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USING COMPOSITE PICTURE TO IMPROVE THE EIGHTH GRADE STUDENTS' DESCRIPTIVE TEXT WRITING ACHIEVEMENT AT MTs N ARJASA-JEMBER

THESIS

Composed to fulfil one of the Requirements to Obtain the Degree of S1 at English Education Program, Language and Arts Education Department, the Faculty of Teacher Training and Education, Jember University

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2017

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DEDICATION

This thesis is dedicated proudly to the following people:

1. My beloved parents, H. Abdul Choliq and Siti Salamah, you are my inspiration and spirit in life. Thank you for your endless love.
2. My beloved siblings Dedy Irwanto, Diah Nurilah Rahma. We pass everything together, and we are going to win together.

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MOTTO

Strive not to be a success, but rather to be of value.

(Albert Einstein)

[1] http://www.forbes.com/sites/quotes/

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STATEMENT OF THESIS AUTHENTICITY

I certify that this thesis is an original and authentic piece of work by the author herself. Hence, all materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that the content of the thesis is the result of my work which has been carried out since the official commencement date of the approved thesis title, this thesis has not been submitted previously, in whole or in part, to qualify for any other academic award; ethics procedures and guidelines of thesis writing from the university and the faculty have been followed. I am aware of the potential consequences of any breach of the procedures and guidelines, e.g. cancellation of my academic award. I hereby grant to the University of Jember the right to archive and to reproduce and communicate to the public my thesis of project in whole or in part in the University/Faculty libraries in all forms of media, now or hereafter known.

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USING COMPOSITE PICTURE TO IMPROVE THE EIGHTH GRADE STUDENTS' DESCRIPTIVE TEXT WRITING ACHIEVEMENT AT MTs N ARJASA-JEMBER

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ACKNOWLEDGEMENT

First of all, I would like to thank the Almighty Allah SWT. Because of His blessing and guidance, I am able to finish the thesis entitled "Using Composite Picture to Improve the Eight Grade Students' Descriptive Text Writing Achievement at MTs Negeri Arjasa Jember".

I do realize that this thesis would not be finished without the people who gave me a great deal of support, motivation and suggestion. I would like to express my deepest appreciation and sincerest thanks to the following people:

1. The Dean of the Faculty of Teacher Training and Education, Jember University.
2. The chairperson of the Language and Arts Department.
3. The chairperson of English Language Education Program.
4. My first consultant, Dr. Budi Setyono, MA. and my second consultant, Dra. Made Adi Andayani T, M.Ed. for their valuable guidance, patience, time, energy, and contribution in helping me to finish this thesis. My first examiner, Dr. Aan Erlyana Fardhani, M.Pd., and my second examiner, Drs. Bambang Arya Wija putra Dip.Ed., Ph.D
5. My Academic Consultant, Dr. Aan Erlyana Fardhani, M.Pd. who has guided me throughout my study years.
6. The Lecturers of the English Education Program who have given me moral supports to work harder in my attempt to complete the thesis.
7. The Principal, the English Teacher, and the VIII-C students of MTs Negeri Arjasa Jember for giving me opportunity, help, and support to conduct this research.

Finally, I hope this thesis will be useful for the readers. Any constructive critics and suggestions will be fully appreciated.

Jember, March 10st, 2017

The Writer

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SUMMARY

Using Composite Picture to Improve the Eighth Grade Students' Descriptive Text Writing Achievement at MTs Negeri Arjasa-Jember;Rohmad Efendi 100210401104; 2016; 42 pages; English Education Study Program, Language and Arts Department, The Faculty of Teacher Training and Education, Jember University.

This research was a Classroom Action Research focusing on the use of composite picture to improve the VIII-Cstudents' descriptive text writing achievement at MTs N Arjasa-Jember. The participants of this research were the students of class VIII-C at MTs Negeri Arjasa Jember in the 2015/2016 academic year. This class was chosen because the students had difficulties in writing achievement. The students of VII C were lack of vocabulary and less understanding in grammatical context. Besides, they did not really understand how to organize their thought into writing. They also had the lowest mean score of writing achievement comparing with the other eighth grade classes.

