Conclusion dealing with the finding of this research based on data analysis and discussion on the previous chapter, while suggestions deal with the researchers recommends.

A. Conclusions

Based on the findings, then the conclusion can be drawn that using photographs improved students' writing ability on descriptive paragraphs in terms of content and organization. It is proved, the mean score of students' pre- test was 25.71 and after giving treatment, the mean score of students' post-test was 39.71. It is proved by the improvement of the students is 54.45 % because the students more attractive with the use of photographs as media in teaching and learning process. Then, it is proved the mean score of students' pre- test was 20.95 and after giving treatment, the mean score of students' post-test was 32.04. It is proved by the improvement of the students is 52.93 % because the students focus on the teaching learning process for they are interested with the photos.

B. Suggestions

Based on the conclusions mentioned previously, the researcher presents some suggestions as follows:

1. It is suggested to the English teachers to be more creative and innovative to select the teaching media to deliver their material in the class. Photograph is effective media to apply in the class because the students can further develop their ideas to produce a simple writing and depend their imagination what they feel and think. Photographs as one alternative among other teaching that can be used in teaching descriptive paragraphs.

2. For the next researcher, particularly who does the same problem and interested in conducting research, it is suggested that this study can be used as additional reference. Photographs can be applied to improve students writing ability on descriptive paragraphs because score students from poor changed to be good enough. Besides, the researcher knows that there are still some weaknesses in applying it. The researcher hopes for the next researchers to improve and make it better so that the average scores' students to be excellent.

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APPENDICES

A. **Pre-Test, Treatment and Post-Test**

B. **Lesson Plan**

C. **List Name of The Students of Class VIII .5 SMPN 1 Tinggimoncong**

D. **The Result of Students' Scores on Content in Pre-test and Post-test**

E. **The Result of Students' Scores on Organization in Pre-test and Post-test**

F. **The Result of Students' Mean Score on Pre-test and Post-test**

G. **The students' Scores of Pretest (X_1) and Post-test (X_2), Gain/Difference between the Matched Pairs (D), and Square of the Gain (D^2)**

H. **Scoring Classification of the students pre-test and post-test**

I. **The Percentage of the Students' Improvement on Pre-test and Post-test**

J. **Calculating test of significance**

K. **Table distribution of T-Value**

L. **Documentation**

APPENDIX   A

Pre-Test

Write descriptive paragraphs based on the pictures!

Teacher Class

Treatment

Write descriptive paragraphs based on the pictures!

Headmaster of School

English Teacher

Math Teacher

Comedian

Footballer

Artist

Post-Test

Write descriptive paragraphs based on the pictures!

President of Indonesia

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah	**: SMP N 1 TiNGGIMONCONG**
Mata Pelajaran	**: Bahasa Inggris**
Kelas / Semester	**: VIII/1**
Materi	**: Descriptive Text**
Waktu	**: 6x45 Menit**

A. Kompetensi Inti

KI 1.Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2.Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotongroyong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator

No	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.	1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	1.1.1 Mengungkapkan rasa syukur atas kesempatan dapat belajar bahasa inggris.
2.	2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.	2.2.1 Mengakui ketika membuat kesalahan. 2.2.2 Tidak menyalahkan orang lain atas tindakannya sendiri. 2.2.3 Melakukan hal-hal yang dikatakan akan dikerjakan tanpa diingatkan orang lain.
3.	3.10 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, pendek dan sederhana, sesuai dengan konteks penggunaanya.	3.10.1 Menulis teks deskriptif tentang deskripsi orang, pendek dan sederhana, sesuai dengan konteks penggunannya.
4.	4.11 Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana. 4.12 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.11.1 Mengidentifikasi struktur dan unsur kebahasaan dalam teks. 4.12.1 Menyatakan sifat dan ciri fisik orang secara lisan dan tulisan dengan akurat, lancar dan berterima.

C. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik dapat:

1. Mengamati dan mengidentifikasi gambar orang yang ditunjukkan oleh guru secara seksama.

2. Menanggapi pertanyaan yang diberikan berdasarkan gambar secara lisan.

3. Mengidentifikasi informasi ciri dari teks deskriptif secara akurat.

4. Mengidentifikasi generic structure dari teks deskriptif secara berpasangan.

5. Menulis deskriptif dari gambar yang ada secara individu.

6. Membuat teks deskriptif secara individu.

D. Materi Pembelajaran

Fungsi Sosial : Mendeskripsikan orang

Struktur Teks :

- Penyebutan nama orang yang dipilih untuk dideskripsikan
- Penyebutan sifat orang
- Penyebutan tindakan dari atau terkait dengan orang.

