



**USING DIGITAL PHOTOGRAPHS TO MEDIATE SENIOR HIGH  
SCHOOL STUDENTS IN WRITING DESCRIPTIVE TEXTS**

**THESIS**

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**ENGLISH EDUCATION STUDY PROGRAM  
LANGUAGE AND ARTS DEPARTMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITAS JEMBER**

**2019**



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Faculty of Teacher Training and Education,  
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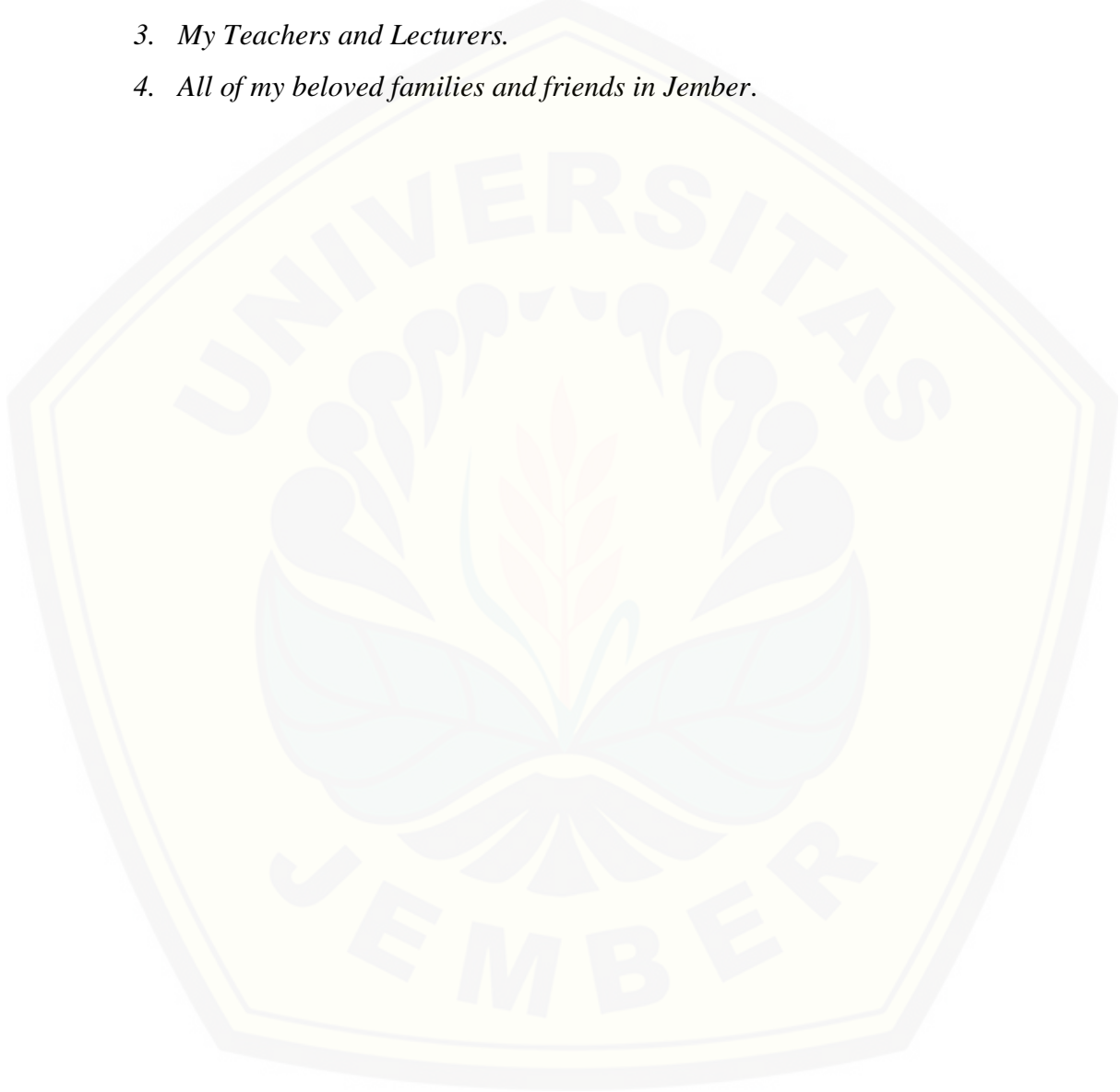
**ENGLISH EDUCATION STUDY PROGRAM  
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UNIVERSITAS JEMBER**

**2019**

## DEDICATION

*This thesis is honorably dedicated to:*

- 1. My beloved mother, Keneria br. Turnip.*
- 2. My beloved father, Mardin Sagala.*
- 3. My Teachers and Lecturers.*
- 4. All of my beloved families and friends in Jember.*



**MOTTO**

“If you don’t go after what you want, you’ll never have it. And if you don’t ask, the answer is always no. Also if you don’t step forward, you’re always in the same place.”

“Nora Roberts”



*(Source: [www.kepogaul.com](http://www.kepogaul.com))*

**STATEMENT OF THESIS AUTHENTICITY**

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I certify that the content of this thesis is the result of work which has been carried out since the official commencement date of the accepted thesis title, this thesis has not been submitted previously, in whole or in part, to qualify for any other academic honor, ethics procedures and guidelines of thesis writing from the university and the faculty have been followed.

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The Writer



**TABLE OF CONTENTS**

	<b>Page</b>
<b>COVER PAGE</b> .....	<b>i</b>
<b>DEDICATION</b> .....	<b>ii</b>
<b>MOTTO</b> .....	<b>iii</b>
<b>STATEMENT OF THESIS AUTHENTICITY</b> .....	<b>iv</b>
<b>CONSULTANTS' APPROVAL</b> .....	<b>v</b>
<b>APPROVAL OF THE EXAMINATION COMMITTEE</b> .....	<b>vi</b>
<b>ACKNOWLEDGEMENT</b> .....	<b>vii</b>
<b>TABLE OF CONTENTS</b> .....	<b>viii</b>
<b>LIST OF APPENDICES</b> .....	<b>xi</b>
<b>SUMMARY</b> .....	<b>xii</b>
 <b>CHAPTER I</b>	
<b>INTRODUCTION</b> .....	<b>1</b>
1.1 Research Background.....	1
1.2 Research Questions .....	3
1.3 Research Objectives .....	3
1.4 Research Contributions .....	3
1.4.1 Practical Contribution .....	3
1.4.2 Empirical Contribution.....	3
 <b>CHAPTER II</b>	
<b>REVIEW OF RELATED LITERATURE</b> .....	<b>5</b>
2.1 Edgar Dale's Cone of Experience Theory about Digital Photograph.....	5
2.1.1 The Strengths of Digital Photographs as Visual Media in Teaching Writing .....	6
2.1.2 The Weaknesses of Digital Photographs as Visual Media in Teaching Writing .....	7
2.2 Text Types of Writing in Senior High School Curriculum .....	7
2.3 The Use of Digital Photographs in Teaching Writing Descriptive Text.....	9

2.4 Writing Tasks Mediated by Digital Photograph Help Students	
Develop Writing Skill .....	10
2.5 Previous Studies on Digital Photographs in Teaching Writing .....	11
<b>CHAPTER III</b>	
<b>THE STUDY .....</b>	<b>14</b>
3.1 Research Design .....	14
3.2 Research Context .....	16
3.3 Research Participants .....	16
3.4 Action Design .....	16
3.5 Data Collection Method .....	18
3.5.1 Writing Test.....	18
3.5.2 Observation.....	20
3.5.3 Students' Work Artefact.....	21
3.6 Data Analysis Method .....	21
<b>CHAPTER IV</b>	
<b>FINDING AND DISCUSSION.....</b>	<b>22</b>
4.1 The Results of Observation Analysis in Cycle 1 .....	22
4.1.1 How the Writing Tasks Mediated through Digital Photographs Help Senior High School Students Produce an Outline? .....	22
4.1.2 How the Writing Tasks Mediated through Digital Photographs Help Senior High School Students Draft and Revise Descriptive Texts.....	24
4.2 The Results of the Writing in Cycle 1 .....	26
4.3 The Results of reflection in Cycle 1 .....	27
4.4 The Results of Observation Analysis in Cycle 2 .....	28
4.4.1 How the Writing Tasks Mediated through Digital Photographs Help Senior High School Students Produce an Outline? .....	28
4.4.2 How the Writing Tasks Mediated through Digital Photographs Help Senior High School Students Draft and Revise Descriptive Texts .....	30
4.5 The Results of the Writing in Cycle 2.....	32
4.6 The Results of reflection in Cycle 2.....	33

4.7 Discussion.....33

**CHAPTER V**

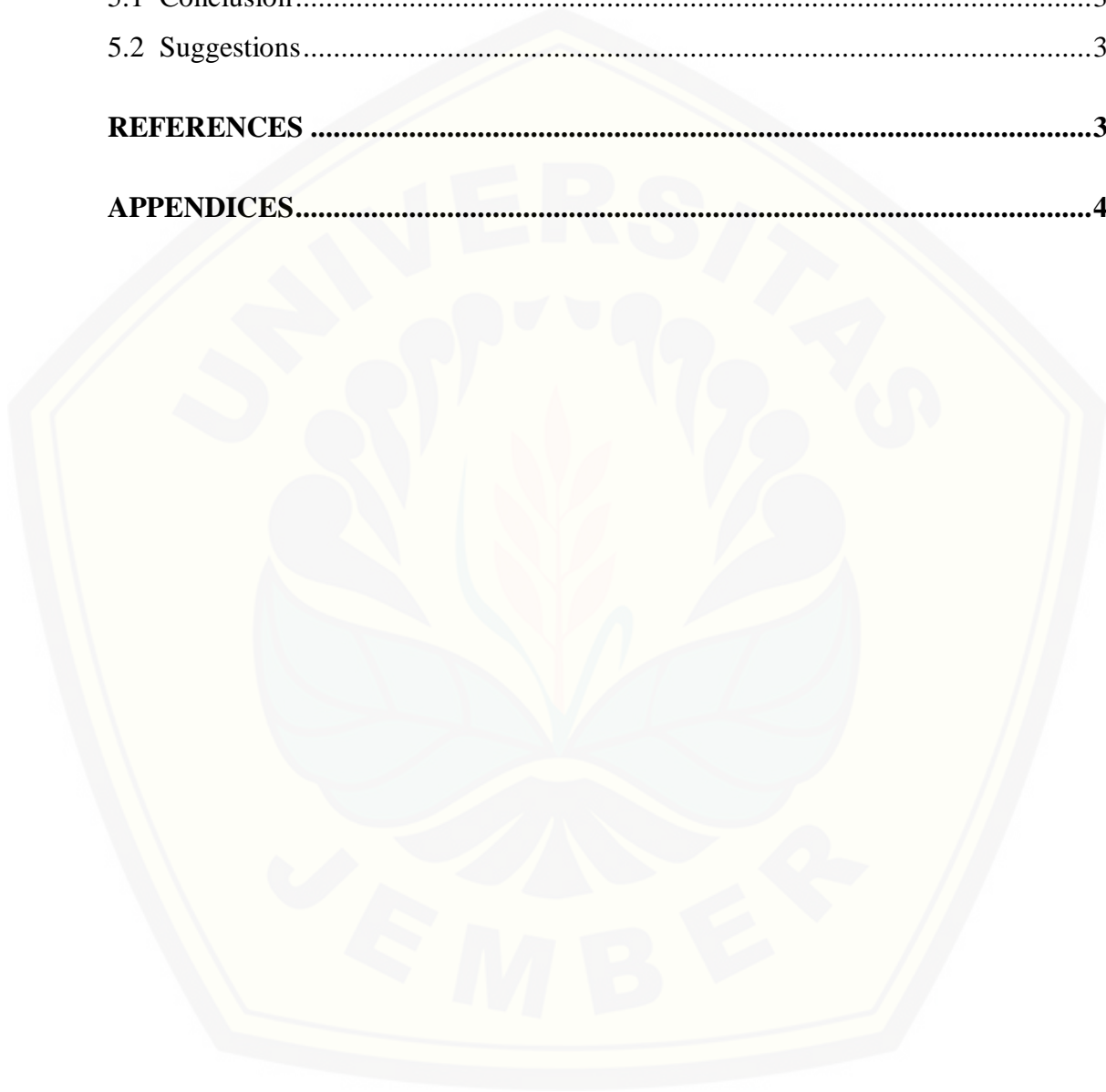
**CONCLUSION AND SUGGESTIONS .....37**

5.1 Conclusion.....37

5.2 Suggestions.....37

**REFERENCES .....39**

**APPENDICES.....41**



**LIST OF APPENDICES**

<b>APPENDICES</b>	<b>Page</b>
APPENDIX A. Research Matrix .....	41
APPENDIX B. An Interview Guide for Preliminary Study.....	42
APPENDIX C. The List of All X-IPA Students' Previous Score of Writing Test .....	43
APPENDIX D. The Diagram of Design of Classroom Action Research .....	44
APPENDIX E. The Scoring Criteria of the Students' Descriptive Text Writing .....	45
APPENDIX F. Observation Guide .....	46
APPENDIX G. Lesson Plan Cycle 1 & 2 .....	47
APPENDIX H. Writing Test Cycle 1 & 2 .....	68
APPENDIX I. The Result of the Students' Writing Test in Cycle 1 .....	72
APPENDIX J. The Result of the Students' Writing Test in Cycle 2 .....	75
APPENDIX K. Observation Guide Cycle 1 & 2.....	78
APPENDIX L. The of Students' Writing a Descriptive Text Cycle 1 .....	82
APPENDIX M. Surat Izin Penelitian.....	86
APPENDIX N. Statement Letter from School.....	97

## SUMMARY

**Using Digital Photographs to Mediate Senior High School Students in Writing Descriptive Texts;** Zona E.B Sagala; 130210401073; 2013; English Education Program; Language and Arts Department, Faculty of Teacher Training and Education, Jember University.

This classroom action research was intended to improve the X-IPA 2 students' writing descriptive achievement by using digital photograph at SMA Negeri 1 Arjasa, Jember in the 2018/2019 academic year. Based on the result of the preliminary study which was done before conducting this research, there were 24 students (66.6%) getting score  $\geq 75$  while 12 students (33.33% of the students) getting score less than 75 in the writing test. Based on the result of the informal interview with the English teacher, most students had a difficulty in writing, the students had difficulties in finding ideas, organizing ideas, finding appropriate vocabulary and writing grammatical correct sentences. The researcher proposed digital photographs to help them in writing. Scoter (2004) claims that photographs can reduce discomfort in the classroom, attract students' attention, empower students, and create fun.

This research proposed two research questions: 1) How are the writing tasks mediated through digital photographs help senior high school students at SMA Negeri 1 Arjasa produce an outline, draft and revise descriptive texts? 2) How is senior high school students' writing quality at SMA Negeri 1 Arjasa having received actions through the writing tasks mediated through digital photographs? The first answer was to describe the contribution of digital photograph assisting students in writing an outline, and drafting and revising the descriptive text using their own words. The second answer was to describe a quantitative result of students' progress of students writing achievement in writing a descriptive text.

There were two methods which were applied to collect the data, namely writing test and observation. The data obtained from writing test were analysed by using a formula that could show the percentage of the students who achieved the criteria of the success. This research is categorized successful if at least 75%

students got score at least the same as or above 75 in writing test. The data of observation were obtained from fieldnote during teaching and learning process to collect the contribution of digital photographs in assisting the students to write an outline, draft and revise a descriptive text by using their own word. The result of the action in cycle 1 and 2 showed that by using digital photograph as a media in teaching writing was able to improve students' descriptive text writing achievement. In teaching writing, there were improvisations to students in learning writing descriptive text through digital photograph. Digital photograph (DP), representing the real picture of an object such as people, places, building, things, and many more, is visual media useful for the English teachers to develop writing tasks that potentially facilitate students gain writing skills. Photograph brings the information of the place, time, culture and the others where the photo is taken to the students' world (Sieber, 2012).