In this research, the researcher used composite picture in teaching and learning process in writing because it is believed that composite picture could improve the VIII-Students' writing achievement. Pictures were known as common and interesting media in education field. There were also many pictures that can be used to help the students to overcome their difficulty in learning English. In this case, the use of pictures was considered to be useful because teaching writing using pictures could be more interesting.

The objectives of the research were: (1) to help students find ideas to organize the content, select words, and write English tense correctly by using composite picture (2) To improve the Eighth Grade Students' descriptive text writing achievement at MTs N Arjasa-jember.

This research was conducted on October 27th – November 3th, 2016 in two Cycles. Each Cycle consisted of two meetings of teaching and learning process of writing and the third meeting was a writing test. There were four stages of activities in each Cycle, namely planning the action, implementing of the action, observing and evaluating, analyzing the data and reflecting of the action.

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Meanwhile, the researcher did the observation and the reflection collaboratively with the English teacher.

The result of reading test in Cycle 1 showed that the percentage of the students who got score of at least 70 was 55.17% (16) out of 29 students. Then, the result of reading comprehension test in Cycle 2 showed that the percentage of the students who got scores 70 were 75.85% (22) out of 29 students. It means that there was improvement from the first Cycle to the second Cycle as much as 20.68% of the percentage of the students who got score ≥70.

Based on the results of this research, the use of composite picture in teaching and learning process especially in improving students writing achievement was able to improve the VIII-C students' writing achievement during the teaching and learning process.

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CHAPTER 1. INTRODUCTION

This research focused on using the composite picture media for teaching English as a foreign language at MTs N Arjasa-Jember. The media was used to improve the students' descriptive text writing achievement.

This chapter explaind some aspects related to the topic of the research. They were Background of the Research, Problems of the Research, Objectives of the Research, and Significances of the Research.

1.1 Background of the Research

Picture is a media in teaching-learning activities. It can create the students' idea, so that it will be easy for them to catch their teacher's explanation. Besides, the pictures as an instructional media can also create enjoyable atmosphere of teaching-learning activities. In addition, pictures can attract the students' attention, and they can raise the students' motivation and interest in learning English, especially for English text. According to Wright (1989:198), composite picture is a picture which is full of information. Pictures are useful teaching media that are interesting, meaningful, and authentic to help students improve their writing skill.

Meanwhile, the target of teaching writing in indonesia as stated in the intuitional Level Curriculum (Kurikulum Tingkat Satuan Pendidikan/ KTSP) the standard competence of writing is to write a short functional text and a short simple essay in the form of descriptive, procedure, recount, and narrative (Depdiknas, 2006: 106). Writing is considered as the most difficult skill for language learners because they need to have a certain amount of language learning background knowledge about the rhetorical organizations, appropriate language use or specific lexicon with which they want to communicate to their readers (Tangpermpoon, 2008:1). Writing skill is the most difficult skill learned in junior high school. So that many English teachers in Indonesia use media to solve

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these problems by thinking of creative teaching to enhance students' ability in writing by using media or other techniques.

To identify problems in writing, in line with the target of teaching writing above, the researcher did a preliminary study through a formal interview with the English teacher of the eighth grade students at MTs N Arjasa-Jember and found some problems. Many students faced difficulties writing in English that also made them unmotivated in writing English. The difficulties can be caused by some factors such as: limited vocabularies and grammatical structures, unable to develop ideas, unable to organize ideas, and unable to use mechanics of writing correctly. Additionally, the result of the students' score who could reach the standard passing grade only 8 students (27.6% of the students) who got score 70 or higher, while the standard passing grade of the school is 70. It was because the students lack of vocabulary. The areas of difficulties related to: lack of vocabulary, tenses/structure mastery, mechanic skills, content and difficulties in organizing their ideas to write. When the students asked to write, they often had trouble in writing, such as how to generate and develop their ideas. They got stuck and took a long time to start writing. The teacher also told that the students' participation in the class still low and they were passive in the writing teaching learning process.