Topik : Berbagai hal terkait dengan orang.

Unsur kebahasaan

1. Pertanyaan dan pernyataan tentang deskripsi
    - Does he your brother look like?
    - He is short and wears glasses
    - Wears glasses

2. Penyebutan kata benda singular dengan a, dan the, dan plural (-s).

3. Kata ganti it, they, she, we, dst; our, my,your,their,dst.

4. Kata sifat, tanpa atau dengan penambahan kata quite, very, atau kombinasi seperti dark brown, nice little boy, dan semacamnya.

5. Ejaan dan tulisan tangan di cetak yang jelas dan rapi.

6. Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.

E. Metode Pembelajaran

Contextual Teaching Learning

F. Media, Alat, dan Sumber Pembelajaran

1. Media

    Foto Orang

2. Alat

    Board marker, white board

3. Sumber Pembelajaran

a. Kementrian Pendidikan dan Kebudayaan. 2013. Bahasa Inggris, When English rings the bell. Jakarta: Politeknik Negri Media Kreatif.

b. Internet

G. Langkah-langkah Pembelajaran

Pertemuan 1, 2 dan 3

Pertemuan 1

1. **Pendahuluan (15 menit)**

   a. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses   pembelajaran.

   b. Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan internasional.

   c. Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari.

   d. Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai.

   e. Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus.

2. **Kegiatan Inti (65 menit)**

   Mengamati

   a. Peserta didik diminta mengamati dan mengidentifikasi gambar yang ditunjukkan oleh guru

   Menanyakan

   a. Guru memberi beberapa pertanyaan kepada siswa berkaitan dengan foto yang ditunjukkan peserta didik.

   b. Peserta didik merespon pertanyaan yang diberikan sesuai dengan foto yang ditunjukkan secara lisan.

   Mengumpulkan Informasi

   a. Siswa mencari dan mengumpulkan informasi tentang karakteristik dan sifat fisik dari foto yang diberikan.

b. Guru menuliskan kalimat dari hasil respon siswa di papan tulis.

Mengasosiasi

a. Siswa dijelaskan mengenai fungsi dari teks deskriptif.

b. Siswa mengidentifikasi fungsi dari teks deskriptif dengan menghubungkan pengetahuan baru dan pengetahuan yang telah didapatkan sebelumnya.

Mengkomunikasikan

a. Seluruh siswa diminta untuk menyusun kalimat menjadi paragraf yang berbentuk menjadi teks deskriptif sederhana secara bersamaan.

b. Guru menuliskan paragraf yang berbentuk teks deskriptif sederhana dari hasi respon   siswa di papan tulis.

c. Guru menjelaskan isi dari paragraf tersebut.

3. **Penutup (10 menit)**

a. Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.

b. Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.

c. Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.

Pertemuan 2

1. **Pendahuluan (15 menit)**

a. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses   pembelajaran.

b. Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan internasional.

c. Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari.

d. Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai.

e. Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus.

2. **Kegiatan Inti (65 menit)**

   Mengamati

   a. Peserta didik diminta mengamati dan mengidentifikasi gambar yang ditunjukkan oleh guru.

   Menanyakan

   a. Guru memberi beberapa pertanyaan kepada siswa berkaitan dengan foto yang ditunjukkan peserta didik.

   b. Peserta didik merespon pertanyaan yang diberikan sesuai dengan foto yang ditunjukkan secara lisan.

   Mengumpulkan Informasi

   a. Siswa mencari dan mengumpulkan informasi tentang karakteristik dan sifat fisik dari foto yang diberikan.

   b. Guru menuliskan kalimat dari hasil respon siswa di papan tulis.

   Mengasosiasi

   a. Siswa dijelaskan mengenai fungsi dari teks deskriptif.

   b. Siswa mengidentifikasi fungsi dari teks deskriptif dengan menghubungkan pengetahuan baru dan pengetahuan yang telah didapatkan sebelumnya.

   Mengkomunikasikan

   a. Secara berkelompok siswa menyusun kalimat menjadi paragraf yang terbentuk menjadi teks deskriptif sederhana.

   b. Setiap kelompok menyimpulkan hasil diskusi dan perwakilan dari setiap kelompok mempresentasikan hasil diskusi di depan kelas.