The result showed that there was improvement of the students' writing achievement. In Cycle 1, the mean score was 78.44 and 72% of the total number of the students succeeded in achieving the target score ( $\geq 75$ ). It means that Cycle 1 was categorized unsuccessful yet. In Cycle 2, the improvement of the students' mean score was 79.02 and 75% of the students succeeded in achieving the target score ( $\geq 75$ ) in the writing test. The result of observation showed that digital photographs helped the students make an outline, by listing the contents of identification and description parts. By writing an outline, the students were capable of distinguishing between identification and the description parts of the descriptive text. Digital photographs helped the students draft and revise a descriptive text by using their own words based on the digital photographs viewed. By using digital photographs the students got ideas and inspiration to write a descriptive text by using their own words.

## CHAPTER I INTRODUCTION

This introductory chapter gives readers' information about the issue to be investigated, the importance of investigating the issue, the research gap, research focus formulated as research question(s), and the research contributions.

### 1.1 Research Background

As a productive language skill targeted in the English curriculum for senior high school, gaining competence in writing a short essay in different genres still becomes a big problem for students regarding the accuracy of language, content, and organization (interview data). Based on the result of interview with the English teacher, it was found that the students had problems in writing a text. The problem was in organizing ideas. Although the teacher had given them certain topics or themes, the students still got difficulties to start writing. Further, they had actually a lot of words, but they could not choose the words appropriately. The students' difficulties in writing skill were shown by the students' previous scores of class X-IPA 2 in writing that was 24 students (66.6% of the total number of the students) got score  $\geq 75$  in the writing test. In the writing class, the teacher only used a textbook and pictures as the teaching media. Sometimes, the English teacher asked the students to visit the school library to get the material being discussed. The way the teacher delivered the material made the students sleepy. In other words, they felt bored with the way to learn writing skill in the classroom. One of the possible reasons was that the teacher used inappropriate teaching media in teaching writing.

Therefore, assistance or intervention from the English teacher is needed in order to facilitate the process of learning English writing skill. This action research focused on helping senior high school students improve English writing skill by overcoming barriers such as the difficulties in making an outline, drafting and revising their plan through the design of writing tasks mediated by digital photographs.

In English language teaching (ELT), digital photographs are considered as effective visual media that can help students write English texts. Smaldino, et al. (2004), for example, argue that visual media can give references about ideas and deliver information in a simple way. In addition, Scoter (2004) claims that photographs can reduce discomfort in the classroom, attract students' attention, empower students, and create fun. To conclude, through digital photograph, the English teachers can create interesting learning tasks that can stimulate students to find ideas to write, make writing the plan, and develop their writing skill. Therefore, this action research focused on helping senior high school students write a descriptive text step by step through the design of writing tasks mediated by digital photographs.

In addition to the strengths of digital photographs, the findings of previous studies also revealed that digital photographs could stimulate students' interest and motivation, as well as improve their writing skill. A research conducted by Haines in ELL class (2015) reported that using photographs could increase the students' motivation to write and fun for them to write creatively and genuinely. Another research conducted by Lilly and Fields (2014) reported that teachers who used photography as a catalyst to teach informational writing provided a powerful means of expressions that allowed children to write easily as they developed strong, authentic voices share their stories visually and vividly. The use of photographs was also conducted by Styati (2017) through the quasi-experimental research on the effect of using digital photographs on the students' writing quality. She found that there was a significant difference between the students who wrote a paragraph supplied with the digital photographs than those who wrote a paragraph without using digital photographs. In addition, Prasetyanti and Hotimah (2014) conducted a classroom action research on the use of photographs and group grid technique reported that the students' responses on the use of photograph was positive and could develop junior high school students' ability in writing a recount text.

With regard to the strengths of digital photograph and previous research findings, this action research investigated the extent to which the writing tasks



mediated through digital photographs can facilitate the students at SMA Negeri 1 Arjasa by helping them to produce an outline, draft and revise their writing. In addition, the students' performance in writing a descriptive text was measured through writing test after receiving the writing tasks mediated through digital photographs.

## **1.2 Research Questions**

Based on the research background, this action research is focused on answering the following research questions:

1. How are the writing tasks mediated through digital photographs help to senior high school students at SMA Negeri 1 Arjasa produce an outline, draft and revise descriptive texts?
2. How is senior high school students' writing achievement at SMA Negeri 1 Arjasa having received actions through the writing tasks mediated through digital photographs?

## **1.3 Research Objectives**

In reference to the research questions, this action research aim find out the extent to which:

1. To help the students at SMA Negeri 1 Arjasa produce an outline, draft and revise their descriptive texts by using the writing tasks mediated through digital photographs;
2. To improve the students' writing quality by using the writing tasks mediated through digital photographs.

## **1.4 Research Contributions**

The finding of this action research is expected to give empirical and practical contributions:

### **1. Practical Contribution**

The results of this research will inspire the English teacher in creating useful writing tasks mediated through digital photographs to help their students overcome barriers in writing various kinds English texts.

### **2. Empirical Contribution**

The results of this research will be useful for the next researchers as a reference and source of information to conduct a further research dealing with other visual or audio-visual media for designing the writing tasks to help students learning English writing of different levels of education.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

The review of related literature in this chapter deals with the theories related to Edgar Dale's Cone of experience theory, conceptualizing Digital Photograph as visual media in teaching writing, how learning tasks mediated by Digital Photographs help students write descriptive texts, and previous studies on digital photographs in teaching writing.

#### **2.1 Edgar Dale's Cone of Experience Theory about Digital Photograph**

Digital Photograph is one of the visual aids that can be used in writing. It makes something clearer. It can also be used to create situation for writing classes more clearly. One kind is that it tells us a simple and obvious story. Digital photographs are one of media that can be used by the English teacher to improve students' writing quantity, especially in writing a descriptive text. It is used as media to exercise their ability in writing. Using pictures especially in this case photographs, the students will be challenged to give comments, ideas, arguments and description or short story. It can be said that photographs are valuable teaching aids in motivating students to start writing. By writing their own experience through the photographs, the students will usually be active and prepare their vocabulary spontaneously in their minds and it will be expressed when they start to write. As Raimes (1983: 57) said that "the teacher can find a valuable resource in pictures such as; drawings, photographs, posters, cartoons, magazine advertisement, diagrams, graphs, and etc".

The use of digital photograph as a kind of visual media is rooted in Edgar Dales' Cone of Experience theory. Dale's Cone of Experience is a model that incorporates several theories related to instructional design and learning processes. The Cone was originally developed in 1946 and was intended as a way to describe various learning experiences. The organizing principle of the Cone was a progression from most concrete experiences (at the bottom of the cone) to most abstract (at the top). The original labels for Dale's ten categories are: (1) direct-purposeful experiences, (2) contrived experiences, (3) dramatic

participation, (4) demonstrations, (5) field trips, (6) exhibits, (7) motion pictures & radio-recordings, (8) still pictures, (9) visual symbols, and (10) verbal symbols.

Dale argues that “teaching and teaching interaction is not necessarily from direct experience, but begins with the kind of experience that best suits the needs and abilities of the group of students encountered by considering the learning situation ”(Dale, p.29). The more concrete the students learn the teaching materials through (direct experience), the more experience gained by students. Conversely, the more abstract the students gain experience, (just suppose the verbal language), the less experience students will gain

### **2.1.1 The Strengths of Digital Photographs as Visual Media in Teaching Writing**

A photograph is one of visual aids that can be used in teaching and learning English. It creates the situation for learning classes and interesting. Using photography in teaching writing has been found to enhance students’ literacy skills by naturally invoking their interest and motivation, and eventually strengthening the reading-writing relationship.

Zenkov and Harmon (2009), in Haines stated that students are more willing to engage with writing tasks if we use images as starting points and an ongoing focus. Children can combine pictures and writing to tell real or imagined stories, containing personal meaning and looking at the world through their unique lenses.

Lilly & Fields (2014) stated that using photographs for teaching writing provides a natural context for these factors and strengthens the reading-writing relationship. Viewing visual images and typing or texting are as familiar as breathing to many students; teachers can capitalize on this familiarity when pairing photography and writing. Photographs invite stories to be told, and stories stimulate literacy development.

### **2.1.2 The Weaknesses of Digital Photographs as Visual Media in Teaching Writing**

Garlach and Ely (1980), there are some weaknesses of using photograph in teaching learning process as follows:

1. Students pay attention on the photograph more than on learned material,
2. It takes time and cost to provide attractive pictures and photograph, and
3. Small and unclear pictures may arouse problem in the teaching learning process since the students may misunderstand with the picture.

Since digital photographs have weaknesses, the teacher should avoid using pictures or photographs which attract more attention to them than to the activity. They should also control students' activities including their attention during teaching learning process.

## **2.2 Text Types of Writing in Senior High School Curriculum**

Writing descriptive text is a part of the recent target in teaching English for Senior High School students. Based on the experience during joining the working experience, the researcher observed that many Senior High School students have difficulties in writing descriptive text. Harmer (1991) said that when teaching writing, therefore, there are special considerations to be taken into account which include the organizing of sentences into paragraphs, how paragraphs are joined together, and the general organization of ideas into coherent piece of discourse. Sometimes students get confused to arrange their ideas when they write something, especially in descriptive writing. Based on the interview result from the teacher at SMA Negeri 1 Arjasa, there were some difficulties faced by the students in writing activities, such as: their difficulties in generating ideas into the English descriptive writing, they were found hard to concentrate on writing and develop their ideas and students still had difficulties in organizing ideas into paragraph.

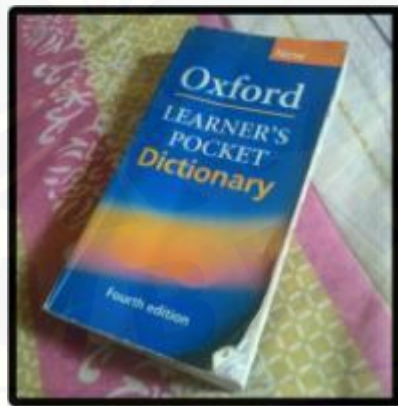
The Curriculum of 2013 for Senior High School states that there are six genres of text that Senior High School students should master. They are

descriptive, narrative, procedure, recount, anecdote, and report. However, this research focused on writing a descriptive text.

A descriptive text is a text which is used to describe particular thing, person, animal and place. This idea is in line with Wong (1999:373), a descriptive text is used to describe a person, a place, or an object so precisely that the reader “sees” the item clearly in his or her imagination. It means that the writer should be familiar with the object being described. The purpose of descriptive text is to share the writer experiences about an object, place, scene, people, or animal through description. As affirmed by Stanley et al. (1992:152), the aim of description is to convey the readers what something looks like; it attempts to paint a picture with words. In other words, when someone describes something through description, the reader would have a picture about something being described.

There are two generic structures of descriptive text. They are identification and description. Identification is a part which identifies the phenomenon to be described. And description is a part which describes parts of things, such as a physical appearance or characteristic (Kemdikbud:2016).

The example of a descriptive text.



### **My Dictionary**

This is my lovely dictionary. My father bought it for me two months ago. I usually bring it to school in English class.

My dictionary has blue and orange colours. The shape is rectangular. It is about two centimetres thick. And it has about ten centimetres long. This dictionary is very light, because it has small size. I always use it to find some difficult words in studying English. I like it so much.

Those paragraphs above are the example of a simple descriptive text. The first paragraph belongs to identification, and the second paragraph belongs to description.

### **2.3 The Use of Digital Photograph in Teaching Writing a Descriptive Text**

Students tend to enjoy the writing process when they are able to write about topics related directly to their lives. Photographs usually capture important moments in our lives. Further, photographs can help us remember little details about people, places, and events. According to Langford (2001:1), photography is a combination of visual imagination and design, craft skills, and practical organizing ability. In addition, based on Oxford Learner's Dictionary (1995) photograph is picture recorded by the action of light on film in a camera. Photograph can inform, explain and describe, focusing on conveying information and ideas clearly. A teacher may use aids such as photographs, pictures, map, globes, real things, dialogue and table to present the materials. It is because the students need to get sense for their writing.

In the progress of teaching learning using photograph, Yudiati (2013) said in her paper that teacher should able to use question in order to activate the students' ability and lead them to the topic they were familiar with. Then teacher give a photo and students must be able to find ideas and vocabularies as many as possible then organize them into a topic sentence and some supporting ideas. The process of writing was started when the students asked to write a topic sentence and some supporting ideas. At the end, students must be able to develop a paragraph from topic sentence and supporting ideas.

In this case, photograph mostly used in pre-writing section to gain ideas and vocabularies about the topic. After ideas and vocabularies gained enough, for the drafting section, the teacher asked student to develop and organized their ideas

and vocabularies into outlines. Then for drafting section, the teacher guides them to complete their draft. In this drafting section, students paid attention in their grammar and the generic structure of the descriptive text, that's the reason why the teacher should guide students properly. The last section was revising, in this section students rechecked their writing if there were any error happened. In revising, students checked their writing from every feature such as spelling, punctuation, vocabulary, and grammar. When revising is finished, students submitted their writing to the teacher and wait for the response.

#### **2.4 Writing Tasks Mediated by Digital Photographs Help Students Develop Writing Skill**

Digital photographs (DP), representing the real appearances and characteristics of objects such as people, places, building, things, and many more, are visual media useful for the English teachers to develop writing tasks that potentially facilitate students to gain writing skills. Photograph brings the information of the place, time, culture and the others where the photo is taken to the students' world (Sieber, 2012). DP makes easier for students to develop ideas in writing because photographs can serve as source of inspiration (Smaldino, et. al., 2004).

In line with the text type, DP will be appropriate for developing students' ability in writing a descriptive text that describes a particular person, place or thing (Anderson and Anderson, 1998). Several examples of descriptive texts include the description of a building, an animal, a place, and a person. In developing a descriptive text, students need to understand its generic structure that is identification part and description part. The identification part will convey the identity of things, people, or places that will be described. In the description part, the things mentioned in the identification part will be described in detail. In addition to its generic structure, learners also need to be familiar with the language features of descriptive text, such as the use of present tense and descriptive adjectives.



In helping students gain writing skill, the English teachers have to create learning tasks mediated through DP. The learning tasks will determine what the students do to learn the content and accomplish achievement-based objectives (Laureate Education, Inc., 2010). Learning tasks play an important role in instructional settings. They may be characterized as an interface between the learners and the information offered in the learning environment. They serve to activate and control learning processes in order to facilitate successful learning, stimulate reactions referring to learning material, and prompt learners to engage intensively in the subject matter. Ideally, the learners receive feedback on how well they performed on a learning task and guidance on how to acquire the relevant information.

In designing writing tasks mediated through DP, the English teachers can start by asking students about what the photograph is about, to identify the English words (nouns, verbs, adjectives, adverbs) from the photograph, to construct some sentences from the photograph, to write an outline to draft and to revise of the descriptive texts. By giving the students learning tasks mediated by digital photographs, students tend to enjoy the writing process when they are able to write about topics related directly to their lives. The researcher believed that photographs usually capture important moments in our lives. Further, photographs can help us remember little details about people, places, and events.

## **2.5 Previous Studies on Digital Photographs in Teaching Writing**

There were some previous studies reviewed related to the use of photograph in teaching writing. First, Haines (2015) conducted a classroom action research on the use photographs and fiction to enliven writing. He conducted this study to understand the effect a creative photography project on the students' attitudes toward writing. This study was conducted in the fifth-grade students in the ELL class which consisted of 31 students. Twenty-nine students spoke Spanish as their first language. One student spoke Arabic as his first language and had lived in the United States for less than a year. One student spoke English as his first language. One of the findings of this research revealed that allowing

creativity through the use of photographs authenticated students' writing tasks and increased their enthusiasm for writing.