Moreover, the English teacher did not use various media or a new technique in teaching English writing. The teacher also had trouble in teaching writing. Because of the students' low motivation, the student felt bored in writing the teacher always gave besides uninteresting topics for them to feeling write students to write. Feeling the teacher rarely used media in teaching and learning process. From the discussion, the researcher found that the problem the English teacher was lack of teacher's creativity in using or creating a media in teaching and learning process. He admitted that he taught English based on the textbook and rarely used pictures as media to make it clear for the students. As a result, the classroom activities become less productive and only 27.6% of all active students in the learning process writing.

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Considering the problem of the students'in writing skill, in line with this, picture can be used as media in teaching writing because it can help the students to adjust the ideas in more meaningful and interesting way so that the teaching learning will be more effective. Therefore, it is important to choose an applicable technique or interesting media in teaching English to improve the students' writing skill and motivate them. The instructional media in this case is selected because they have some functions as they contribute to raise interest and motivation. The researcher found that the result of writing test previously conducted by the teacher proved that the mean scores still behind the learning accomplishment requirement, especially in the use of five aspects of writing that consist in the areas of vocabularies, tenses or structure masteries, mechanical skills, organization and content of the text. This fact encourages the writer to conduct a classroom action research by presenting a learning media of composite picture in teaching writing which hopefully could help the students overcome their problems and make them more active to in the writing class.

In this case, a composite picture was selected as a media. By using composite picture the students more active to practice participate in learning writing and the students' problem in finding ideas to write can be solved. They only learn from the picture seen and who has understood, and then describe anything they found in the picture.

Based on the information above, the researcher concluded that those students' problems in writing the text needed a solution and their writing achievement needed improvement. Based on the result of the test, it is known that the students' problem was dominated by how to develop the idea and make good sentence (grammar). Other problems were about language use, vocabulary, and spelling. According to Wright (1989:136), the use of pictures may be a good starting to help the students to develop their writing skills. Pictures represent the sources of the information which helps students to predict what the text might be about. The capability to predict helps the students to recognize meaning more quickly than if they have to sort it out solely from what they hear or read. In addition, Rohani (1997:76) states through pictures, the students can pay attention

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to an object or other matters that they have not seen before; pictures give the students a large experience and understanding. According to Raimes (1983:27) states that pictures provide a share experience for the students in the class, a common base that leads to a variety of language activities. White and Arndt (1995:35) state that each student will bring different perception and interpretation to picture but at last they will be helped to produce a sentence by looking at the picture. In this case, composite picture were used as a media to improve the students' active participation and eighth grade students achievement. Using picture as a media would be attractive and interactive in teaching English.

The findings of the previous researcher are important to support this research. Veranita (2014) conducted classroom action research at SMP Negeri 4 Tanggul that was intended to improving the VII B students' descriptive paragraph writing achievement through composite picture. Her research result showed there was an improvement on the students' descriptive paragraph writing achievement as well as their participation and active students' in teaching writing process. Aulia (2013) in her classroom action research to eighth grade students' at SMPN 1 Sempu proved that visual aids could improve students writing achievement through picture. This present research will be used single pictures to help the students write a descriptive text through the classroom action research.

Considering the background of the research above, a classroom action research was necessary to be conducted and the use of composite picture was used as a media that can be used by the teacher to improve the students' writing achievement. Thus, the research entitled "Using Composite Picture to Improve the Eighth Grade Students' Descriptive Text Writing Achievement at MTs N Arjasa-Jember".

1.2 Problem of the Research

Based on the background of the research above the problems of the research were as follows:

1) How can composite picture help students find ideas, organize the content, select words and write English tense in descriptive text writing?

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2) Can the use of composite picture improve the eighth grade students' descriptive text writing achievement at MTs N Arjasa-jember?

1.3 Objective of the Research

From the research problems above, the objectives of this research were:

1) To help students find ideas organize content, select words, and write English tense correctly by using composite picture.
2) To improve the Eighth Grade Students' descriptive text writing achievement at MTs N Arjasa-jember.