3. **Penutup (10 menit)**

   a. Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.

   b. Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.

   c. Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.

Pertemuan 3

1. **Pendahuluan (15 menit)**

   a. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran.

   b. Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan internasional;

   c. Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari;

   d. Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai;

   e. Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus.

2. **Kegiatan Inti (65 menit)**

   Mengamati

   a. Peserta didik diminta mengamati dan mengidentifikasi gambar yang ditunjukkan oleh guru.

   Menanyakan

   a. Guru memberi beberapa pertanyaan kepada siswa berkaitan dengan foto yang ditunjukkan peserta didik.

   b. Peserta didik merespon pertanyaan yang diberikan sesuai dengan foto yang ditunjukkan secara lisan.

   Mengumpulkan Informasi

   a. Siswa mencari dan mengumpulkan informasi tentang karakteristik dan sifat fisik dari foto yang diberikan.

   b. Setiap kelompok menuliskan kalimat dari informasi yang di dapatkan.

   Mengasosiasi

   a. Siswa dijelaskan mengenai fungsi dari teks deskriptif.

   b. Siswa mengidentifikasi fungsi dari teks deskriptif dengan menghubungkan pengetahuan baru dan pengetahuan yang telah didapatkan sebelumnya.

   Mengkomunikasikan

a. Secara berkelompok siswa menyusun kalimat menjadi paragraf yang terbentuk menjadi teks deskriptif sederhana.

b. Setiap kelompok menyimpulkan hasil diskusi dan perwakilan dari setiap kelompok mempresentasikan hasil diskusi di depan kelas.

3. Penutup (10 menit)

a. Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.

b. Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.

c. Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.

H. Penilaian

Penilaian Proses

No.	Aspek yang dinilai	Teknik Penilaian	Waktu Penilaian	Instrumen Penilaian	Keterangan
1.	Tanggung jawab	Pengamatan	Proses	Lembar Pengamatan	
2.	Peduli				
3.	Kerjasama				
4.	Cinta damai				

Rubrik Penilaian Writing

No.	Kunci/Kriteria jawaban	Aspek yang dinilai	Skor
1	Isi	➢ Amat memahami, amat luas, dan lengkap, amat terjabar,amat sesuai dengan kutipan.	5
		➢ Memahami, luas dan lengkap, terjabar, sesuai dengan kutipan, meskipun kurang terinci.	4
		➢ Kurang memahami, kurang lengkap, kurang terjabar, kurang terinci.	3
		➢ Rendah pemahaman secara, tidak lengkap, tidak terjabar, tidak terinci.	2
		➢ Tidak memahami isi, tidak mengena.	1
2	Organisasi	➢ Amat teratur daan rapi, amat jelas, kaya akan gagasan, urutan amat logis, kohesi amat tinggi.	5
		➢ Teratur dan rapi, jelas, banyak gagasan, urutan logis, kohesi tinggi.	4
		➢ Kurang teratur dan rapi, kurang jelas, kurang gagasan, urutan kurang logis, kohesi kurang tinggi.	3
		➢ Sangat tidak teratur, tidak jelas, miskin gagasan, kohesi sangat rendah.	2
		➢ Tidak teratur,, tidak jelas, gagasan tidak jelas. Urutan tidak logis, tidak ada kohesi.	1

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah	**: SMP N 1 TiNGGIMONCONG**
Mata Pelajaran	**: Bahasa Inggris**
Kelas / Semester	**: VIII/1**
Materi	**: Descriptive Text**
Waktu	**: 6x45 Menit**

A. Kompetensi Inti

KI 1.Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2.Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotongroyong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator

No	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.	1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	1.1.1 Mengungkapkan rasa syukur atas kesempatan dapat belajar bahasa inggris.
2.	2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.	2.2.1 Mengakui ketika membuat kesalahan. 2.2.2 Tidak menyalahkan orang lain atas tindakannya sendiri. 2.2.3 Melakukan hal-hal yang dikatakan akan dikerjakan tanpa diingatkan orang lain.
3.	3.10 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, pendek dan sederhana, sesuai dengan konteks penggunaanya.	3.10.1 Menulis teks deskriptif tentang deskripsi orang, pendek dan sederhana, sesuai dengan konteks penggunannya.
4.	4.11 Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana. 4.12 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.11.1 Mengidentifikasi struktur dan unsur kebahasaan dalam teks. 4.12.1 Menyatakan sifat dan ciri fisik orang secara lisan dan tulisan dengan akurat, lancar dan berterima.

C. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik dapat:

1. Mengamati dan mengidentifikasi gambar orang yang ditunjukkan oleh guru secara seksama.

2. Menanggapi pertanyaan yang diberikan berdasarkan gambar secara lisan.

3. Mengidentifikasi informasi ciri dari teks deskriptif secara akurat.

4. Mengidentifikasi generic structure dari teks deskriptif secara berpasangan.

5. Menulis deskriptif dari gambar yang ada secara individu.

6. Membuat teks deskriptif secara individu.

D. Materi Pembelajaran

Fungsi Sosial : Mendeskripsikan orang

Struktur Teks :

- Penyebutan nama orang yang dipilih untuk dideskripsikan

- Penyebutan sifat orang

- Penyebutan tindakan dari atau terkait dengan orang.

Topik : Berbagai hal terkait dengan orang.

Unsur kebahasaan

1. Pertanyaan dan pernyataan tentang deskripsi

    - Does he your president look like?

    - He is tall

    - He wears white shirt.

2. Penyebutan kata benda singular dengan a, dan the, dan plural (-s).

3. Kata ganti it, they, she, we, dst; our, my,your,their,dst.

4. Kata sifat, tanpa atau dengan penambahan kata quite, very, atau kombinasi seperti dark brown, nice little boy, dan semacamnya.

5. Ejaan dan tulisan tangan di cetak yang jelas dan rapi.

6. Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.

E. Metode Pembelajaran

Contextual Teaching Learning

F. Media, Alat, dan Sumber Pembelajaran

1. Media

    Foto Orang

2. Alat

    Board marker, white board

3. Sumber Pembelajaran

a. Kementrian Pendidikan dan Kebudayaan. 2013. Bahasa Inggris, When English rings the bell. Jakarta: Politeknik Negri Media Kreatif.

b. Internet

G. Langkah-langkah Pembelajaran

Pertemuan 4, 5 dan 6

Pertemuan 4

1. **Pendahuluan (15 menit)**

   a. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran.

   b. Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan internasional.

   c. Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari.

   d. Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai.

   e. Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus.

2. **Kegiatan Inti (65 menit)**

   Mengamati

   a. Peserta didik diminta mengamati dan mengidentifikasi gambar yang ditunjukkan oleh guru.

   Menanyakan

   a. Peserta didik menanyakan apa yang kurang dipahami dalam membuat teks deskriptif.

   Mengumpulkan Informasi

   a. Siswa mencari dan mengumpulkan informasi tentang karakteristik dan sifat fisik dari foto yang diberikan.

   b. Setiap pasangan menuliskan kalimat dari informasi yang di dapatkan.

   Mengasosiasi

a. Siswa dijelaskan mengenai fungsi dari teks deskriptif.

b. Siswa mengidentifikasi fungsi dari teks deskriptif dengan menghubungkan pengetahuan baru dan pengetahuan yang telah didapatkan sebelumnya.

Mengkomunikasikan

a. Secara berpasangan siswa menyusun kalimat menjadi paragraf yang terbentuk menjadi teks deskriptif sederhana.

b. Setiap pasangan menyimpulkan hasil diskusi dan perwakilan dari setiap pasangan mempresentasikan hasil diskusi di depan kelas.

3. **Penutup (10 menit)**

a. Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.

b. Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.

c. Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.

Pertemuan 5

1. **Pendahuluan (15 menit)**

a. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran.

b. Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan internasional.

c. Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari.

d. Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai.

e. Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus.

2. **Kegiatan Inti (65 menit)**

Mengamati

a. Peserta didik diminta mengamati dan mengidentifikasi gambar yang ditunjukkan oleh guru.

Menanyakan

a. Peserta didik menanyakan apa yang kurang dipahami dalam membuat teks deskriptif.

Mengumpulkan Informasi

a. Siswa mencari dan mengumpulkan informasi tentang karakteristik dan sifat fisik dari foto yang diberikan.

b. Setiap pasangan menuliskan kalimat dari informasi yang di dapatkan.

Mengasosiasi

a. Siswa dijelaskan mengenai fungsi dari teks deskriptif.

b. Siswa mengidentifikasi fungsi dari teks deskriptif dengan menghubungkan pengetahuan baru dan pengetahuan yang telah didapatkan sebelumnya.