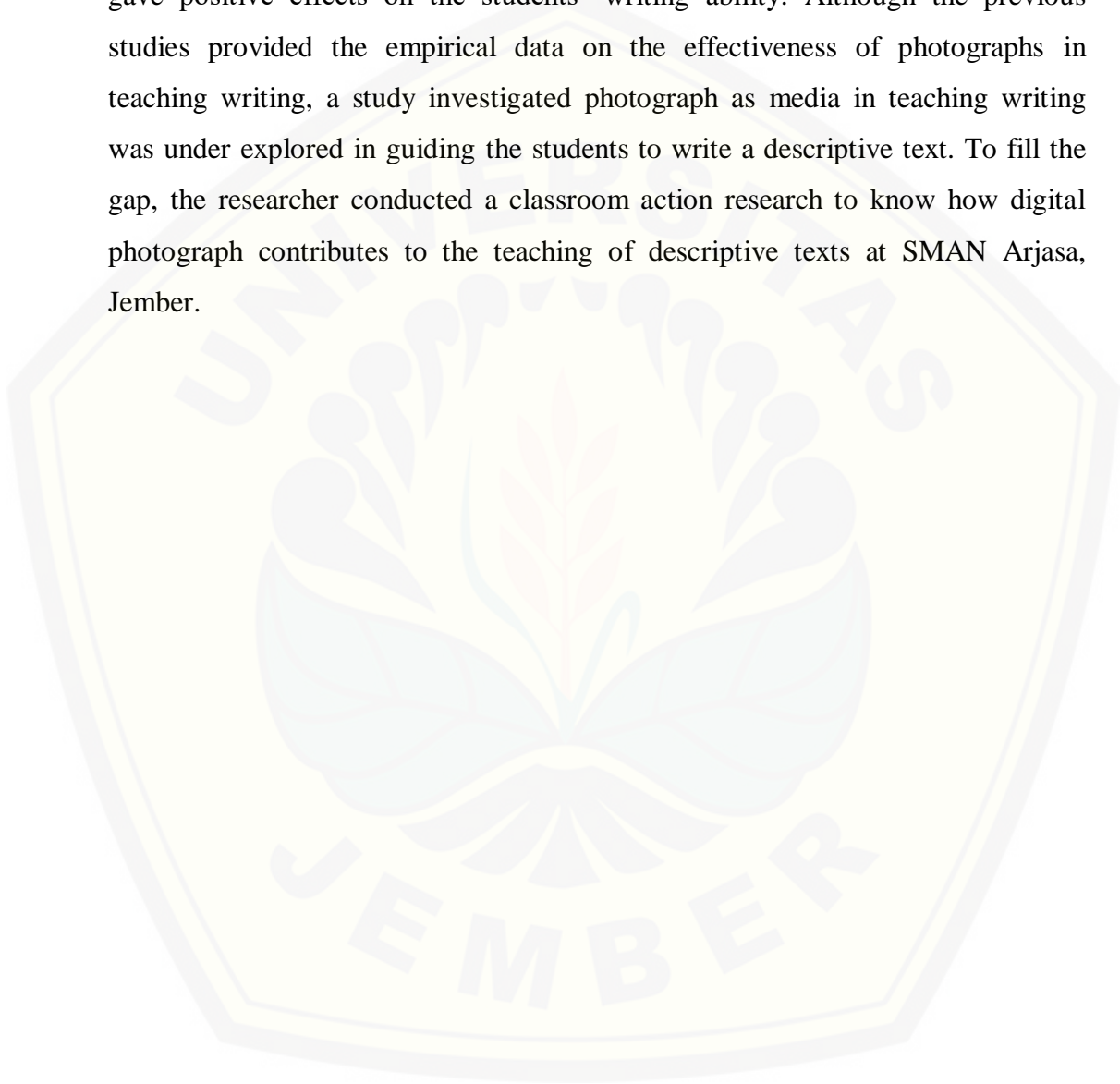
Second, Lilly and Fields (2014) investigated the power of photography as a catalyst for teaching informational writing. They designed an informational writing project to meet the needs of her 4th-grade students in A. Philip Randolph Elementary School, Atlanta, Georgia. The majority of their students were kinesthetic and visual learners, based on the learning styles survey they administered at the beginning of the school year. They revealed those using students' photographs during writing, the students were excited and motivated to write, their written texts were more descriptive and detailed, their critical thinking skills improved.

Another research was done by Styati (2017) who conducted quasi-experimental research on the effect of using digital photographs on the students' writing skill in the second semester students of the English Department, IKIP PGRI Madiun. This research used writing test to collect the data. There were 23 students in the experimental group and 23 students in the control group. She found that there was a significant difference between the students who wrote paragraphs supplied with the digital photographs and those who wrote paragraphs without using digital photographs. It showed that digital photographs had a significant effect on the students' writing quality. Digital photography reached out to marginalize the students and engage them in positive learning experiences.

The last researcher, Prasetyanti and Hotimah (2014) conducted a classroom action research on the use of photograph and group grid technique. The research subject was a source for information or description of the desired research. The subjects of this research were 32 students of the eighth grade of SMPN 3 Banjarharjo. There were two types of collecting data: qualitative data and quantitative data. Some instruments were applied to obtain the data in this study. The researcher used observation and interview dealing with qualitative data. Then, the researcher used the students' final writing as a pre-test and post-test to obtain the qualitative data. The study showed that the implementation of group grid technique and photographs could improve the student' mean scores and

responses during teaching learning process in each cycle. In this research, photographs helped students to write a recount text easily, and the use of group grid in teaching writing skill helped both the teacher and the students.

From the previous studies above, it could be concluded that photographs gave positive effects on the students' writing ability. Although the previous studies provided the empirical data on the effectiveness of photographs in teaching writing, a study investigated photograph as media in teaching writing was under explored in guiding the students to write a descriptive text. To fill the gap, the researcher conducted a classroom action research to know how digital photograph contributes to the teaching of descriptive texts at SMAN Arjasa, Jember.

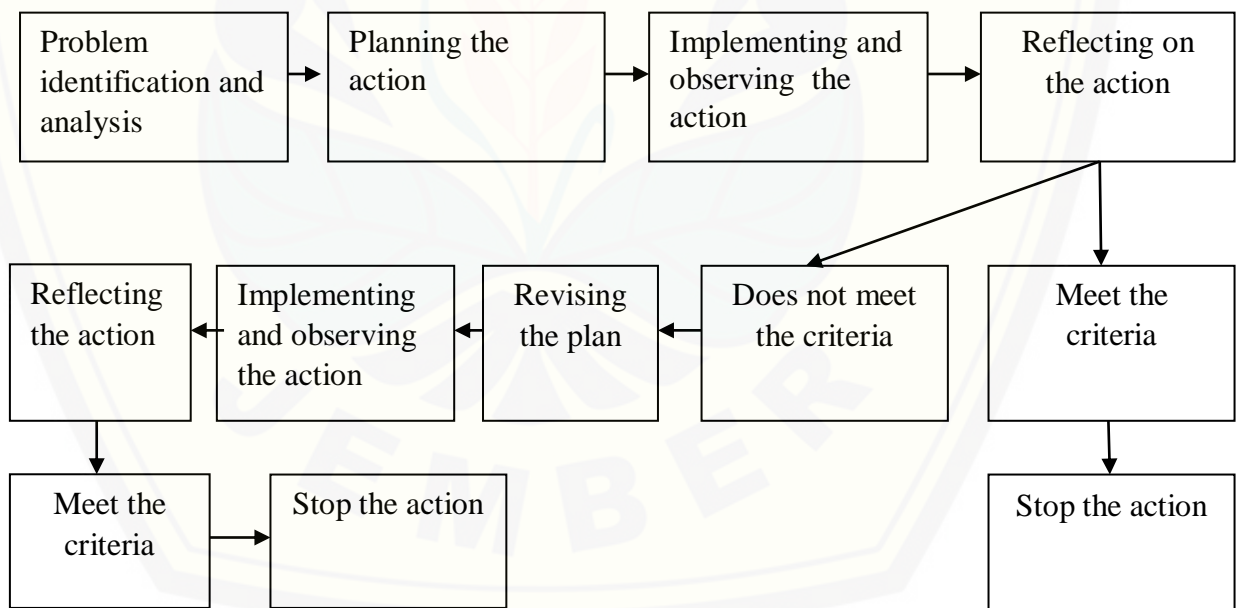


**CHAPTER III  
THE STUDY**

This chapter discusses the selection of research design, research context, research participant, action design, data collection method, and data analysis method.

**3.1 Research Design**

The present study was designed as classroom action research (CAR) focusing on helping senior high school students gain English writing skill through DP-mediated writing tasks. This CAR conducted in collaboration with senior high school English teacher beginning from the stages of problem identification, planning, implementing, observing, and reflecting the action (Elliot, 1991). The design of the present study was illustrated in the following diagram:



**Flowchart 1:** Procedures of action research

*(Adapted from Lewin, in Elliot, 1991)*

Based on Flowchart 1, the present study followed a number of stages in the following:

1. Problem Identification

In identifying the problem, I did the interview with the English teacher of SMAN 1 Arjasa to ask the teacher about the students' difficulties in writing and their performance in writing. The next step was selecting and determining one class as the place to conduct the action research.

2. Planning the action

In the second phase, we agreed to use digital photographs to overcome the students' problem in writing. We read the theories on the effectiveness of photographs as learning materials and media in teaching writing and also its advantages in teaching writing. Then, we constructed the lesson plans based on the curriculum (i.e. descriptive text), prepare the observation guide and evaluation instrument (writing test).

3. Implementing the action

The next step was implementing the lesson plans we have developed in the class. In the implementation, I was the doer of the action (teaching a descriptive text by using photographs) while the teacher served as the observer (observing the teaching and learning process by taking notes).

4. Observing and Evaluating the action

In this step, the teacher and the researcher observed the students' active participation by using the fieldnotes. During the observations, the English teacher and I just wrote the important information and discussed it after the instruction of the same day. Having implemented the lesson plans, we gave the writing test to the participants.

5. Reflecting on the action

In the last phase, we identified the strengths and weaknesses during the implementation stage. The reflections were based on the observational notes, students' problems and progress in doing the writing tasks, and the results of writing test. Since, the results of observation writing in the first cycle had not achieved the research objectives, the action was continued to the second cycle

by revising the size and the quality of the photographs and produce the lesson plans in the second cycle.

### **3.2 Research Context**

This study was conducted at SMA Negeri 1 Arjasa, East Java, Indonesia. The researcher chose the school based on some considerations. First, based on the interview with the English teacher, the seventh grade students of SMA Negeri 1 Arjasa still had difficulties in writing skill. Second, the headmaster and the English teacher had given permission to the researcher to conduct this classroom action research. Third, the average score of students' writing achievement in class X-IPA 2 was the lowest compared to that of the other classes. Moreover, the English teacher never used digital photographs before and she agreed to collaborate with the researcher to do this research.

### **3.3 Research Participants**

The participants of this study were the X grade students of SMA Negeri 1 Arjasa in the academic year of 2018/2019. Based on the suggestions from the English teacher, the researcher chose class X-IPA 2 as the research participants because most of the students in this class got difficulties in writing a descriptive text. They had difficulties in writing grammatically correct sentences, choosing the appropriate vocabulary, organizing ideas, and applying the mechanics of writing correctly.

### **3.4 Action Design**

The material to be taught was a descriptive text. Before writing, it was introduced by the characteristics of descriptive text, e.g. its social functions, language features, and generic structure. Digital Photographs (DP) was used as a media in helping students to solve their problems in writing a descriptive text. Writing task mediated through DP could stimulate and activated the students' knowledge in writing, avoided misunderstanding of the concept, motivated the students, and made the lesson more attractive.

In teaching and learning activities the researcher used a scientific approach. According to Shofwan (2016:424), the scientific approach is the approach that applies scientific steps in building new knowledge through scientific method. The learning model is needed which enables the students to think–scientifically and creatively and also it develops the sense of inquiry. Derived from Curriculum 13 (K.13) guidelines, there are five stages in teaching writing through scientific approach, i.e. observing, questioning, experimenting, associating, and communicating.

The first step was observing. In this step, the students were given a photograph and an example of descriptive by the teacher. Then, the students were asked to observe and identify the information related to the example given and paid attention to the teacher’s explanation about the descriptive text.

The second step was questioning. After viewed the photograph, the teacher asked the students about the photo was. Then, the teacher also asks more questions related to the language features, and the generic structure of the text given.

The third step was experimenting. In this step, the teacher asked the students to make a group of four. Next, the teacher gave some tasks mediated DP to the students

The fourth step was associating. In this step, the students are assigned to write an outline of descriptive text by using students’ worksheet prepared by the teacher. Then, they develop the outline into a draft before they revised their work into good texts.

The last step was communicating. In this step, the teacher asked students to revise their drafts based on the teacher’s feedback. Lastly, students edit the language before submitting the final draft. The final draft was assessed using analytical scoring rubric.

### 3.5 Data Collection Method

#### 3.5.1 Writing Test

To measure students' achievement in writing, the researcher carried out the writing achievement test (Hughes, 2003) after they were taught a descriptive text by using digital photographs. In the writing test, the researcher asked the students to write a descriptive text (100-120 words) based on the digital photographs given in 40 minutes.

Analytic scoring method, which required a separate score for each of a number of aspects of a task (Hughes, 2003) was used in this research. There were five aspects that will be scored analytically: grammar, vocabulary, mechanic, content, and organization (see Table 3.1).

To establish the reliability, the researcher applied inter-rater reliability. Weigle (2002) states inter-rater reliability means using two or more different raters to give the same score to the same script. Therefore, the students' writing was scored by two scorers, the researcher and the English teacher. For attaining the same perceptions, we took some procedures before scoring as follows:

- a. Discussing the scoring rubric with the English teacher.
- b. Photocopying all students' work.
- c. Scoring the original work, while the English teacher scored the copied work.
- d. Discussing the writing scores that were extremely different.

Table 3.1 The Scoring Criteria of the Students' Descriptive Text Writing

No	Criteria	Score
1.	Grammar	
	<ul style="list-style-type: none"> <li>• Few (if any) errors of grammar or word order.</li> </ul>	5
	<ul style="list-style-type: none"> <li>• Some errors of grammar or word order but do not interfere comprehension.</li> </ul>	4
	<ul style="list-style-type: none"> <li>• Errors of grammar or word order frequent; re-reading is necessary for full comprehension.</li> </ul>	3



	<ul style="list-style-type: none"> <li>• Errors of grammar or word order very frequent; readers own interpretation is needed.</li> <li>• Errors of grammar or word order so severe as to make comprehension.</li> </ul>	2 1
2.	<p>Vocabulary</p> <ul style="list-style-type: none"> <li>• Use few (if any) inappropriate words.</li> <li>• Use some inappropriate words but do not interfere comprehension.</li> <li>• Use wrong or inappropriate words frequent; expressing of ideas limited.</li> <li>• Use wrong or inappropriate words very frequent; readers own interpretation is needed.</li> <li>• Vocabulary so limited as to make comprehension impossible.</li> </ul>	5 4 3 2 1
3.	<p>Mechanics</p> <ul style="list-style-type: none"> <li>• Few (if any) misspelling, wrong punctuation, and capitalization.</li> <li>• Some misspelling, wrong punctuation, and capitalization but do not interfere comprehension.</li> <li>• Misspelling, wrong punctuation, and capitalization frequent, re-reading is necessary for full comprehension.</li> <li>• Misspelling, wrong punctuation, and capitalization, very frequent; reader own interpretation is needed.</li> <li>• Misspelling, wrong punctuation, and capitalization to serve as to make comprehension impossible.</li> </ul>	5 4 3 2 1
4.	<p>Content</p> <ul style="list-style-type: none"> <li>• Main idea stated clearly and accurately, change of opinion very clear.</li> <li>• Main ideas stated fairly clearly and accurately, change of opinion relatively clear.</li> </ul>	5 4

	<ul style="list-style-type: none"> <li>• Main ideas somewhat unclear and inaccurate change of opinions statement somewhat weak.</li> </ul>	3
	<ul style="list-style-type: none"> <li>• Main ideas not clear and accurate change of opinion statement weak.</li> </ul>	2
	<ul style="list-style-type: none"> <li>• Main ideas not all clear and accurate change of opinion statement very weak.</li> </ul>	1
5.	<p>Organization</p> <ul style="list-style-type: none"> <li>• Few (if any) lack of organization and link to ideas.</li> <li>• Some lack of organization and link of ideas but do not impair communication.</li> <li>• Lack of organization and link of ideas frequent; re-reading is required for clarification ideas.</li> <li>• Lack of organization and link of ideas very frequent; readers own interpretation is needed.</li> <li>• Lack of organization and link of ideas so serve as to make communication impaired</li> </ul>	5 4 3 2 1
<p>Total score : (the score of grammar) + (the score of vocabulary) + (the score of mechanic) + (the score of content) + (the score of organization)</p> <p>Writing score: <math>\frac{\text{total score}}{25} \times 100 = \dots\dots\dots</math></p> <p style="text-align: center;">25</p>		

(Adapted from: Hughes, 2003: 101-102)

### 3.5.2 Observation

Observation was conducted twice (meeting 1 and meeting 2) in the first cycle and was continued to the second cycle because the research results did not meet the standard criteria. Observation aimed to collect data or evidence to answer the research question 1 (i.e. how are the writing tasks mediated through digital photographs help senior high school students produce an outline, draft and revise descriptive texts?). The evidence was written in the fieldnotes (note books) by the English teacher and the researcher. During the observation, the English teacher

and I just wrote the important information (key words) and we completed and discussed the fieldnotes after the instruction of the same day.