1.4 Significances of the Research

This research was expected to give contributions to the English teachers, the students, and other researchers.

1) For the English Teacher

   Hopefully, the result of the research can be used as an input or additional material for teachers to improve and liveliness of the students' in learning English about the effectiveness of using picture to improve the students' writing skill, also increase the activity of students in learning English, especially by using composite picture for teaching writing.

2) For the Students

   The process of teaching writing by using composite picture is expected to give a new experience in the teaching learning process. The process of teaching writing by using composite picture is expected to give a new experience in the teaching learning process. Hopefully, it can solve student achievement that still has not been achieved in learning to write and also can improve their students' writing in the teaching learning process.

3) For the Future Researchers

   Hopefully, this research can give an input for other researchers who want to conduct a similar research, especially by using picture as the instructional media to improve the students' writing achievement.

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CHAPTER 2. REVIEW OF RELATED LITERATURE

This chapter reviews the theories related to the research problems covering Writing, The Competence of writing Stated in English Curriculum for Junior High School, Text Type Taught in Junior High School, Descriptive Text and its Characteristic, Model of a Good Descriptive Text, Aspects Assessed in Descriptive Text, Picture as ELT Media, Composite Pictures as Teaching Media in Writing, Procedure in Using Composite Picture Teaching Writing, Contribution of Pictures in Helping Students Write Descriptive Text, Action Hypothesis.

2.1 Competence of Writing Stated in English Curriculum for Junior High School

The teaching of writing at Junior High School has been implemented based on Competence Based Curriculum. It is regarded that writing is one of the four English skills that must be taught in junior high school besides listening, speaking, and reading. As stated in KTSP for Junior High School, the competence standard of writing is that students are exposed to explain all sorts of meaning (interpersonal, ideational, and textual) which is expressed in any interaction written text in the form of narrative, descriptive, spoof/recount, procedure, report, and anecdote (Depdiknas, 2006: 106). It could be concluded that there are some genres of written texts that should be taught in Junior High School. This research only focuses on descriptive written texts.

Competence of writing in SMP/MTs is based on the KTSP. KTSP (2006) is used to guide the English teacher in developing the students' language skills that include the writing skill. Those activities are writing short functional text and short simple essay in the forms of descriptive and procedure. As stated in standard competence of English for the eighth grade students of SMP/MTs, students are expected to express the meaning in short functional text and short simple essay in the form of descriptive and procedure.

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2.2 Text Types Taught in Junior High School

In writing, there are many kinds of text that should be taught to the secondary students, procedure, descriptive, recount, narrative, and report (BSNP, 2007:25).

1. Procedure Text

Procedure text is a text that is designed to describe how something or explaining a logical sequence of actions or step (Goatly, 2000:30). The purpose of procedure text is to tell how to make or to do something. Procedure text is already familiar with people's daily life, for example in giving instructions to make something, in games rules, in recipes, manual step, directions of destination. According to Depdiknas, (2004: 75), the generic structures of procedure text are:

1. Goal : An introductory statement and may be in the form of the title of text.
2. Materials : A list of the materials that will be needed for completing the procedure (this may be a list or a paragraph).
3. Step : A sequence of step in the order they need to be done, because goal followed by a series of steps oriented to achieving the goal.

The language features of a procedure text are:

1. The use of simple present tense
2. The text focuses on generalized people rather than individual (*rather than* first I take).
3. The use of temporal conjunction (or numbering to indicate sequence) for example: then, after that, first
4. The use of material processes.

2. Report Text

Report text is the text that conveys information about something (objects, living beings, natural events) as it is, as a result of systematic observation and based on facts (Andhini, 2012). It belongs to genre which is called "report

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text" or "information report" and the information in report text can be about science, fields and technology this text is a one of the genre which is provides factual information a topic, clarifying and describing a natural and non-natural phenomenon of our world.

Generic structures of report are:

1. General classification: Stating classification of general aspect of thing; animal, public, place, plant, etc. which will be discussed in general.
2. Description: Describing the thing which will be discussed in detail; part per part, customs or deed for living creature and usage for materials.