Mengkomunikasikan

a. Secara berpasangan siswa menyusun kalimat menjadi paragraf yang terbentuk menjadi teks deskriptif sederhana.

b. Setiap pasangan menyimpulkan hasil diskusi dan perwakilan dari setiap pasangan mempresentasikan hasil diskusi di depan kelas.

3. **Penutup (10 menit)**

a. Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.

b. Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.

c. Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.

Pertemuan 6

1. **Pendahuluan (15 menit)**

a. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses   pembelajaran.

b. Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari,

dengan memberikan contoh dan perbandingan lokal, nasional dan internasional;

c. Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari;

d. Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai;

e. Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus.

2. **Kegiatan Inti (65 menit)**

Mengamati

a. Peserta didik diminta mengamati dan mengidentifikasi gambar yang ditunjukkan oleh guru.

Menanyakan

a. Peserta didik menanyakan apa yang kurang dipahami dalam membuat teks deskriptif.

Mengumpulkan Informasi

a. Siswa mencari dan mengumpulkan informasi tentang karakteristik dan sifat fisik dari foto yang diberikan.

b. Setiap siswa menuliskan kalimat dari informasi yang di dapatkan.

Mengasosiasi

a. Siswa dijelaskan mengenai fungsi dari teks deskriptif.

b. Siswa mengidentifikasi fungsi dari teks deskriptif dengan menghubungkan pengetahuan baru dan pengetahuan yang telah didapatkan sebelumnya.

Mengkomunikasikan

a. Setiap siswa menyusun kalimat menjadi paragraf yang terbentuk menjadi teks deskriptif sederhana.

b. Setiap siswa menyimpulkan hasil dan di presentasikan di depan kelas.

3. **Penutup (10 menit)**

a. Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.

b. Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.

c. Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.

H. Penilaian

Penilaian Proses

No.	Aspek yang dinilai	Teknik Penilaian	Waktu Penilaian	Instrumen Penilaian	Keterangan
1.	Tanggung jawab	Pengamatan	Proses	Lembar Pengamatan	
2.	Peduli				
3.	Kerjasama				
4.	Cinta damai				

Rubrik Penilaian Writing

No.	Kunci/Kriteria jawaban	Aspek yang dinilai	Skor
1	Isi	➢ Amat memahami, amat luas, dan lengkap, amat terjabar,amat sesuai dengan kutipan.	5
		➢ Memahami, luas dan lengkap, terjabar, sesuai dengan kutipan, meskipun kurang terinci.	4
		➢ Kurang memahami, kurang lengkap, kurang terjabar, kurang terinci.	3
		➢ Rendah pemahaman secara, tidak lengkap, tidak terjabar, tidak terinci.	2
		➢ Tidak memahami isi, tidak mengena.	1
2	Organisasi	➢ Amat teratur daan rapi, amat jelas, kaya akan gagasan, urutan amat logis, kohesi amat tinggi.	5
		➢ Teratur dan rapi, jelas, banyak gagasan, urutan logis, kohesi tinggi.	4
		➢ Kurang teratur dan rapi, kurang jelas, kurang gagasan, urutan kurang logis, kohesi kurang tinggi.	3
		➢ Sangat tidak teratur, tidak jelas, miskin gagasan, kohesi sangat rendah.	2
		➢ Tidak teratur,, tidak jelas, gagasan tidak jelas. Urutan tidak logis, tidak ada kohesi.	1

Makassar,   2018

APPENDIX   C

List Name of Students in Class VIII .5 SMPN 1 Tinggimoncong

No	Sample	Code
1	AjengKartikaAuliaKurniawan	S-1
2	AnugrahHidayah	S-2
3	Arifin	S-3
4	Aulan	S-4
5	AwalHidayatullah	S-5
6	AyuInrianiNur	S-6
7	AzyqaNurulAwalia	S-7
8	Erwin	S-8
9	FadiaUlfia	S-9
10	FadiyaMawarda	S1-0
11	Indar Jaya	S11
12	Isma	S-12
13	M. Ambrullah	S-13
14	MuhAkmal Al Qadri	S-14
15	Muh. AldiAnugrah	S-15
16	NurAzzahraAnnas	S-16
17	Reni	S-17
18	ResaDwi Putra	S-18
19	Salwa	S-19
20	Sarah FitrahRamadhani	S-20
21	WahyuArdiansyah	S-21