### **3.5.3 The Students' Work Artefacts**

The students' work artefacts in this context mean some assignments that had been done by students in order to achieve the learning objectives. The results of assignments that were collected are: lists of words jotted down by students before writing, writing outlines and writing drafts produced by the students. The results of examining students' assignments, combined with the results of observation were used to answer the first research question.

### **3.6 Data Analysis Method**

There were two kinds of data that were analyzed in the present study: qualitative and quantitative data.

The qualitative data (observational data) were analysed using thematic analysis with the following procedure. The first step was 'coding the data'. The data were coded under four categories: (1) produce an outline, (2) draft and revise descriptive texts. The second step was to analyse the data to find the themes (recurring patterns in the data) in each category. The last step was to draw a conclusion and report the findings.

The quantitative data (the scores of writing test) were analyzed using descriptive statistics (i.e. the frequency distribution and percentage). In this case, the scores of writing test were classified into two groups, i.e. the percentage of students who got scores minimally 75 and those who got scores below 75. If minimally 75 % of the students got score 75, the action research was stopped because it had already met the criteria of the action.

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter presents the research conclusion and suggestion. The research conclusion and suggestion are going to be presented in the following section.

#### 5.1 Conclusions

Based on the data analysis and the research findings, it can be concluded as follows:

1. From the result of the analysis data of observation proved that the use of DP in teaching writing descriptive texts could help the students make an outline, list important vocabularies, list grammatical aspect characterizing due to descriptive text, help students to draft and revise descriptive text in the DP using their own word. It could be seen on the students succeed on making a good descriptive text.
2. The use of DP in teaching and learning could improve the X-IPA 2 students' achievement in writing descriptive texts at SMA Negeri 1 Arjasa, Jember in 2018/2019 academic year. Before the implementation the total number of students was 66.6% of them achieved  $\geq 75$ . In cycle 1, the total number of the students who succeed in achieving the target score became 72%. In cycle 2, the total number of the students who succeed in achieving the target score became 75%. From this result there was an improvement after being taught by using DP.

#### 5.2 Suggestions

Considering the result of this research, some suggestions are given to the English teacher, the students, and the future researcher:

1. The English Teacher

Based on the research result, it is suggested to the English teacher to use DP as media in teaching and learning process to enhance students' interest and capability in learning writing. In addition, the result can be used as an alternative reference in teaching writing and it can enrich their knowledge and experience about teaching writing.

## 2. The Future Researcher

The result of this research can be used for those who want to conduct further research in the same topic but using different design or students' level.



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APPENDIX A

RESEARCH MATRIX

TITTLE	PROBLEMS	VARIABLES	INDICATORS	DATA RESOURCES	RESEARCH METHODS
<i>Using Digital Photographs to Mediate Senior High School Students In Writing Descriptive Texts</i>	<ol style="list-style-type: none"> <li>How are the writing tasks mediated through digital photographs help senior high school students at SMA Negeri 1 Arjasa produce an outline, draft and revise descriptive texts?</li> <li>How is senior high school students' writing achievement at SMA Negeri 1 Arjasa having received actions through the writing tasks mediated through digital photograph?</li> </ol>	<p><b>Independent variable:</b> The use of digital photograph in learning writing.</p> <p><b>Dependent variable:</b> Students' ability in writing the descriptive texts mediated by digital photograph.</p>	<ol style="list-style-type: none"> <li>The students find ideas from digital photographs provided.</li> <li>The students list important vocabularies.</li> <li>The students find and list relevant grammatical aspect characterizing a descriptive texts.</li> </ol>	<ol style="list-style-type: none"> <li><b>Subject:</b> The X-IPA 2 grade students of SMA Negeri 1 Arjasa in the 2018/2019 academic year.</li> <li><b>The informant and the collaborator:</b> The English teacher of SMA Negeri 1 Arjasa.</li> <li><b>School document:</b> <ol style="list-style-type: none"> <li>The names of the research subjects.</li> <li>The previous students' writing scores from the teacher.</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li><b>Research Design:</b> Classroom action research with cycle model The stages of the cycle are:                     <ol style="list-style-type: none"> <li>Problem Identification</li> <li>Planning the action</li> <li>Implementing the action</li> <li>Observing and Evaluating the action</li> <li>Reflecting the action</li> </ol> </li> <li><b>Research Context</b> Purposive Method</li> <li><b>Data collection method</b> <ol style="list-style-type: none"> <li>Writing Test</li> <li>Observation</li> </ol> </li> <li><b>Data Analysis Method</b> The result of the of the research will be analyzed by descriptive method</li> </ol>



## APPENDIX B

## An interview guide for preliminary study

## A. The Interview Guide

No.	Questions	The English Teacher's Answer
1	How long have you been teaching here?	For more than 15 years
2	What curriculum do you use in teaching English in SMA N Arjasa?	Curriculum 2013/K13
3	How many times do you teach English in a week?	Once a week/ 2 hours
4	What English book do you usually used to teach writing?	I used English book provided by the school
5	What skill are the most difficult for students?	I think the most difficult skill for student is writing
6	What are your students' difficulties in learning writing?	The students difficult to start to write because they don't have idea in writing the text. Although, they have an idea but they still confuse to organize their ideas. My students also had problem dealing with vocabulary and grammar.
7	How do you teach writing skill to you students?	I usually ask the students to work in pair, and then ask them to do question and answer to each other based on the topic being discussed. From the result, I ask them to write paragraphs
8	Have you ever used photograph as media to teach writing?	No, I have not used media in teach writing, I only use text book
9	What is the standard score of the English subject?	The standard score is 75
10	Which class has the lowest mean score in English, especially in Writing?	The grade X-IPA 2

## B. The Documentations Guide

No.	The Supporting Data	The Data Source
1.	The name of research participants	The school documentation
2.	The previous score of the students' English writing test	The school documentation

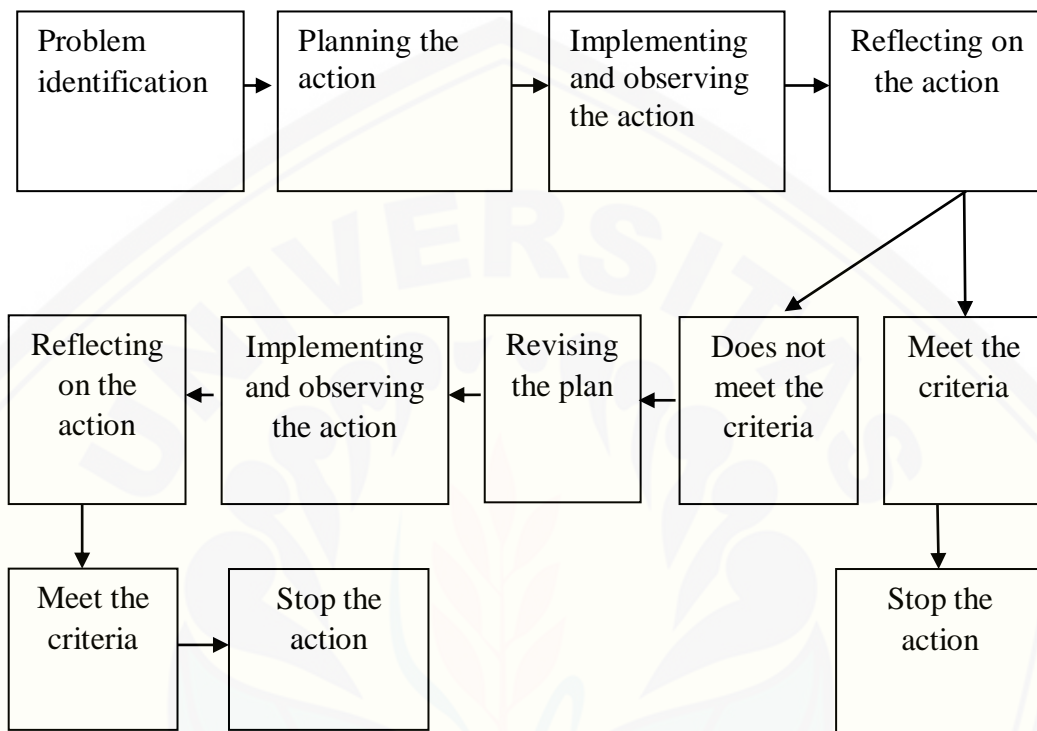
## APPENDIX C

## The List of All X-IPA Students' Previous Score of Writing Test

No.	IPA-1 Students' Initial Names	Scores	IPA-2 Students' Initial Names	Scores	IPA-3 Students' Initial Names	Scores
1.	AD	75	AVA	75	AAF	75
2.	AKHP	80	AWD	70	ATS	75
3.	AAG	75	ARS	75	BSK	77
4.	AMBBP	72	AFN	65	DDN	65
5.	ADR	75	AAM	77	DRS	75
6.	ANA	73	AW	75	EGP	70
7.	AZ	75	AYS	68	HER	78
8.	AV	73	BSW	53	FAI	60
9.	AFP	80	CDD	75	FBS	75
10.	AAS	85	CGRP	54	HDP	79
11.	BF	87	DAS	75	IAM	70
12.	BPJ	75	DRS	57	IFA	75
13.	CNS	78	DLAL	75	KPY	85
14.	CFA	87	DF	75	LWM	75
15.	DPD	77	DS	60	LMM	80
16.	FV	64	DAL	75	MV	65
17.	FDA	75	DWS	75	MZG	76
18.	FYIP	80	EHL	85	MAPP	85
19.	GKW	73	F	70	MKAR	67
20.	GGC	78	MMA	75	NAI	65
21.	HJ	70	MDSMB	77	RDA	75
22.	KCS	76	MDEP	70	RYP	65
23.	KH	79	MNA	59	RO	77
24.	LOE	86	MRAP	64	RHP	78
25.	MDAR	80	NAP	75	RF	85
26.	MIF	75	NA	75	RSN	75
27.	MRT	85	RIS	79	SKR	75
28.	MRP	80	RFO	77	SPF	83
29.	MCR	70	RPPK	76	S	77
30.	NDQN	80	SF	75	TWR	75
31.	NSAP	72	SAPN	73	TAR	60
32.	NNS	80	SAI	87	UK	76
33.	NP	79	SNH	75	VF	82
34.	SRM	73	YFN	78	VAA	76
35.	WYI	77	ZAS	76	VM	78
36.	YFA	76	ZYF	85	YFSS	84
	<b>TOTAL</b>	<b>2766</b>		<b>2606</b>		<b>2694</b>
	<b>MEAN SCORE</b>	<b>76.8</b>		<b>72.38</b>		<b>74,8</b>
	<b>E% =n/N x 100</b>	<b>77.7%</b>		<b>66.6%</b>		<b>75%</b>

## APPENDIX D

## The Diagram of Design of Classroom Action Research



*(Adapted from Lewin, in Elliot, 1991:70)*

## APPENDIX E

## The Scoring Criteria of the Students' Descriptive Text Writing

No	Criteria	Score
1.	Grammar <ul style="list-style-type: none"> <li>• Few (if any) errors of grammar or word order.</li> <li>• Some errors of grammar or word order but do not interfere comprehension.</li> <li>• Errors of grammar or word order frequent; re-reading is necessary for full comprehension.</li> <li>• Errors of grammar or word order very frequent; readers own interpretation is needed.</li> <li>• Errors of grammar or word order so severe as to make comprehension.</li> </ul>	5 4 3 2 1
2.	Vocabulary <ul style="list-style-type: none"> <li>• Use few (if any) inappropriate words.</li> <li>• Use some inappropriate words but do not interfere comprehension.</li> <li>• Use wrong or inappropriate words frequent; expressing of ideas limited.</li> <li>• Use wrong or inappropriate words very frequent; readers own interpretation is needed.</li> <li>• Vocabulary so limited as to make comprehension impossible.</li> </ul>	5 4 3 2 1
3.	Mechanics <ul style="list-style-type: none"> <li>• Few (if any) misspelling, wrong punctuation, and capitalization.</li> <li>• Some misspelling, wrong punctuation, and capitalization but do not interfere comprehension.</li> <li>• Misspelling, wrong punctuation, and capitalization frequent, re-reading is necessary for full comprehension.</li> <li>• Misspelling, wrong punctuation, and capitalization, very frequent; reader own interpretation is needed.</li> <li>• Misspelling, wrong punctuation, and capitalization to serve as to make comprehension impossible.</li> </ul>	5 4 3 2 1
4.	Content <ul style="list-style-type: none"> <li>• Main idea stated clearly and accurately, change of opinion very clear.</li> <li>• Main ideas stated fairly clearly and accurately, change of opinion relatively clear.</li> <li>• Main ideas somewhat unclear and inaccurate change of opinions statement somewhat weak.</li> <li>• Main ideas not clear and accurate change of opinion statement weak.</li> <li>• Main ideas not all clear and accurate change of opinion statement very weak.</li> </ul>	5 4 3 2 1
5.	Organization <ul style="list-style-type: none"> <li>• Few (if any) lack of organization and link to ideas.</li> <li>• Some lack of organization and link of ideas but do not impair communication.</li> <li>• Lack of organization and link of ideas frequent; re-reading is required for clarification ideas.</li> <li>• Lack of organization and link of ideas very frequent; readers own interpretation is needed.</li> <li>• Lack of organization and link of ideas so serve as to make communication impaired</li> </ul>	5 4 3 2 1
Total score : (the score of grammar) + (the score of vocabulary) + (the score of mechanic) + (the score of content) + (the score of organization)		
Writing score: $\frac{\text{total score}}{25} \times 100 = \dots\dots\dots$		

(Adapted from: Hughes, 2003: 101-102)

## APPENDIX F

## Observation Guide

**Date** :  
**Time** :  
**Setting** :  
**Participants** :  
**Observer** :

Classroom Activity	√	Observation	Observer's Comment
1. Set Induction			
2. Main Activities			
3. Closure			

## APPENDIX G

**CYCLE 1**  
**LESSON PLAN**  
**(Pertemuan 1 & 2)**

School	: SMA Negeri 1 Arjasa
Subject	: English
Grade/Semester	: X/ Odd
Language Skill	: Writing
Theme	: Building
Time Location	: 90' minutes

**I. KOMPETENSI INTI**

- KI. 3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah  
 KI. 4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan.

**II. KOMPETENSI DASAR dan INDIKATOR**

Kompetensi Dasar	Indikator
1.1 Mensyukuri kesempatan dapat mempelajari Bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar.	1.1.1 Siswa menunjukkan perilaku bersyukur dapat mempelajari Bahasa Inggris sebagai bahasa komunikasi Internasional.
2.3 Menunjukkan perilaku tanggung jawab peduli, kerja sama, dan cinta damai dalam melaksanakan komunikasi fungsional.	2.3.1 Menunjukkan perilaku peduli, peraya diri, dan tanggung jawab dalam melaksanakan komunikasi terkait teks deskriptif sederhana tentang bangunan.
3.7 Menganalisis fungsi sosial, struktur teks, dan unsure kebahasaan pada teks deskriptif sederhana tentang	3.7.1 Mengidentifikasi fungsi sosial, struktur teks, dan unsure kebahasaan pada teks deskriptif sederhana tentang

	orang, tempat pariwisata dan bangunan (bersejarah) sesuai dengan konteks penggunaannya.	bangunan.
4.10	Menyusun teks deskriptif tulis sederhana tentang orang, tempat wisata, dan bangunan (bersejarah) terkenal dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.	4.10.1 Menyusun teks deskriptif lisan dan tulis sederhana tentang orang melalui beberapa proses didalam menulis mulai dari produce an outline, draft and revise descriptive texts.