Language feature of report:

1. Focus on generic participants.
2. Use of relational processes to state what is and that which it is.
3. Use of simple presents tense
4. No temporal sequence.

3. Recount Text

Recount text is a piece of text that retells events for the purpose of informing or entertaining (Ulfi 2010:16). Goatly (2000:30) notes that recount text is to construct past experience by retelling events and incidents in the order in which they occurred. The purpose of a recount text is to tell about past events or experience. The generic structure of a recount text is as follow:

a. Orientation : Introducing the participants, place and time.
b. Event : describing series of event that happened in the past.
c. Reorientation : it consists of optional-closure of events or ending.

Language features in recount text:

a. Introducing personal participant: I, my group.
b. Using chronological connection: then, first, and, but, the, after that, etc.
c. Using linking verb: was, were, saw, and heard.

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d. Using action verb: look, go, change.
e. Using simple past tense.
   Regular verbs: danced, played, and closed.
   Irregular verbs: came, went.

4. Narrative Text

Narrative text is a text type of writing events that tells a story in the past. As Kanar (1998: 211) defines, narration as story telling pattern. Narrative story is a story that tells us about something interesting that has a purpose to amuse or entertain the readers. Since a narrative tells about something that has already taken place, the verbs need to be in past tense (Wong, 1993:371). Narrative texts have 3 parts of elements which are called generic structure, such as:

a. Orientation
   Introducing the participants and informing the time and the place.
b. Complication
   Describing the rising crises which the participants have to do with.
c. Resolution
   Showing the way of participant to solve the crises, better or worse.

The language features of a narrative text are:

a. Using past tense
b. Action verb
c. Chronologically arranged and usually individualized participants.

5. Descriptive Text

Descriptive text is a text which describes a person, a thing, or a place. Beside that Stanley et al (1992:152) states description portrays the appearance of things that occupy space, such as objects, people, and buildings. Beside that Wishon and Burks (1980:379) states descriptive text is used to create a visual image of people, places, event of units of time, or seasons. Description can state characteristics, qualities or parts of something describe. The generic structures of descriptive text are:

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a. Identification: identifying the phenomenon to be described.
b. Description : describing the phenomenon in parts, qualities, and/or characteristics.

The languages features of a descriptive text are:

a. Focusing on specific participants (apple)
b. Using Simple Present Tense. (go, run)
c. Using descriptive adjective. (long hair, smart, tall body)
d. Using detail Noun phrase to give information about the subject. (a very beautiful scenery, a sweet young lady, very thick fur)
e. Using action verbs. (It eats grass, It runs fast)
f. Using adverbial to give additional information about behavior. (fast, at a tree house)

2.2.1 Descriptive Text and Its Characteristics

Description is often called a word picture. It attempts to present its subject for the mind eye. 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 (Wong, 1999:373). The aim of description is to convey from the reader what something looks like by describing it with word. It can be concluded that the descriptive text refers to a group of sentences that relate to one main idea and provide a description of something that someone clearly through words. A descriptive text is a text which lists the characteristic of something. It means that a descriptive text tends to describe how something looks like object. It can be a place, a thing or person. The generic structure of descriptive is identification and descriptions. Description is any information that is given in order to describe the identification. The descriptive texts use simple present tense in description text. It is often to put the images of something being described.

Descriptive text usually uses a lot of adjectives to indicate the reader about someone or something in a very detailed manner. The adjective used to describe the color, size and taste, smell. The key word in writing descriptive text is detail. Its means providing the reader as many details as possible so that he or

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she can imagine the person or thing ask of in writing and make him see like a person or thing in a real situation.

The purpose of the description text is to share to writer experience about some objects, place, scenes, or people with the reader. Stanley et. al. (1992:152) states that description presents the appearance of thing that occupies space, whether they are object, people, buildings or cities. It means that the information included in a description is related to the writer's and reader's purpose. Descriptive text can be illustrated in Table 2.1 below.

The generic stuctures of a descriptive text. Consist of two aspects.

a. Identification: a part which identifies the phenomenon to be described.
b. Description: a part which describes parts of things.