APPENDIX D

The Result of Students' Scores on Content in Pre-test and Post-test

Name	Content	
	Pre-Test	Post-Test
S-1	30	50
S-2	20	40
S-3	15	35
S-4	35	45
S-5	25	35
S-6	35	40
S-7	40	45
S-8	25	30
S-9	35	43
S1-0	35	42
S11	20	30
S-12	25	40
S-13	15	40
S-14	15	35
S-15	25	44
S-16	25	45
S-17	25	40
S-18	20	35
S-19	25	30
S-20	25	50
S-21	25	40
Total	$\sum X = 540$	$\sum X = 834$

APPENDIX   E

The Result of Students' Scores on Organization in Pre-test and Post-test

Name	Organization	
	Pre-Test	Post-Test
S-1	30	50
S-2	15	40
S-3	15	25
S-4	30	35
S-5	20	30
S-6	30	37
S-7	30	38
S-8	20	25
S-9	25	35
S1-0	30	34
S11	15	25
S-12	20	30
S-13	15	34
S-14	15	30
S-15	20	35
S-16	25	35
S-17	20	30
S-18	15	30
S-19	15	25
S-20	20	40
S-21	15	30
Total	$\sum X = 440$	$\sum X = 673$

APPENDIX F

The Result of Students' Mean Score on Pre-test and Post-test

Calculating Mean Score of Content and Organization in Pre-test

1. Mean Score of Content

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

Where X   = Mean Score

Σ X = The sum of all scores = 540

N   = The total number of sample =21

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

$$X = \frac{540}{21}$$

$$X = 25.71$$

2. Mean Score of Organization

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

Where X   = Mean Score

Σ X = The sum of all scores = 440

N   = The total number of sample =21

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

$$X = \frac{440}{21}$$

$$X = 20.95$$

Calculating Mean Score of Content and Organization in Post-test

1. Mean Score of Content

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

Where X   = Mean Score

Σ X = The sum of all scores = 834

N   = The total number of sample =21

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

$$X = \frac{834}{21}$$

$$X = 39.71$$

2. Mean Score of Organization

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

Where X   = Mean Score

Σ X = The sum of all scores = 673

N   = The total number of sample =21

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

$$X = \frac{673}{21}$$

$$X = 32.04$$

APPENDIX G

The students' Scores of Pretest (X_1) and Post-test (X_2), Gain/Difference between the

Matched Pairs (D), and Square of the Gain (D^2) (In term of Content)

Name	Pre-test	Post-test	D (X2- X1)	D^2
	X1	X2		
S-1	30	50	20	400
S-2	20	40	20	400
S-3	15	35	20	400
S-4	35	45	10	100
S-5	25	35	10	100
S-6	35	40	5	25
S-7	40	45	5	25
S-8	25	30	5	25
S-9	35	43	8	64
S1-0	35	42	7	49
S11	20	30	10	100
S-12	25	40	15	225
S-13	15	40	25	625
S-14	15	35	20	400
S-15	25	44	19	361
S-16	25	45	20	400
S-17	25	40	15	225
S-18	20	35	15	225
S-19	25	30	5	25
S-20	25	50	25	625
S-21	25	40	15	225
Total	$\sum$ X= 540	$\sum$ X= 834	$\sum$ X= 294	$\sum$ X= 5024

The students' Scores of Pretest (X_1) and Post-test (X_2), Gain/Difference between the Matched Pairs (D), and Square of the Gain (D^2) (In term of Organization)

Name	Pre-test	Post-test	D (X2- X1)	D^2
	X1	X2		
S-1	30	40	10	100
S-2	15	30	15	225
S-3	15	25	10	100
S-4	30	35	5	25
S-5	20	30	10	100
S-6	30	37	7	49
S-7	30	38	8	64
S-8	20	25	5	25
S-9	25	35	10	100
S1-0	30	34	4	16
S11	15	25	10	100
S-12	20	30	10	100
S-13	15	34	19	361
S-14	15	30	15	225
S-15	20	35	15	225
S-16	25	35	10	100
S-17	20	30	10	100
S-18	15	30	15	225
S-19	15	25	10	100
S-20	20	40	20	400
S-21	15	30	15	225
Total	$\sum$ X= 440	$\sum$ X= 673	$\sum$ X= 233	$\sum$ X= 2965