### III. TUJUAN PEMBELAJARAN

Melalui sebuah teks berbentuk deskripsi, siswa mampu:

1. Siswa menunjukkan perilaku bersyukur dapat mempelajari Bahasa Inggris sebagai bahasa komunikasi Internasional.
2. Siswa menunjukkan perilaku peduli, percaya diri, dan tanggung jawab dalam melaksanakan komunikasi terkait teks deskriptif sederhana tentang bangunan.
3. Siswa mampu mengidentifikasi fungsi sosial, struktur teks, unsur kebahasaan dalam teks deskriptif sederhana tentang bangunan.
4. Siswa mampu menyusun teks deskriptif lisan dan tulis sederhana tentang bangunan melalui beberapa proses didalam menulis mulai dari produce an outline, draft, and revise descriptive texts.

### IV. PENDEKATAN dan METODE PEMBELAJARAN

Pendekatan : Scientific Approach

Metode : Observing, Questioning, Experimenting, Associating, Communicating

### V. MEDIA dan SUMBER BELAJAR

Media : Digital Photograph, laptop, viewer, PPT, papan tulis.

Sumber : *Bahasa Inggris SMA/MA/SMK/MAK Kelas X Semester Genap, Kementerian Pendidikan dan Kebudayaan Republik Indonesia, 2014.*

### VI. MATERI AJAR (Terlampir)

## VII. KEGIATAN BELAJAR dan MENGAJAR

## Pertemuan 1

No.	Activities	Description	Time Allocation
1.	Set Induction	<ul style="list-style-type: none"> <li>a. The teacher greets the students.</li> <li>b. The teacher checks about the students' readiness.</li> <li>c. The teacher asks the students to pray together.</li> <li>d. The teacher checks the students' attendance.</li> <li>e. The teacher gives leading questions related to descriptive text.</li> <li>f. The teacher mentions the learning objectives.</li> </ul>	10'
2.	Main Activities	<p><b>Observing</b></p> <ul style="list-style-type: none"> <li>a. The students observe the digital photograph given by the teacher.</li> <li>b. The students identify the information in the digital photograph.</li> <li>c. The students pay attention to the explanation explained by the teacher about the descriptive text.</li> </ul> <p><b>Questioning</b></p> <ul style="list-style-type: none"> <li>a. The students ask questions related to the materials under the teacher's guidance.</li> </ul> <p><b>Experimenting</b></p> <ul style="list-style-type: none"> <li>a. The students make a group consists of 4 students.</li> <li>b. The students do the tasks provided by the teacher.</li> </ul> <p><b>Associating</b></p> <ul style="list-style-type: none"> <li>a. The students make an outline of descriptive text through the digital photograph (<b>Task 1</b>).</li> <li>b. The students develop their outline into draft by answering some questions (<b>Task 2</b>).</li> <li>c. The students make a paragraph by using their own words through the digital photograph given (<b>Task 3</b>).</li> </ul> <p><b>Communicating</b></p> <ul style="list-style-type: none"> <li>a. The students accept feedback from the teacher.</li> <li>b. The students revise their draft according to the feedback given.</li> </ul>	<p>10'</p> <p>5'</p> <p>10'</p> <p>35'</p> <p>15'</p>



3.	<b>Closure</b>	<ul style="list-style-type: none"> <li>a. The teacher guides the students to draw a conclusion on the material they just learned.</li> <li>b. The teacher informs the students about the next meeting plan.</li> <li>c. The teacher greets the students.</li> </ul>	5'

### Pertemuan 2

No.	Activities	Description	Time Allocation
1.	<b>Set Induction</b>	<ul style="list-style-type: none"> <li>a. The teacher greets the students.</li> <li>b. The teacher checks about the students' readiness.</li> <li>c. The teacher asks the students to pray together.</li> <li>d. The teacher checks the students' attendance.</li> <li>e. The teacher mentions the purpose of learning about the activities that will be carried out by students.</li> </ul>	10'
2.	<b>Main Activities</b>	<p><b>Observing</b></p> <ul style="list-style-type: none"> <li>a. The students observe the digital photograph given by the teacher.</li> <li>b. The students identify the information in the digital photograph.</li> <li>c. The students pay attention to the explanation explained by the teacher.</li> </ul> <p><b>Questioning</b></p> <ul style="list-style-type: none"> <li>a. The students ask questions related to the materials under the teacher's guidance.</li> </ul> <p><b>Experimenting</b></p> <ul style="list-style-type: none"> <li>a. The students choose one of the digital photographs given by the teacher.</li> <li>b. The students do the test according to the digital photograph chosen individually.</li> </ul> <p><b>Associating</b></p> <ul style="list-style-type: none"> <li>a. The students make a paragraph by using their own words through the digital photograph given.</li> </ul> <p><b>Communicating</b></p> <ul style="list-style-type: none"> <li>a. The students collect their test</li> </ul>	<p>10'</p> <p>10'</p> <p>40'</p> <p>5'</p>

		results to the teacher.	
3.	Closure	a. The teacher informs the students about the next meeting plan. b. The teacher greets the students.	5'

#### VIII. PENILAIAN

- a. Proses Penilaian: dilakukan selama proses pengajaran dan pembelajaran teks deskriptif dengan menggunakan digital photograph.
- b. Produk Penilaian: meminta siswa untuk menulis teks deskriptif yang baik berdasarkan pada foto yang dilihat.



## INSTRUCTIONAL MATERIALS

### A. LEADING QUESTIONS



- a. Do you know this place?
- b. Have you ever visited this place?

### B. MATERIALS

**Descriptive Text** is a text that describes particular things. It could be about things, places, or people.

**The Social Function** is to describe something specific.

**The Generic Structures** are Identification and Description.

- a. Identification introduces the reader what is being described.
- b. Description tells the reader about the specification or the detail of the thing being described.

#### **The Language Features**

Descriptive text uses **adjective** and **Simple Present Tense**.

- a. Adjective is a word which modifies a noun, for example: good, bad, small, tall, thin, etc.
- b. Simple Present Tense is a tense used to tell habitual activities or general truth.

**The Example of Descriptive Text****Tanjung Papuma Beach**

Tanjung Papuma Beach is an amazing beach with the sunrise view on the highest top. It is located is southern coastal of Jember regency, East Java. This beach is also known as “PAPUMA BEACH”, the abbreviation of (Pasir Putih Malikan).

Papuma is known as a rocky beach because of high rocks that surround the spot make this beach very spectacular, any sailing boats along the seashore parking with various colourful design and type. Papuma beach is very suitable to enjoy sunrise, just trek up for 10 minutes through the stairs from the parking area to the high peak, it is started at 05.00 AM, after you get the top of Papuma, you will see the sunrise and a wide of southern sea that decorated by many high rocks and great terrifying waves, it is really awesome from the highest peak of Papuma.

**Identification****Description**

**C. Main Activities**

**Look at this photograph carefully!**



**Task 1**

**Make outline of descriptive text from the photograph above!**

<b>Identification</b>	a)..... b)..... c).....
<b>Description</b>	a)..... b)..... c).....

**Task 2**

**Answer these following sentences, correctly!**

1. What is your school name?
2. What is the color of your school?
3. What are the facilities in your school?
4. How many classes are there in your school?
5. How many teachers are there in your school?

**Task 3**

**Write a good paragraph of descriptive text with identification and description based on the photograph above in about 100-150 words on your answer sheet!**

.....

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**KEY ANSWER****Task 1**

<b>Identification</b>	<ul style="list-style-type: none"> <li>a) What the building is going to be described</li> <li>b) Where the location of the building</li> <li>c) Why the building is important to be described</li> </ul>
<b>Description</b>	<ul style="list-style-type: none"> <li>a) What parts of the building is important to discuss</li> <li>b) How is the quality of the building</li> <li>c) How is the characteristic of the building</li> </ul>

**Task 2**

1. SMA Negeri 1 Arjasa.
2. It is white and brown.
3. There are science laboratory, computer room, mosque, libraries, cooking room, and healthy room (UKS).
4. There are 20 classes, each 10 for IPA and IPS.
5. There are 20-30 teachers.

**Task 3****My Beautiful School**

This is my beautiful school. My school is SMA Negeri 1 Arjasa, Jember. My school is close to the highway. My school is very clean and has many complete facilities. It is not far from the city center.

There are so many buildings in my school. Mostly, the building in my school is white and brown. There are many big mahogany trees in the school yard. My school has complete facilities, they are library, science laboratory, mosque, canteen, healthy room and sport yard. There are 20-30 teachers who are teaching in my school. My teachers are very kind. They are all always smiling to us. There are about 20 rooms for classes for IPA and IPS. I think my school is the best school. I love it very much.

## APPENDIX G

**CYCLE 2**  
**LESSON PLAN**  
**(Pertemuan 3 & 4)**

School : SMA Negeri 1 Arjasa  
Subject : English  
Grade/Semester : X/ Odd  
Language Skill : Writing  
Theme : People  
Time Location : 90' minutes

**IV. KOMPETENSI INTI**

- KI. 3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
- KI. 4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan.

**V. KOMPETENSI DASAR dan INDIKATOR**

Kompetensi Dasar	Indikator
1.1 Mensyukuri kesempatan dapat mempelajari Bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar.	1.1.1 Siswa menunjukkan perilaku bersyukur dapat mempelajari Bahasa Inggris sebagai bahasa komunikasi Internasional.
2.3 Menunjukkan perilaku tanggung jawab peduli, kerja sama, dan cinta damai dalam melaksanakan komunikasi fungsional.	2.3.1 Menunjukkan perilaku peduli, peraya diri, dan tanggung jawab dalam melaksanakan komunikasi terkait teks deskriptif sederhana tentang bangunan.
3.7 Menganalisis fungsi sosial, struktur teks, dan unsure kebahasaan pada teks deskriptif sederhana tentang orang, tempat pariwisata dan	3.7.1 Mengidentifikasi fungsi sosial, struktur teks, dan unsure kebahasaan pada teks deskriptif sederhana tentang bangunan.



	bangunan (bersejarah) sesuai dengan konteks penggunaannya.	
4.10	Menyusun teks deskriptif tulis sederhana tentang orang, tempat wisata, dan bangunan (bersejarah) terkenal dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.	4.10.1 Menyusun teks deskriptif lisan dan tulis sederhana tentang orang melalui beberapa proses didalam menulis mulai dari produce an outline, draft and revise descriptive texts.

## VI. TUJUAN PEMBELAJARAN

Melalui sebuah teks berbentuk deskripsi, siswa mampu:

1. Siswa menunjukkan perilaku bersyukur dapat mempelajari Bahasa Inggris sebagai bahasa komunikasi Internasional.
2. Siswa menunjukkan perilaku peduli, percaya diri, dan tanggung jawab dalam melaksanakan komunikasi terkait teks deskriptif sederhana tentang orang.
3. Siswa mampu mengidentifikasi fungsi sosial, struktur teks, unsur kebahasaan dalam teks deskriptif sederhana tentang orang.
4. Siswa mampu menyusun teks deskriptif lisan dan tulis sederhana tentang orang melalui beberapa proses didalam menulis mulai dari produce an outline, draft, and revise descriptive texts.

## V. PENDEKATAN dan METODE PEMBELAJARAN

Pendekatan : Scientific Approach

Metode : Observing, Questioning, Experimenting, Associating, Communicating

## VIII. MEDIA dan SUMBER BELAJAR

Media : Digital Photograph, laptop, viewer, PPT, papan tulis.

Sumber : *Bahasa Inggris SMA/MA/SMK/MAK Kelas X Semester Genap, Kementerian Pendidikan dan Kebudayaan Republik Indonesia, 2014.*

## IX. MATERI AJAR (Terlampir)

## X. KEGIATAN BELAJAR dan MENGAJAR

## Pertemuan 3

No.	Activities	Description	Time Allocation
1.	Set Induction	<ul style="list-style-type: none"> <li>a. The teacher greets the students.</li> <li>b. The teacher checks about the students' readiness.</li> <li>c. The teacher asks the students to pray together.</li> <li>d. The teacher checks the students' attendance.</li> <li>e. The teacher gives leading questions related to descriptive text.</li> <li>f. The teacher mentions the learning objectives.</li> </ul>	10'
2.	Main Activities	<p><b>Observing</b></p> <ul style="list-style-type: none"> <li>a. The students observe the digital photograph given by the teacher.</li> <li>b. The students identify the information in the digital photograph.</li> <li>c. The students pay attention to the explanation explained by the teacher about the descriptive text.</li> </ul> <p><b>Questioning</b></p> <ul style="list-style-type: none"> <li>a. The students ask questions related to the materials under the teacher's guidance.</li> </ul> <p><b>Experimenting</b></p> <ul style="list-style-type: none"> <li>a. The students make a group consists of 4 students.</li> <li>b. The students do the tasks provided by the teacher.</li> </ul> <p><b>Associating</b></p> <ul style="list-style-type: none"> <li>a. The students make an outline of descriptive text through the digital photograph (<b>Task 1</b>).</li> <li>b. The students develop their outline into draft by answering some questions (<b>Task 2</b>).</li> <li>c. The students make a paragraph by using their own words through the digital photograph given (<b>Task 3</b>).</li> </ul> <p><b>Communicating</b></p> <ul style="list-style-type: none"> <li>a. The students accept feedback from the teacher.</li> <li>b. The students revise their draft according to the feedback given.</li> </ul>	<p>10'</p> <p>5'</p> <p>10'</p> <p>35'</p> <p>15'</p>

3.	<b>Closure</b>	<ul style="list-style-type: none"> <li>a. The teacher guides the students to draw a conclusion on the material they just learned.</li> <li>b. The teacher informs the students about the next meeting plan.</li> <li>c. The teacher greets the students.</li> </ul>	5'

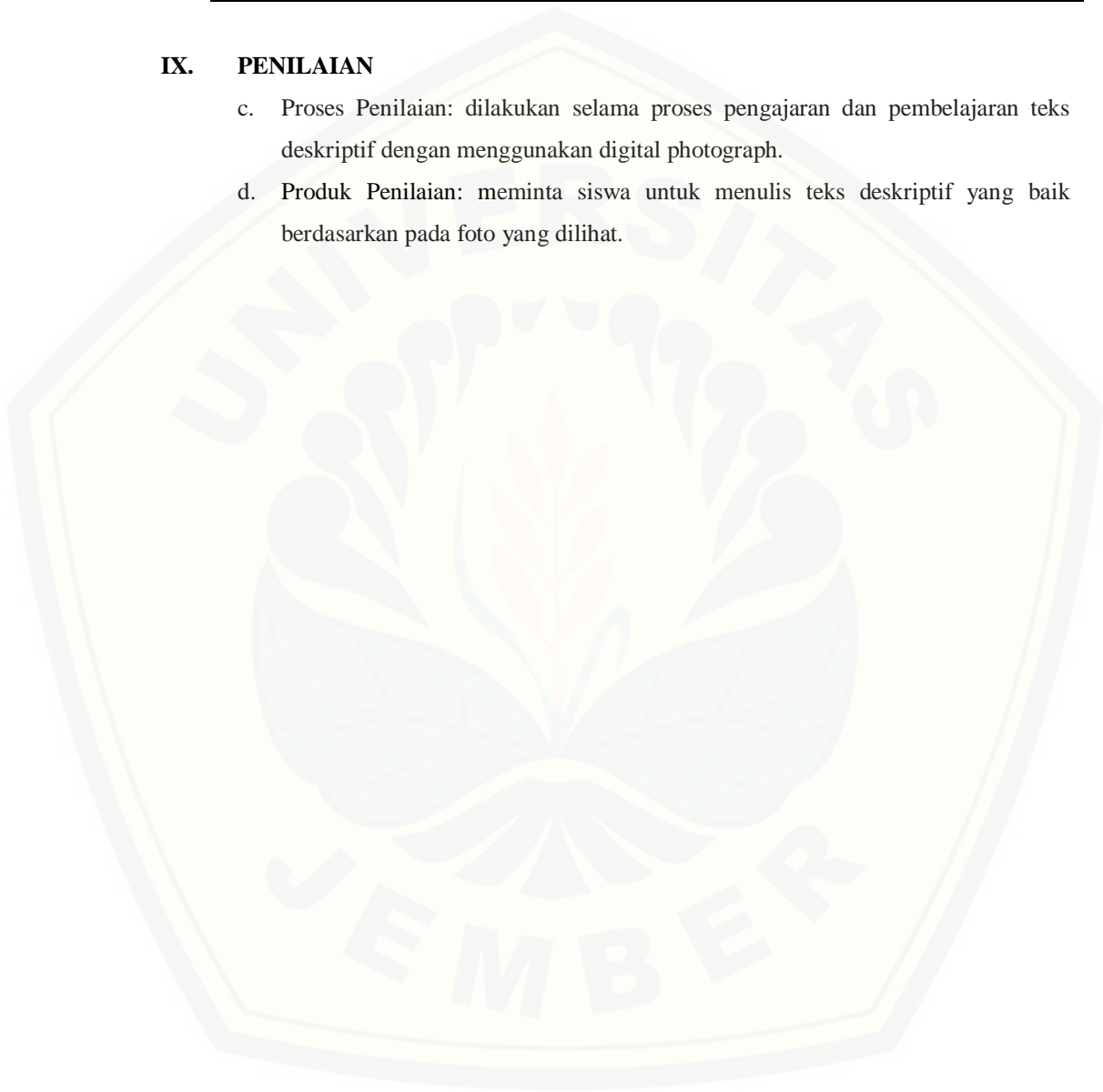
#### Pertemuan 4

No.	Activities	Description	Time Allocation
1.	<b>Set Induction</b>	<ul style="list-style-type: none"> <li>a. The teacher greets the students.</li> <li>b. The teacher checks about the students' readiness.</li> <li>c. The teacher asks the students to pray together.</li> <li>d. The teacher checks the students' attendance.</li> <li>e. The teacher mentions the purpose of learning about the activities that will be carried out by students.</li> </ul>	10'
2.	<b>Main Activities</b>	<p><b>Observing</b></p> <ul style="list-style-type: none"> <li>a. The students observe the digital photograph given by the teacher.</li> <li>b. The students identify the information in the digital photograph.</li> <li>c. The students pay attention to the explanation explained by the teacher.</li> </ul> <p><b>Questioning</b></p> <ul style="list-style-type: none"> <li>a. The students ask questions related to the materials under the teacher's guidance.</li> </ul> <p><b>Experimenting</b></p> <ul style="list-style-type: none"> <li>a. The students choose one of the digital photographs given by the teacher.</li> <li>b. The students do the test according to the digital photograph chosen individually.</li> </ul> <p><b>Associating</b></p> <ul style="list-style-type: none"> <li>a. The students make a paragraph by using their own words through the digital photograph given.</li> </ul>	<p>10'</p> <p>10'</p> <p>10'</p> <p>40'</p>