Furthermore, the lexicon grammatical features refer to the significant lexicon.

a. Focusing on specific participants (My English teacher, Andini's cat, My favorite place)
b. Using Simple Present Tense.
c. Using descriptive adjectives (strong legs, white fangs)
d. Using detailed Noun Phrase to give information about the subject. (a very beautiful scenery, a sweet young lady, very thick fur)
e. Using action verb 'Material Processes'(It eats grass, It runs fast)
f. Using adverbials to give additional information about behavior (fast, at a tree house)

Table 2.1 The Example of Descriptive Text.

Genre	Social function	Generic structure	Significant lexicon grammatical features
Description	To describe a particular person, a place or a thing.	Identification: identifies phenomenon to be described, it is a statement or a short paragraph that identifies the object that is going to be describe. Description; describe parts, qualities, quantities, and characteristic. It may consist of one of several paragraphs. This part is used to give sufficient description about the object as mentioned in the identification part.	Focus on specific participants use of adjective use of simple present tense.

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2.2.2 Model of a Good Descriptive Text

Descriptive text is the text which describes a specific or the characteristics of particular thing, animal, or human being. Stanley et al. (1992:152) states that the aim of description is to convey the readers what something looks like; it attempts to paint a picture with words. Good description is to use details that help the reader imagine the person the students are describing. The subject that is going to be described is not general, but more specific. Those, we cannot describe people in general. However, we can describe particular person, for example: my school, my father, my house, Hammond. et.al. (1992).

Descriptive texts usually use simple present tense. The example of descriptive text is:

Teddy

I have a toy. It is a doll, and I call it teddy.

Teddy is an American original. My dad bought it as a present for my tenth birthday last year. The doll is small, fluffy, and cute. It has thick brown fur. When I cuddle it, the fur feels soft. I wash it at the laundry at least once a month. Every night Teddy accompanies me while I am sleeping. When I am at school, Teddy stays in my bed. Teddy is really nice, adorable, and charming toy. I love my Teddy.

Adapted from Widodo (2011:19).

Text Analysis:

a. Generic structure analysis

   Identification: identifying the phenomenon to be described in general; Teddy (a toy which is called teddy).

   Description: describing the Teddy in shape, condition, and its characteristics.

b. Language feature analysis

   a. Using adjective and classifies. Small, fluffy, and cute.

   b. Using simple present tense, I have a toy. It is a doll, and I call it Teddy, etc.

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2.2.3 Aspects Assessed in Descriptive Text

Writing, as one of skills has some 5 aspects in writing a paragraph or a text. According to Hartfiel (1985:105), a writer should consider some aspects of writing in order to make a good and readable writing, namely grammar, vocabulary, mechanics, content, and organization. Therefore, writing can be assessed based on those five aspects are defined as the follows.

2.2.3.1 Grammar

Grammar plays an important role in the use of English and help a writer expresses the messages in written language. The correct language in term of grammar will lead the readers easy to reach the understanding of writing clearly. According Fairbairn and Winch (1996:108), define grammar as a set of rules to help you to construct sentences that are acceptable and make sense of English. Thornbury (2003: 1) states that the grammar is a description of the rules that govern how a sentence could be formed, grammar is a rule in the form of a written language is set to construct a sentence that makes sense.

Grammar takes the important part of making good sentence. We can say that the reader will understand our writing easily if we can put correct grammar in every single sentence. Thus, the lack of grammar knowledge makes the writing hard to be interpreted by the reader. Grammar is essential in English writing because it controls what we write (Bram, 1995:54). Fairbairn and Winch (1996:109), notes in structuring a sentence, some points must be considered.

Example:

1. Sarah going to Bali together with her family.
2. Sarah went to Bali together with her family.

Using correct grammatical sentences in writing is a must in academic setting as writing is usually used as means of evaluation in this area. A piece of writing with poor grammar will influence the meaning of the sentences and make the readers confused. Within correct use of grammar, a sentence will be meaningless as it is only a collection of words that are lined up together.