APPENDIX   H

Scoring Classification of the students pre-test and post-test in term of content

Name	Pre-test		Post-test	
	Score	**Classification**	**Score**	**Classification**
S-1	30	Good	50	Excellent
S-2	20	Poor	40	Very Good
S-3	15	Very Poor	35	Good
S-4	35	Good	45	Very Good
S-5	25	Poor	35	Good
S-6	35	Good	40	Very Good
S-7	40	Very Good	45	Very Good
S-8	25	Poor	30	Good
S-9	35	Good	43	Very Good
S1-0	35	Good	42	Very Good
S11	20	Poor	30	Good
S-12	25	Poor	40	Very Good
S-13	15	Very Poor	40	Very Good
S-14	15	Very Poor	35	Good
S-15	25	Poor	44	Very Good
S-16	25	Poor	45	Very Good
S-17	25	Poor	40	Very Good
S-18	20	Poor	35	Good
S-19	25	Poor	30	Good
S-20	25	Poor	50	Excellent
S-21	25	Poor	40	Very Good

Scoring Classification of the students pre-test and post-test in term of organization

Name	Pre-test		Post-test	
	Score	**Classification**	**Score**	**Classification**
S-1	30	Good	40	Very Good
S-2	15	Very Poor	30	Good
S-3	15	Very Poor	25	Poor
S-4	30	Good	35	Good
S-5	20	Poor	30	Good
S-6	30	Good	37	Good
S-7	30	Good	38	Good
S-8	20	Poor	25	Poor
S-9	25	Poor	35	Good
S1-0	30	Good	34	Good
S11	15	Very Poor	25	Poor
S-12	20	Poor	30	Good
S-13	15	Very Poor	34	Good
S-14	15	Very Poor	30	Good
S-15	20	Poor	35	Good
S-16	25	Poor	35	Good
S-17	20	Poor	30	Good
S-18	15	Very Poor	30	Good
S-19	15	Very Poor	25	Poor
S-20	20	Poor	40	Very Good
S-21	15	Very Poor	30	Good

APPENDIX I

The Percentage of the Students' Improvement on Pre-test and Post-test

1. Content

$$P = \frac{X_2 - X_1}{X_1} \times 100\%$$

$$= \frac{39.71 - 25.71}{25.71} \text{ x } 100\,\%$$

$$= \frac{14}{25.71} x100\%$$

$P = 54,45\%$

2. Organization

$$P = \frac{X_2 - X_1}{X_1} \times 100\%$$

$$= \frac{32.04 - 20.95}{20.95} \text{ x } 100\,\%$$

$$= \frac{11.09}{20.95} x100\%$$

$P = 52,93\%$

APPENDIX J

Calculating test of significance

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

$$\overline{D} = \frac{294}{21}$$

$$\overline{D} = \mathbf{14}$$

$$t = \frac{\overline{D}}{\sqrt{\dfrac{\sum D^2 - \dfrac{\left(\sum D\right)^2}{N}}{N(N-1)}}}$$

$$= \frac{14}{\sqrt{\dfrac{5024 - \dfrac{(294)^2}{21}}{21(21-1)}}}$$

$$= \frac{14}{\sqrt{\dfrac{5024 - \dfrac{86436}{21}}{21(20)}}}$$

$$= \frac{14}{\sqrt{\dfrac{5024`-4116}{420}}}$$

$$= \frac{14}{\sqrt{\dfrac{908}{420}}}$$

$$= \frac{14}{\sqrt{2.16}}$$

$$= \frac{14}{1.46}$$

$$= 9.58$$

Calculating test of significance in term of organization

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

$$\overline{D} = \frac{233}{21}$$

$$\overline{D} = \mathbf{11.09}$$

$$t = \frac{\overline{D}}{\sqrt{\dfrac{\sum D^2 - \dfrac{\left(\sum D\right)^2}{N}}{N(N-1)}}}$$