		<b>Communicating</b> a. The students collect their test results to the teacher.	5'
<b>3.</b>	<b>Closure</b>	a. The teacher informs the students about the next meeting plan. b. The teacher greets the students.	5'

**IX. PENILAIAN**

- c. Proses Penilaian: dilakukan selama proses pengajaran dan pembelajaran teks deskriptif dengan menggunakan digital photograph.
- d. Produk Penilaian: meminta siswa untuk menulis teks deskriptif yang baik berdasarkan pada foto yang dilihat.



## INSTRUCTIONAL MATERIALS

### A. LEADING QUESTIONS



- a. Do you know this him?
- b. What is his profession?

### B. MATERIALS

**Descriptive Text** is a text that describes particular things. It could be about things, places, or people.

**The Social Function** is to describe something specific.

**The Generic Structures** are Identification and Description.

- a. Identification introduces the reader what is being described.
- b. Description tells the reader about the specification or the detail of the thing being described.

#### **The Language Features**

Descriptive text uses **adjective** and **Simple Present Tense**.

- a. Adjective is a word which modifies a noun, for example: good, bad, small, tall, thin, etc.
- b. Simple Present Tense is a tense uses to tell habitual activities or general truth.

**The Example of Descriptive Text****My Favorite Singer**

I have a favorite star. His name is Justin Bieber. He is from Canada

He is 22 years old. He is a confident singer. He has pointed nose. His skin is bright and his hair is blonde. He is handsome. He has a well-shaped body. Besides that, he has beautiful voice. He always sings beautifully.

**Identification**

**Description**

**What to describe?****Physical Appearance****Facial characteristics**

- a. Eyes : wide eyes, slanted eyes
- b. Nose : a flat nose, a pointed nose
- c. Others : chubby cheeks, thick eyebrows, etc.

**Figure**

- a. Face : beautiful, handsome
- b. Body : Slim, thin, well-shaped, fat
- c. Skin : dark, bright
- d. Hair: the color (blonde, black), the shape (wavy, curly, straight)

**Age**

- a. .... years old
- b. young, middle-aged, old

**Personality****Positive**

- a. Confident
- b. Brave
- c. Friendly
- d. Cheerful

- e. Modest, etc.

Negative

- a. Prude
- b. Coward
- c. Unfriendly
- d. Moody
- e. Proud, etc

**C. Main Activities**

**Look at this photograph carefully!**



**Task 1**

**Make the outline of descriptive text from the photograph above!**

<p><b>Identification</b></p>	<p>a).....</p> <p>b).....</p> <p>c).....</p>
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**KEY ANSWER****Task 1**

<b>Identification</b>	a) Who the person is going to be described b) What is he/she doing (Job) c) Why the person is important to be described
<b>Description</b>	a) Describe about his/her personality b) Describe about his/her physical appearance

**Task 2**

1. He has a brown and yellow hair
2. He has a flat nose
3. His eyes are slanting
4. His face is oval.
5. He has brown skin

**Task 3****My Idol**

I have an idol. His name is Entis Sutisna. People call him Sule. He is a famous comedian in Indonesia.

Sule is very unique person. His hair is long with brown and yellow colour. He has an oval face, a flat nose and slanting eyes. His skin is brown. He is very funny. His joke makes everyone smiling and laughing. He also can sing very well. Sule plays in several TV shows such as Opera Van Java (OVJ), Awas Ada Sule, PAS Mantab, and Saung Sule. Now Sule is always perform in Net TV with his friend Andre. He is a very multitalented artist.

There are so many buildings in my school. Mostly, the building in my school is white and brown. There are many big mahogany trees in the school yard. My school has complete facilities, they are library, science laboratory, mosque, canteen, healthy room and sport yard. There are 20-

30 teachers who are teaching in my school. My teachers are very kind. They are all always smiling to us. There are about 20 rooms for classes for IPA and IPS. I think my school is the best school. I love it very much.





**KEY ANSWER****Borobudur Temple**

Borobudur temple is a very famous Hindu-Buddhist temple. It is one of the greatest Buddhist monuments in the world. This temple is located in Borobudur Village, Magelang, Central of Java, Indonesia. It is approximately 100 km from Semarang, 86 km from Surakarta, and 40 km from Jogjakarta.

Originally, it has 10 levels which have overall height about 42 meters. However, after the reparation, the height of Borobudur become approximately 34.5 meters with overall building area about 15,129 m<sup>2</sup>. The front side of Borobudur temple is facing eastwards, although each side of the temple has similar form. There are 3 main levels of the realm in Borobudur. The third level is Kamadhatu (the realm of lust), Rupadhatu (tangible realm), and Arupadhatu (formless realm).

There are so many reliefs on Borobudur's wall which total is about 1,460 panels. These reliefs tell about ancient stories written In Sanskrit language and read by Mapradakisana way. Since the discovery of Borobudur temple, there are so many Buddhist statues theft. Originally, the amount of Buddha statues is 504 statues. More than 300 statues have been damaged. Most of the statues of Buddha are headless because often being stolen to be used in a museum collection.

**Writing Test (Cycle 2)**

**Choose one of these following photographs! Then, describe it with your own ideas in English individually!**



**KEY ANSWER****Ariel Noah**

Ariel Noah is also known as Nazril Ilham. He has a very popular name, Ariel. He is 37 years old in September 2018. Ariel is the third child in his family.

He is very handsome. He has black hair, white skin, pointed nose and black eyes. Ariel has body is very perfect. He is not really tall. His height is only 165 cm. He looks smart and calm. He has a daughter named Allea Anata Irham. Ariel is a pop singer and song writer. He has a lovely voice. He writes many lyrics and sings with his old group band, Peterpan and the new one is Noah. Besides singing, he also can play music instrument, such as guitar, drum, piano and saxophone. With his band, Ariel releases some popular songs like Mimpi yang Sempurna, Bintang di Surga, dan Topeng.

**Ayu Ting-Ting**

Ayu Rosmalina is a dangdut singer. She is from Depok. She is very popular among Indonesian people as Indonesian Dangdut Singer called "Ayu Ting Ting."

Ayu Ting-Ting is 26 years old. Ayu Ting-Ting has slim body. She is not tall enough, 160 cm only. She has long, brown, and straight hair. Her face is oval. She has black and narrow eyes, thin lips, and pointed nose. People say that his face is cute. Ayu Ting-Ting is very famous with song entitled "Alamat Palsu."

## APPENDIX I

## The Result of the Students' Writing Test in Cycle 1

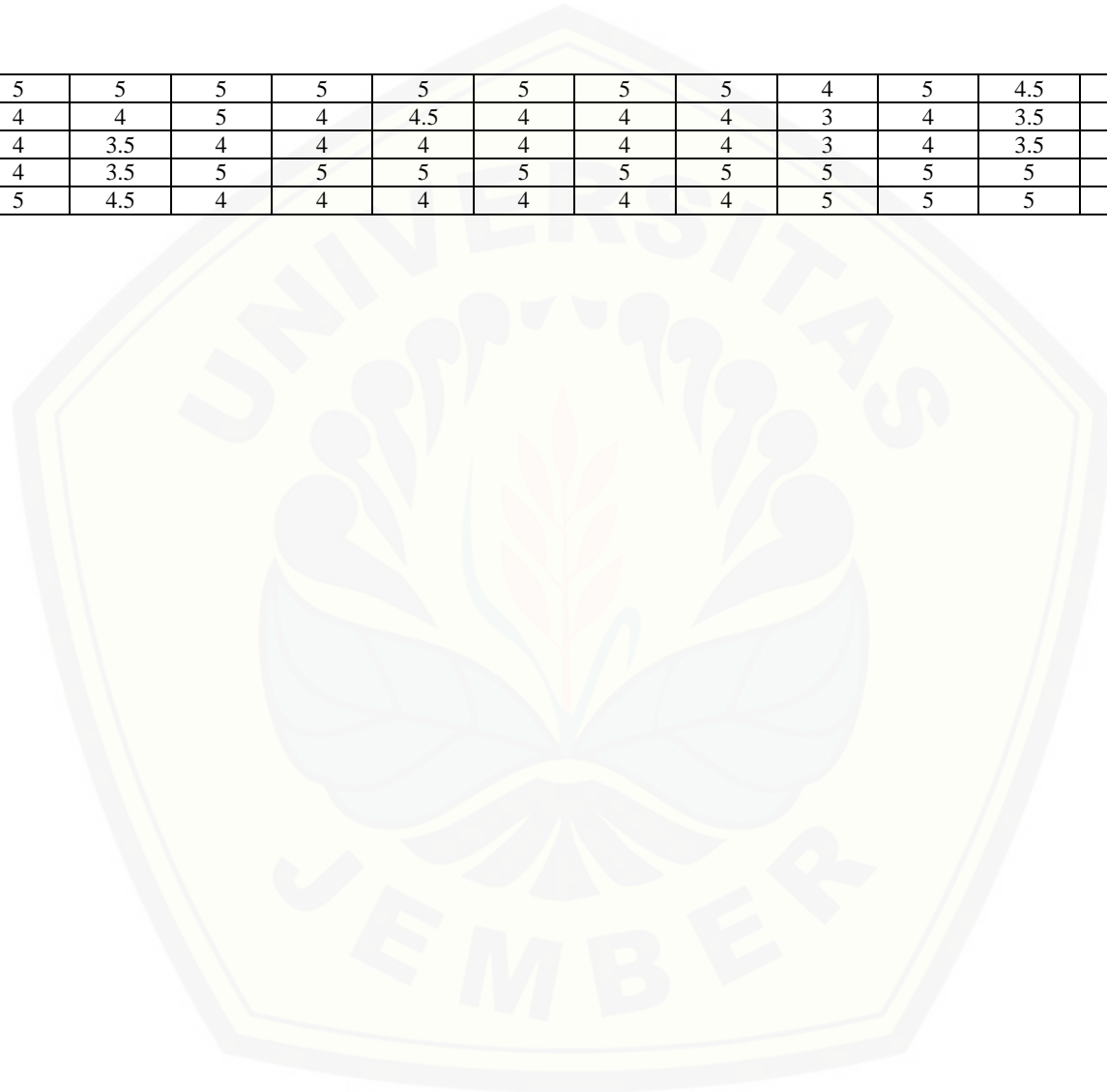
No.	Name	Scorer 1	Scorer 2	Average	A/N
1.	AVA	76	80	78	A
2.	AWD	72	76	74	N
3.	ARS	80	84	82	A
4.	AFN	64	72	68	N
5.	AAM	68	72	70	N
6.	AW	92	92	92	A
7.	AYS	84	88	86	A
8.	BSW	76	80	78	A
9.	CDD	84	88	86	A
10.	CGRP	92	92	92	A
11.	DAS	88	88	88	A
12.	DRS	52	60	56	N
13.	DLAL	68	72	70	N
14.	DF	84	88	86	A
15.	DS	68	72	70	N
16.	DAL	72	80	76	A
17.	DWS	80	84	82	A
18.	EHL	76	80	78	A
19.	F	68	72	70	N
20.	MMA	76	80	78	A
21.	MDSM	80	84	82	A
22.	MDEP	60	68	64	N
23.	MNA	76	76	76	A
24.	MRAP	84	88	86	A
25.	NAP	76	80	78	A
26.	NA	64	72	68	N
27.	RIS	84	84	84	A
28.	RFO	72	80	76	A
29.	RPPK	64	72	68	N
30.	SF	76	76	76	A
31.	SAPN	68	84	76	A
32.	SAI	96	100	98	A
33.	SNH	76	76	76	A
34.	YFN	76	80	78	A
35.	ZAS	88	92	90	A
36.	ZYF	84	92	88	A
<b>Total</b>				<b>2824</b>	<b>A = 26</b>
<b>Mean Score</b>				<b>78.44</b>	<b>N = 10</b>
<b>E% = n/N x 100</b>					<b>72 %</b>

The Scores of Each Indicators of Writing Test in Cycle 1

No.	Name	Grammar			Vocabulary			Mechanic			Content			Organization		
		Scorer 1	Scorer 2	Average	Scorer 1	Scorer 2	Average	Scorer 1	Scorer 2	Average	Scorer 1	Scorer 2	Average	Scorer 1	Scorer 2	Average
1.	AVA	4	4	4	3	4	3.5	4	4	4	4	4	4	4	4	4
2.	AWD	4	4	4	3	3	3	3	4	3.5	4	4	4	4	4	4
3.	ARS	4	4	4	4	4	4	3	4	3.5	4	4	4	5	5	5
4.	AFN	4	4	4	4	4	4	4	4	4	2	3	2.5	2	3	2.5
5.	AAM	4	4	4	5	4	4.5	4	4	4	2	3	2.5	2	3	2.5
6.	AW	4	4	4	4	5	4.5	5	4	4.5	5	5	5	5	5	5
7.	AYS	4	4	4	4	4	4	4	4	4	5	5	5	4	5	4.5
8.	BSW	3	4	3.5	4	4	4	4	4	4	4	4	4	4	4	4
9.	CDD	4	4	4	4	4	4	4	4	4	4	5	4.5	5	5	5
10.	CGRP	4	4	4	4	5	4.5	5	4	4.5	5	5	5	5	5	5
11.	DAS	4	4	4	5	5	5	5	5	5	4	4	4	4	4	4
12.	DRS	3	3	3	2	3	2.5	2	3	2.5	3	3	3	3	3	3
13.	DLAL	4	4	4	4	4	4	4	4	4	2	3	2.5	3	3	3
14.	DF	4	4	4	5	5	5	5	5	5	3	4	3.5	4	4	4
15.	DS	4	4	4	4	4	4	3	3	3	2	3	2.5	3	3	3
16.	DAL	4	4	4	4	4	4	3	4	3.5	3	4	3.5	4	4	4
17.	DWS	4	4	4	4	4	4	4	4	4	4	4	4	4	5	4.5
18.	EHL	4	4	4	4	4	4	3	4	3.5	4	4	4	4	4	4
19.	F	4	4	4	5	4	4.5	4	4	4	2	3	2.5	2	3	2.5
20.	MMA	4	4	4	4	4	4	3	4	3.5	4	4	4	4	4	4
21.	MDSM	4	4	4	5	5	5	4	4	4	4	4	4	3	4	3.5
22.	MDEP	3	4	3.5	3	3	3	3	3	3	3	4	4.5	3	3	3
23.	MNA	4	4	4	4	3	3.5	3	4	3.5	4	4	4	4	4	4
24.	MRAP	5	5	5	5	5	5	2	3	2.5	4	5	4.5	5	5	5
25.	NAP	4	4	4	4	4	4	3	4	3.5	3	4	3.5	5	4	4.5
26.	NA	4	4	4	4	4	4	4	4	4	2	3	2.5	2	3	2.5
27.	RIS	4	4	4	5	4	4.5	4	5	4.5	4	4	4	4	4	4
28.	RFO	3	4	3.5	4	4	4	4	4	4	3	4	3.5	4	4	4
29.	RPPK	4	4	4	4	4	4	4	4	4	2	3	2.5	2	3	2.5
30.	SF	4	4	4	5	4	4.5	4	4	4	3	4	3.5	3	3	3
31.	SAPN	4	4	4	4	4	4	4	4	4	2	4	3	3	5	4