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2.2.3.2 Vocabulary

Bram (1999:48) states that words are the basic tool for writing. According to Hatch and Brown (1995:1), vocabulary is a set of words for a particular language. Farbain and which (1996:140) said that words are the tools we create meaning in conveying our ideas clearly. Beside that it is necessary for the writer to use good vocabulary in order to express their ideas clearly and they can make good writing if they are rich in vocabulary. Further, Elder (2007:73) states that have more vocabulary will help authors to express their ideas more precise in writing. Wingersky et al. (1998:55) classifies eight vocabularies namely noun, verb, adverb, preposition, pronoun, conjunction, article, and adjective.

Example:

a. Roy is wearing his red jacket

b. Roy is putting on his red jacket

2.2.3.3 Mechanics

Mechanics is a set of rules in written language. It plays an important role as well as the other aspects of writing. However, to spell well is something that cannot be ignored (Bram, 1999:83). Spelling, capitalization and punctuation are some aspects of mechanics (Bos*et al,* 1991:191).

English spelling is difficult to remember because most of the spelling is different from the English pronunciation. This is important in writing as bad spellings that make the meaning of the sentence is ambiguous and non-sense (Fairbairn and Winch, 1996: 100). This leaves will make the reader confused with the message conveyed by writing. Bos*et al* (1991:196) said that the spelling is an important tool for facilitating the writer in writing to concentrate on context.

Capitalization is written rule that the first letter of the words must be written in capital letters. Based on Langan (2008:457), is stated by the capital letters are used for names of people, places and institutions name, the name day of the week, month, magazines, books, etc.

Punctuation is a variety of devices that is used to help understand the meaning of writing (Farbairn and Winch, 1996:81). Punctuation is standardized

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mark in writing or printing to separate sentence or sentence or to clarify the text meaning to help readers understand the written text. A good writing is characterized by the use of punctuation that is good and true. While the text contains many errors the use of punctuation indicates that people who write have weakness or less careful when writing, the reader can understand what the writer intends to communicate. There are many kinds of punctuation, (Bram, 1995:92) such as: *full stop (.), question mark (?), comma (,), Exclamation mark (!), Quotation mark (‘….’, “….”), and semicolon (;), colon (:), dash (-), apostrophe (‘).* According to Fairbairn and Winch (1996:81), the functions of punctuation are as follows:

1. Full stop (.)

   Full stop is used sentence contains at least one punctuation mark - the one at its end. The most common of these sentence-ending punctuation marks is the period (".", also called "full stop"). This simple dot is used to mark the end of a sentence that is declarative. The majority of sentences was declarative - any sentence that states a fact, explains an idea, or describes an idea, for instance, is declarative.

   For example:

   The boy was happy… at the start of his summer holiday.

2. Question mark (?)

   A question mark is used at the end of a question.

   For example:

   When are we going?

3. Comma (,)

   Commas are used to separate parts of a sentence. They tell readers to pause between words or groups of words, and they help clarify the meanings of sentences.

   a. Commas are used to separate three or more words, phrases, or clauses in a series.

      For example:

      Practice will be held before school, in the afternoon, and at night.

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b. Commas are used after an introductory dependent clause (a group of words before the subject of a sentence that do not form a complete sentence).
   For example:
   If your friends enjoy Chinese food, they will love this restaurant.
c. Commas are used to set off introductory words, introductory adverbial, participial, or infinitive phrases, and longer introductory prepositional phrases.
   For example:
   Incidentally, I was not late this morning. (Word)
   Hoping for a bigger fish, Rob spent three more hours fishing. (Phrase)
d. Commas are used between independent clauses joined by a coordinating conjunction (for, and, nor, but, or, yet, so).
   For example:
   My dog had fleas, so we gave him a bath.
e. Commas set off nonessential phrases or clauses.
   For example:
   The man, I think, had a funny laugh.
f. Commas set off an appositive (a word or phrase that renames a noun).
   For example:
   Tanya, Debbie's sister, gave a brilliant speech last night.