$$= \frac{11.09}{\sqrt{\dfrac{2965 - \dfrac{(233)^2}{21}}{21(21-1)}}}$$

$$= \frac{11.09}{\sqrt{\dfrac{2965 - \dfrac{5359}{21}}{21(20)}}}$$

$$= \frac{11.09}{\sqrt{\dfrac{2965` - 255,19}{420}}}$$

$$= \frac{11.09}{\sqrt{\dfrac{2709.81}{420}}}$$

$$= \frac{11.09}{\sqrt{6.45}}$$

$$= \frac{11.09}{2.53}$$

$$= 4.38$$

APPENDIX   K

TABLE DISTRIBUTION OF T-VALUE

Degree of freedom (df) = N − 1 =21 − 1= 20

T- table= 2.08596

Pr	0.25	0.10	0.05	0.025	0.01	0.005	0.001
df	0.50	0.20	0.10	0.05	0.02	0.010	0.002
1	1.0000	3.07768	6.31375	12.7062	31.82052	63.65674	318.30
2	0.8165	1.88562	2.91999	4.30265	6.96456	9.92484	22.327
3	0.7648	1.63774	2.35336	3.18245	4.54070	5.84091	10.214
4	0.7407	1.53321	2.13185	2.77645	3.74695	4.60409	7.1731
5	0.7266	1.47588	2.01505	2.57058	3.36493	4.03214	5.8934
6	0.7175	1.43976	1.94318	2.44691	3.14267	3.70743	5.2076
7	0.7111	1.41492	1.89458	2.36462	2.99795	3.49948	4.7852
8	0.7063	1.39682	1.85955	2.30600	2.89646	3.35539	4.5007
9	0.7027	1.38303	1.83311	2.26216	2.82144	3.24984	4.2968
10	0.6998	1.37218	1.81246	2.22814	2.76377	3.16927	4.1437
11	0.6974	1.36343	1.79588	2.20099	2.71808	3.10581	4.0247
12	0.6954	1.35622	1.78229	2.17881	2.68100	3.05454	3.9296
13	0.6938	1.35017	1.77093	2.16037	2.65031	3.01228	3.8519
14	0.6924	1.34503	1.76131	2.14479	2.62449	2.97684	3.7873
15	0.6912	1.34061	1.75305	2.13145	2.60248	2.94671	3.7328
16	0.6901	1.33676	1.74588	2.11991	2.58349	2.92078	3.6861
17	0.6892	1.33338	1.73961	2.10982	2.56693	2.89823	3.6457
18	0.6883	1.33039	1.73406	2.10092	2.55238	2.87844	3.6104
19	0.6876	1.32773	1.72913	2.09302	2.53948	2.86093	3.5794
20	0.6869	1.32534	1.72472	2.08596	2.52798	2.84534	3.5518
21	0.6863	1.32319	1.72074	2.07961	2.51765	2.83136	3.5271
22	0.6858	1.32124	1.71714	2.07387	2.50832	2.81876	3.5049
23	0.6853	1.31946	1.71387	2.06866	2.49987	2.80734	3.4849
24	0.6848	1.31784	1.71088	2.06390	2.49216	2.79694	3.4667
25	0.6844	1.31635	1.70814	2.05954	2.48511	2.78744	3.4501
26	0.6840	1.31497	1.70562	2.05553	2.47863	2.77871	3.4350
27	0.6836	1.31370	1.70329	2.05183	2.47266	2.77068	3.4210
28	0.6833	1.31253	1.70113	2.04841	2.46714	2.76326	3.4081
29	0.6830	1.31143	1.69913	2.04523	2.46202	2.75639	3.3962
30	0.6827	1.31042	1.69726	2.04227	2.45726	2.75000	3.3851
31	0.6824	1.30946	1.69552	2.03951	2.45282	2.74404	3.3749
32	0.6822	1.30857	1.69389	2.03693	2.44868	2.73848	3.3653
33	0.6820	1.30774	1.69236	2.03452	2.44479	2.73328	3.3563
34	0.6817	1.30695	1.69092	2.03224	2.44115	2.72839	3.3479
35	0.6815	1.30621	1.68957	2.03011	2.43772	2.72381	3.3400
36	0.6813	1.30551	1.68830	2.02809	2.43449	2.71948	3.3326
37	0.6811	1.30485	1.68709	2.02619	2.43145	2.71541	3.3256
38	0.6810	1.30423	1.68595	2.02439	2.42857	2.71156	3.3190
39	0.6808	1.30364	1.68488	2.02269	2.42584	2.70791	3.3127

APPENDIX   L

DOCUMENTATION

CURRICULUM VITAE

Nurfainul, was born on July 14th, 1997 in Bontote'ne, South Sulawesi. The researcher is the oldest child of Arman and Muliyani. She has one sister named Aulia Sulfa. In 2002, the researcher started her education at MI Bontote'ne and graduated in 2008. In the same year, she continued her study at SMPN 1 Tinggimoncong and graduated in 2011. Then, she continued her study at SMAN 1 Tinggimoncong in 2011 and graduated in 2014. In the same year, she continued her study as a student of English Department, Faculty of Teacher Training and Education, Muhammadiyah University of Makassar.