32.	SAI	5	5	5	5	5	5	5	5	5	4	5	4.5	5	5	5
33.	SNH	4	4	4	5	4	4.5	4	4	4	3	4	3.5	3	3	3
34.	YFN	3	4	3.5	4	4	4	4	4	4	3	4	3.5	5	4	4.5
35.	ZAS	3	4	3.5	5	5	5	5	5	5	5	5	5	4	4	4
36.	ZYF	4	5	4.5	4	4	4	4	4	4	5	5	5	4	5	4.5



## APPENDIX J

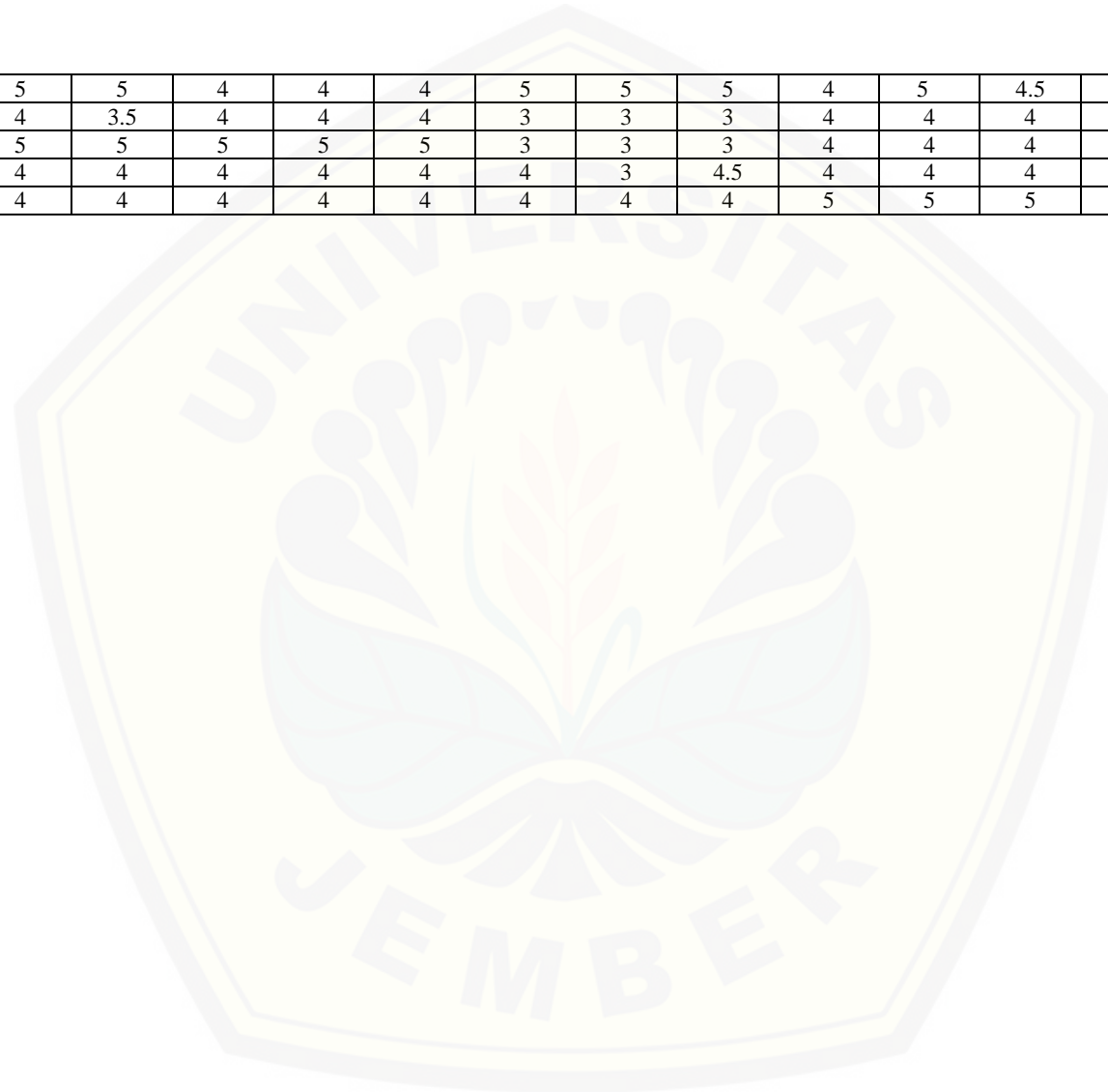
## The Result of the Students' Writing Test in Cycle 2

No.	Name	Scorer 1	Scorer 2	Average	A/N
1.	AVA	80	80	80	A
2.	AWD	88	88	88	A
3.	ARS	80	88	84	A
4.	AFN	88	88	88	A
5.	AAM	84	88	86	A
6.	AW	80	80	80	A
7.	AYS	84	88	86	A
8.	BSW	76	80	78	A
9.	CDD	84	84	84	A
10.	CGRP	92	96	94	A
11.	DAS	72	80	76	A
12.	DRS	60	64	62	N
13.	DLAL	64	72	68	N
14.	DF	88	88	88	A
15.	DS	68	68	68	N
16.	DAL	76	76	76	A
17.	DWS	84	88	86	A
18.	EHL	56	60	58	N
19.	F	56	60	58	N
20.	MMA	72	80	76	A
21.	MDSM	60	64	62	N
22.	MDEP	60	64	62	N
23.	MNA	80	84	82	A
24.	MRAP	88	88	88	A
25.	NAP	80	84	82	A
26.	NA	76	76	76	A
27.	RIS	80	84	82	A
28.	RFO	84	88	86	A
29.	RPPK	72	76	74	N
30.	SF	88	88	88	A
31.	SAPN	92	92	92	A
32.	SAI	92	96	94	A
33.	SNH	68	72	70	N
34.	YFN	84	84	84	A
35.	ZAS	76	76	76	A
36.	ZYF	84	88	86	A
<b>Total</b>				<b>2845</b>	<b>A = 27</b>
<b>Mean Score</b>				<b>79.02</b>	<b>N = 9</b>
<b>E% = n/N x 100</b>					<b>75 %</b>

The Scores of Each Indicators of Writing Test in Cycle 2

No.	Name	Grammar			Vocabulary			Mechanic			Content			Organization		
		Scorer 1	Scorer 2	Average	Scorer 1	Scorer 2	Average	Scorer 1	Scorer 2	Average	Scorer 1	Scorer 2	Average	Scorer 1	Scorer 2	Average
1.	AVA	4	4	4	4	4	4	3	3	3	5	5	5	5	5	5
2.	AWD	4	5	4.5	5	5	5	5	4	4.5	4	4	4	4	4	4
3.	ARS	4	4	4	4	4	4	3	4	3.5	5	5	5	4	5	4.5
4.	AFN	5	5	5	5	4	4.5	4	4	4	3	4	3.5	5	5	5
5.	AAM	4	4	4	4	4	4	3	4	3.5	5	5	5	5	5	5
6.	AW	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
7.	AYS	4	4	4	5	5	5	2	3	2.5	5	5	5	5	5	5
8.	BSW	4	4	4	4	4	4	4	4	4	3	4	3.5	4	4	4
9.	CDD	4	4	4	5	5	5	5	5	5	3	3	3	4	4	4
10.	CGRP	4	5	4.5	5	5	5	4	4	4	5	5	5	5	5	5
11.	DAS	4	4	4	4	4	4	3	4	3.5	3	4	3.5	4	4	4
12.	DRS	3	3	3	3	3	3	3	3	3	3	3	3	3	4	3.5
13.	DLAL	3	4	3.5	3	3	3	3	3	3	4	4	4	3	4	3.5
14.	DF	4	4	4	5	5	5	4	4	4	4	4	4	5	5	5
15.	DS	4	4	4	4	4	4	3	3	3	3	3	3	3	3	3
16.	DAL	4	4	4	4	4	4	4	4	4	3	3	3	4	4	4
17.	DWS	5	5	5	4	5	4.5	4	4	4	4	4	4	4	4	4
18.	EHL	3	3	3	3	3	3	3	3	3	3	3	3	2	3	2.5
19.	F	3	3	3	3	3	3	2	3	2.5	3	3	3	3	3	3
20.	MMA	4	4	4	4	4	4	3	4	3.5	4	4	4	3	4	3.5
21.	MDSM	3	3	3	4	4	4	2	3	2.5	3	3	3	3	3	3
22.	MDEP	3	3	3	4	4	4	2	3	2.5	3	3	3	3	3	3
23.	MNA	4	4	4	5	5	5	3	4	3.5	4	4	4	4	4	4
24.	MRAP	4	4	4	5	5	5	3	4	3.5	5	4	4.5	5	5	5
25.	NAP	4	4	4	4	4	4	4	4	4	4	5	4.5	4	4	4
26.	NA	4	4	4	4	4	4	4	4	4	3	3	3	4	4	4
27.	RIS	4	4	4	4	4	4	4	4	4	4	5	4.5	4	4	4
28.	RFO	4	4	4	4	5	4.5	4	4	4	5	5	5	4	4	4
29.	RPPK	4	4	4	4	4	4	4	4	4	3	4	3.5	3	4	3.5
30.	SF	4	4	4	4	5	4.5	4	4	4	4	4	4	5	4	5
31.	SAPN	4	4	4	5	5	5	5	5	5	5	5	5	4	4	4

32.	SAI	5	5	5	4	4	4	5	5	5	4	5	4.5	5	5	5
33.	SNH	3	4	3.5	4	4	4	3	3	3	4	4	4	3	3	3
34.	YFN	5	5	5	5	5	5	3	3	3	4	4	4	4	4	4
35.	ZAS	4	4	4	4	4	4	4	3	4.5	4	4	4	3	4	3.5
36.	ZYF	4	4	4	4	4	4	4	4	4	5	5	5	4	5	4.5



## APPENDIX K

## Observation Guide (Cycle 1)

**Date** : 06<sup>th</sup> September 2018  
**Time** : 12.30 – 14.00 WIB  
**Setting** : X-IPA 2 Classroom  
**Participants** : The students of X-IPA 2  
**Observer** : Zona Sagala

Classroom Activity	√	Observation	Observer's Comment
<b>Set Induction</b> 1. T greets the Ss 2. T checks Ss' readiness 3. T asks Ss to pray together 4. T checks Ss' attendance 5. T delivers leading questions 6. T mentions the learning objective	√ √ √ √ √ √	In the first meeting, the researcher came to the class and introduced himself, after that the researcher greeted the students. Next, the teacher checks the students' readiness. Next, they pray together. Then, checked the students' attendance. Then he began the class by showing a photograph and deliver some leading questions to the students, some students were respond the researcher's question, and the rest of students was confused what the researchers say. He tried to ask the students in Bahasa, most of them could respond well. Then, he was stating the learning objective	Most of the students were confused about what the researcher's questions. It was either they didn't know the meaning or the answers. But when the researcher speaks in Bahasa, they could catch it and answered well.
<b>Main Activities</b> 7. Students try to observe and identify the information on photograph given.	√	First, the researcher the teacher showed the students about a digital photograph. After that, they were asked to identify some information based on the DP. He asked some question to the students like "what photo is about", "have you ever visit the place", some students could answer his questions. After getting students' respond, he continued explaining the definition of descriptive text, the generic structure of procedure and language feature of descriptive text	When the researcher showed the photo, all the students paid fully attention to it. They seemed interested and enjoy lesson using DP. Then, most of the students could answer the question from the researcher.

8. Students doing the tasks	√	First, the teacher asked the students to make a group of 4. Then, students viewed the photo given by the teacher. Next, the teacher asked the students to provide a piece a paper and asked the students to do the task which was about (task 1) make an outline of the descriptive text through the photograph viewed. Then, (Task 2 and Task 3) they were asked to make a draft of descriptive text.	The students paid attention to the photo given. The students were able to find the important vocabularies. However, they wrote limited vocabulary and writing misspelling word. They felt difficult in catching the information on the photo because of the viewer provided by the school was not good enough.
9. Students make an outline 10. Students develop their outline into draft by using their own word based on the photo viewed 11. Students accept feedback from the teacher 12. Students revise their draft based on the feedback given	√ √ - -	The next task was, teacher asked the students to make an outline based on the photo. Then, he was asked the students to develop their outline into draft by using their own word based on the photo viewed.  The researcher skipped this step due to time limitation	Some students were actively involved the teaching and learning process of writing
<b>Closure</b> 13. Make conclusion 14. Parting	√ √	He reviewed the material today and guided the students to make conclusion  The teacher closed the lesson by praying	The students responded well.

### Observation Guide (Cycle 2)

**Date** : 20<sup>th</sup> September 2018  
**Time** : 12.30 – 14.00 WIB  
**Setting** : X-IPA 2 Classroom  
**Participants** : The students of X-IPA 2  
**Observer** : Zona Sagala

Classroom Activity	√	Observation	Observer's Comment
<b>Set Induction</b> 1. T greets the Ss 2. T checks Ss' readiness 3. T asks Ss to pray together 4. T checks Ss' attendance 5. T delivers leading questions 6. T mentions the learning objective	√ √ √ √ √ √	In this meeting, the researcher came to the class and introduced himself, after that the researcher greeted the students. Next, the teacher checks the students' readiness. Next, they pray together. Then, checked the students' attendance. Then he began the class by showing a photograph and deliver some leading questions to the students, some students were respond the researcher's question, and the rest of students was confused what the researchers say. He tried to ask the students in Bahasa, most of them could respond well. Then, he was stating the learning objective	In this meeting most of the students responded well.
<b>Main Activities</b> 7. Students try to observe and identify the information on photograph given.	√	In this meeting, the teacher said that it was quite similar with the previous meeting. It was just the topic and the photo given didn't same. First, the researcher the teacher showed the students about a digital photograph. After that, they were asked to identify some information based on the DP. He asked some question to the students like "what photo is about", "have you ever saw the person on the photo", some students could answer his questions. After getting students' respond, he continued explaining the definition of descriptive text, the generic structure of procedure and language feature of descriptive text	The researcher showed the photo, all the students paid fully attention to it. They seemed interested and enjoy lesson using DP. Then, most of the students could answer the question from the researcher.

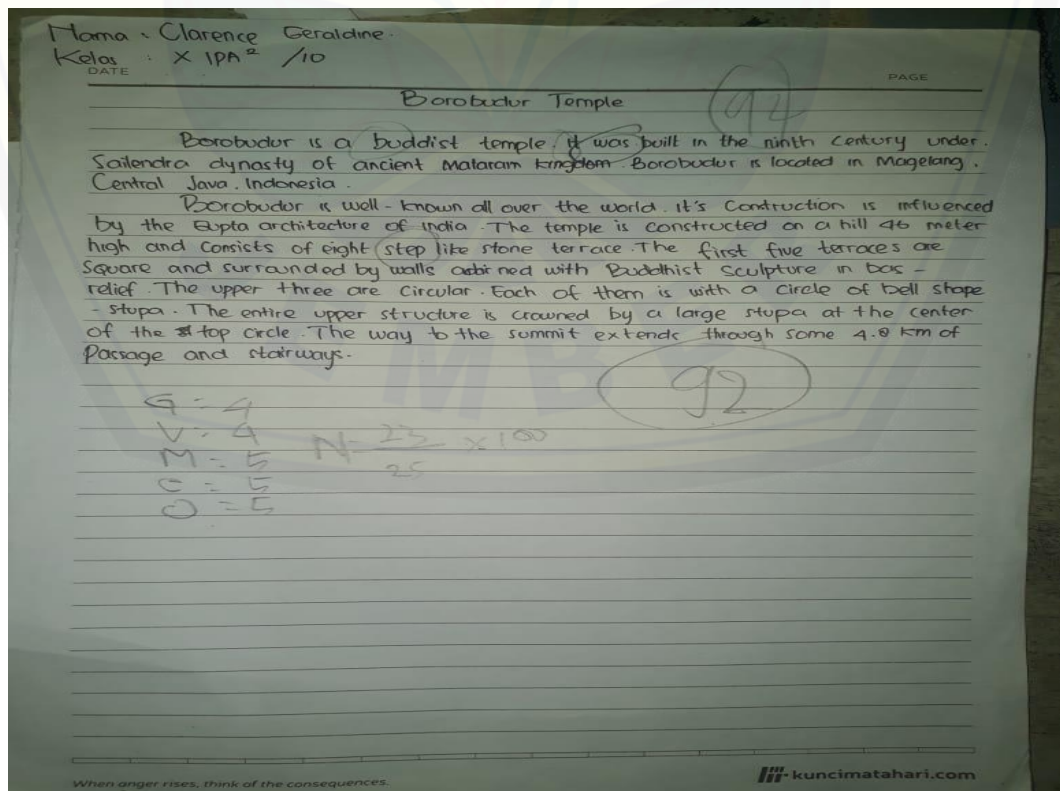
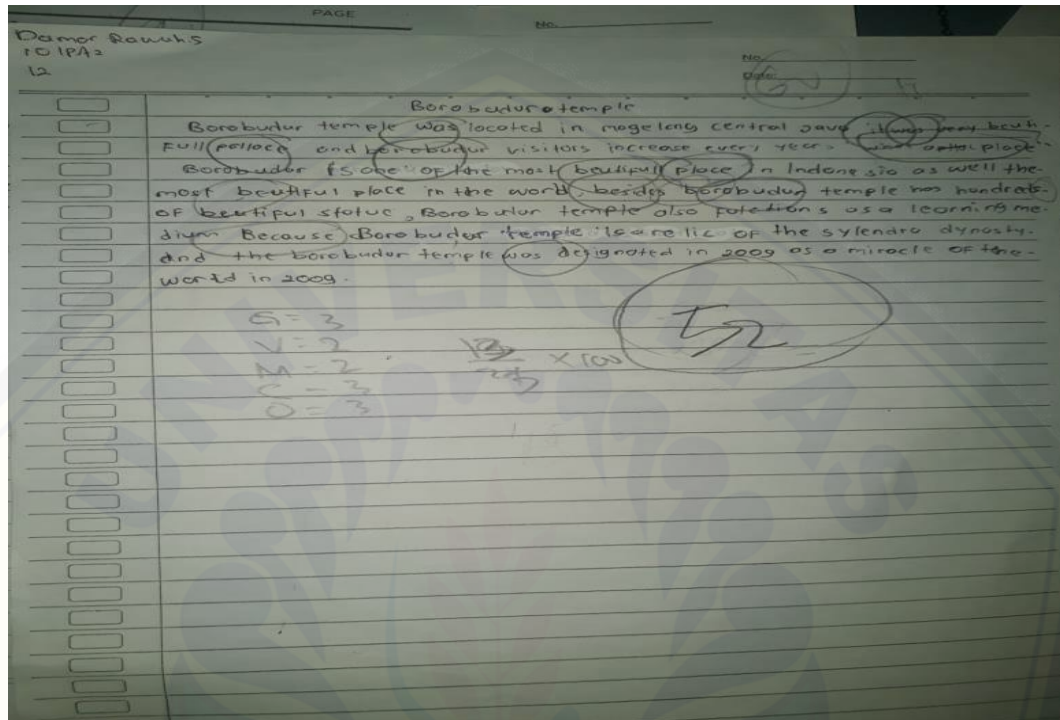
8. Students doing the tasks	√	First, the teacher asked the students to make a group of 4. Then, students viewed the photo given by the teacher. Next, the teacher asked the students to provide a piece a paper and asked the students to do the task which was about (task 1) make an outline of the descriptive text through the photograph viewed. Then, (Task 2 and Task 3) they were asked to make a draft of descriptive text.	The students paid attention to the photo given. The students were able to find the important vocabularies. This time, the students wrote better vocabulary. They felt easier in catching the information on the photo because of the viewer provided by the school was good enough.
9. Students make an outline 10. Students develop their outline into draft by using their own word based on the photo viewed 11. Students accept feedback from the teacher 12. Students revise their draft based on the feedback given	√ √ - -	The next task was, teacher asked the students to make an outline based on the photo. Then, he was asked the students to develop their outline into draft by using their own word based on the photo viewed.  The researcher skipped this step due to time limitation	The teacher realised that most the students were actively involved the teaching and learning process of writing.
<b>Closure</b>			
13. Make conclusion	√	He reviewed the material today and guided the students to make conclusion	The students responded well.
14. Parting	√	The teacher closed the lesson by praying	



APPENDIX L

Example of Students' Writing a Descriptive Text (Cycle 1)

Rater 1



Rater 2

Damar Rawuh  
10 IPA 2  
12

No. \_\_\_\_\_  
Date: \_\_\_\_\_

Borobudur temple

Borobudur temple was located in Magelang Central Java. It was very beautiful place and Borobudur visitors increase every year. Borobudur is the most beautiful place in Indonesia as well the most beautiful place in the world. Besides Borobudur temple has hundreds of beautiful statues. Borobudur temple also functions as a learning medium. Because Borobudur temple is the center of the Syailendra dynasty and the Borobudur temple was designated in 2009 as a miracle of the world in 2009.

Mama Clarence Geraldine  
Kelas : X IPA 2 / 10  
DATE \_\_\_\_\_

92  
PAGE \_\_\_\_\_

Borobudur Temple

Borobudur is a Buddhist temple. It was built in the ninth century under Sailendra dynasty of ancient Mataram Kingdom. Borobudur is located in Magelang, Central Java, Indonesia.

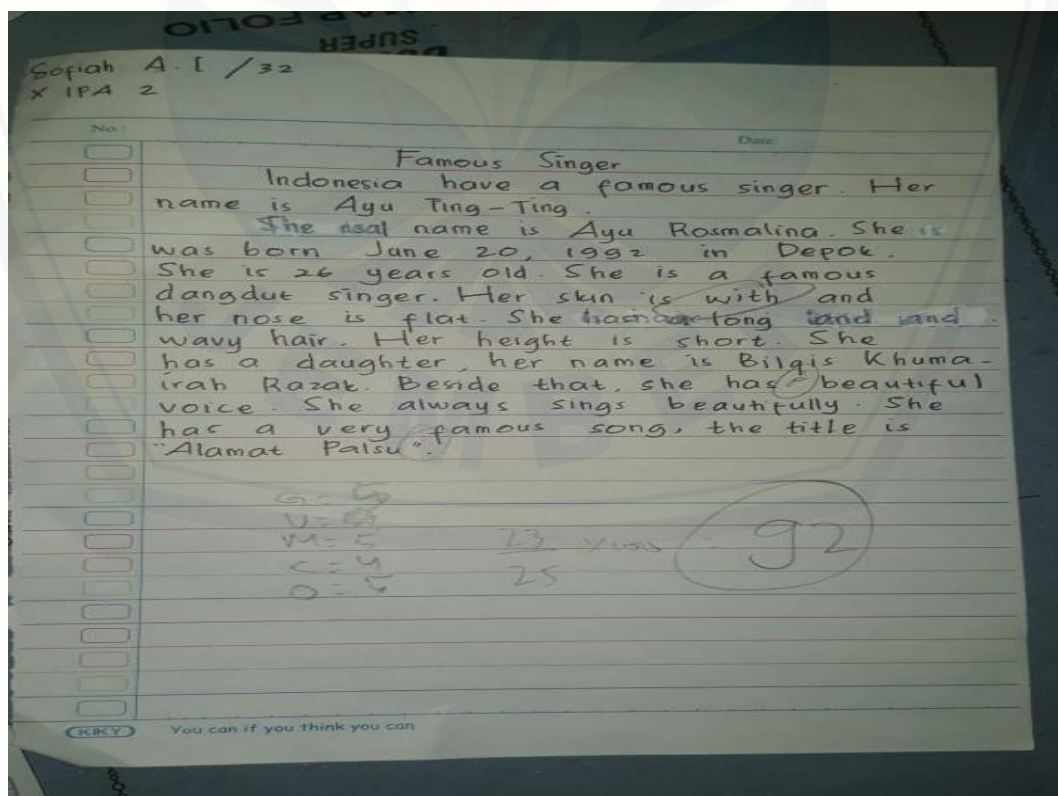
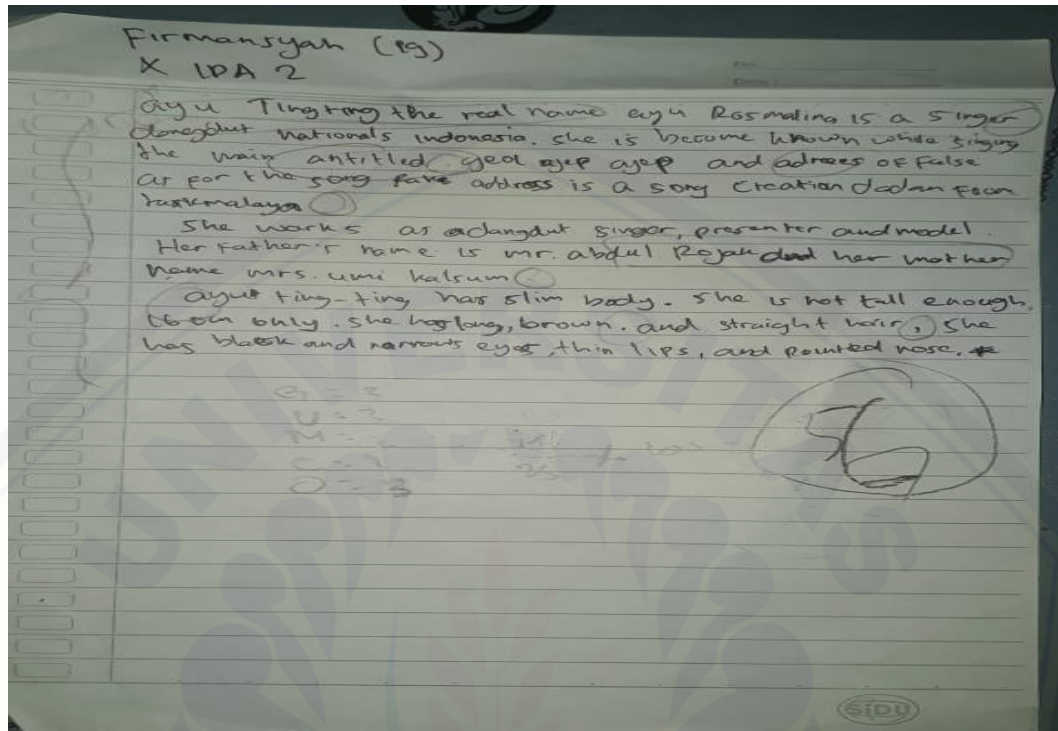
Borobudur is well-known all over the world. Its construction is influenced by the Gupta architecture of India. The temple is constructed on a hill 46 meter high and consists of eight step like stone terrace. The first five terraces are square and surrounded by walls adorned with Buddhist sculpture in bas-relief. The upper three are circular. Each of them is with a circle of Bell shape stupa. The entire upper structure is crowned by a large stupa at the center of the top circle. The way to the summit extends through some 4.0 km of passage and stairways.

U=5  
M=4  
C=5  
G=4  
O=5  
23

kuncimatahari.com

Example of Students' Writing a Descriptive Text (Cycle 2)

Rater 1



Rater 2

Firmansyah (19)  
X IPA 2

No. 60

Ayu Ting Ting the real name ayu Rosmalina is a singer  
 (dangdut national) Indonesia. she (is become) known when singing  
 the main (antitled) geot eye geot eye and address of false  
 at for the song false address is a song (Creation) (Jedun) (Pean)  
 (Malaysia)  
 She works as (dangdut) singer, presenter and model.  
 Her father's name is mr (abdu) Rojak and her mother  
 name Mrs (umi) Khuram  
 (Ayu) (Ting) (Ting) has slim body. (She) is not tall enough,  
 16 cm only. She has long, brown, and straight hair, she  
 has black and narrow eyes, thin lips, and pointed nose.

Sofiah A. I / 32  
X IPA 2

No. 36

Famous Singer

Indonesia have a famous singer. Her name is Ayu Ting-Ting.

The real name is Ayu Rosmalina. She is  
 was born June 20, 1992 in Depok.  
 She is 26 years old. She is a famous  
 dangdut singer. Her skin is (with) and  
 her nose is flat. She has long (and) and  
 wavy hair. Her height is short. She  
 has a daughter, her name is Bilqis Khuma-  
 irah Razak. Beside that, she has beautiful  
 voice. She always sings beautifully. She  
 has a very famous song, the title is  
 "Alamat Palau".

KIKY You can if you think you can

## APPENDIX M

## SURAT IZIN PENELITIAN

 KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI  
UNIVERSITAS JEMBER  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Jalan Kalimantan Nomor 37 Kampus Bumi Tegalboto Jember 68121  
Telepon: 0331-334-988, Faks: 0331-332-475  
Laman: www.fkip.unej.ac.id

---

Nomor : 5518 /UN25.1.5/ET/2018 08 AUG 2018  
Lampiran : -  
Perihal : Permohonan Izin Penelitian

Yth. Kepala SMAN 1 Arjasa  
Jember

Diberitahukan dengan hormat, bahwa mahasiswa FKIP Universitas Jember di bawah ini:

Nama : Zona E. B. Sagala  
NIM : 130210401073  
Jurusan : Pendidikan Bahasa dan Seni  
Program Studi : Pendidikan Bahasa Inggris

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan Penelitian di Sekolah yang Saudara pimpin dengan judul: **"Using Digital Photographs to Mediate Senior High School Students in Writing Descriptive Texts"**

Sehubungan dengan hal tersebut, mohon Saudara berkenan memberikan izin dan sekaligus memberikan bantuan informasi yang diperlukan.

Demikian atas berkenaan dan kerjasama yang baik kami sampaikan terima kasih.

  
NIP. 19670625 199203 1 003

## APPENDIX N

## STATEMENT LETTER

 PEMERINTAH PROVINSI JAWA TIMUR  
DINAS PENDIDIKAN  
SEKOLAH MENENGAH ATAS NEGERI 1  
ARJASA – JEMBER  
Jalan Sultan Agung No. 64. Telp. (0331) 540133 e\_mail smaarjasa@yahoo.co.id  
JEMBER  
Kode 68191

---

**SURAT KETERANGAN**  
Nomor : 421.3/155/101.6.5.10/2018

Yang bertanda tangan di bawah ini, Kepala SMA Negeri 1 Arjasa :

Nama	: WIDIWASITO, S.Pd
NIP	: 19690415 199703 1 010
Pangkat/Golongan	: Pembina TK.I, IV/b
Jabatan	: Kepala Sekolah

Menerangkan dengan sebenarnya bahwa :

Nama	: ZONA E.B SAGALA
NIM	: 130210401073
Jurusan	: Pendidikan Bahasa dan Seni
Program Studi	: Pendidikan Bahasa Inggris

Judul Penelitian :

“ Using Digital Photographs to Mediate Senior High School Students in Writing Descriptive texts “

Tanggal Pelaksanaan : 6, 13, 20 dan 27 September 2018 ( 4 tatap muka)

Yang bersangkutan benar-benar telah melaksanakan tugas Penelitian di SMA Negeri 1 Arjasa Jember.

Demikian surat keterangan ini kami buat untuk dipergunakan sebagaimana mestinya.

Jember, 17 Oktober 2018  
Kepala Sekolah,  
  
WIDIWASITO, S.Pd  
19690415 199703 1 010