2.2.3.4 Organization

Organization deals with the ability to organize the ideas into logical sequence and cohesion to make unified in the whole text. When we talk about effective writing, we often think first about elements like word choice, grammar and mechanics, and content or evidence. But a really important part of effective writing and effective thinking was clear and logical organization. In line with that, Bram (1995:21) stated that the unity and coherence take an important role in making paragraph read well. Furthermore, every sentence in the paragraph should focus on one thing that is stated in the topic sentence, so it all stays together (Bram 1995:20).

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2.2.3.5 Content

Content is also an essential aspect of writing. It is important for the writers to consider to the content of their writing in order to make the readers understand the ideas and message expressed in their writing. The content of writing refers to methods of development and the completeness in which ideas are expressed (hughey, et. al., 1983:90). According to Camp (2001:290), the content of writing must have clarity, conciseness, and completeness. Conciseness means the writer express their thought clearly that only a few words are needed. Clarity means all writing must be clear. Meanwhile, according to Wingersky, et. al (1999:36), completeness means there are sufficient details or information in it to give readers a clear picture or full discussion of its main idea. In line with this, Camp (2001:291) mentions some techniques to make the content of the writing clear as follows.

a. Use simple words
b. Use proper English
c. Eliminate trite language (Trite language refers to overused language or expression on a piece of writing.
d. Minimize the use of passive voice (passive voice involve the construction in a sentence passive voice is not necessary grammatically incorrect and it is often use in writing for the sciences)

Trite language can be represented by a few sentences that have the same meaning and written continuous that make writing less interesting or original. Conciseness is another important part of content that analyzed in this study. It deals with using as few words as possible to give the necessary information. Besides that, Bram (1995:71) notes that concise writing is generally more interesting to read, because it does not contain meaningless details. There are some techniques in keeping a piece of writing concise are:

a. Use fewer words
b. Eliminate redundancy
c. Avoid overusing words
d. Eliminate unnecessary phrases and clauses

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Heaton (1990:135) states that content deals with the writer's ability to think creatively and develop thoughts, excluding all irrelevant information. The content of writing is the subject or message that was tried to be conveyed by the writer to the readers. Completeness to deliver a clear message to readers, all the ideas or expression use in the writing must not vague or ambiguous. The writer should avoid implicit statement which might cause misunderstanding. A good writing also deals with the completeness of ideas. A paragraph or an essay is considered to be complete when all the supporting sentences have described all the idea that has previously mentioned in the topic sentence.

2.2.4 Picture as ELT Media

Media in teaching language is very important. Visual media in teaching language is very common, especially pictures. Pictures have been used to help students understand various aspects of foreign languages. The picture has motivated the students, made the subjects they deal with clear, and illustrated the general idea and form of object or action. According to Hornby (1995:630), pictures are painting, drawings, sketch of something, especially as a work of art. They can be used as media in the English teaching learning process. Therefore, pictures are one of the media used to have the students express their ideas in a form of writing. pictures are useful teaching media that are interesting, meaningful, and authentic to help students improve their writing skill.

There are some roles of pictures in language teaching. Wright (1989:2), states that in teaching language, picture contributes to interest and motivate, a sense of the context of language, a specific reference point or stimulus. The pictures can be used by the teachers in the classroom because they are easy to prepare interesting, meaningful and easy to collect. The priority in language teaching is not only the teacher, but also will concern the media used in the language teaching itself. The teachers must be able to provide techniques and various media that are appropriate to the students' needs, interest and skill in creativity way.

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According to Wright (1989:23) also notes that a teacher should present pictures or other materials or the picture those are given to the students, whether they are in or pot of the classroom should be interesting. By using pictures, it is expected that the students are able to get the information and understand the material well. Besides, it can be visual stimulus for the students to be active and participate in teaching learning activities.

2.2.5 Composite Picture

Wright (1989:198) stated that composite picture is a picture that has a full of information. It means that in this picture the students can see more than one object in a picture and also get a lot of information from a picture. Thus, the composite pictures are appropriate to be used in teaching descriptive text.

Yunus (1981:49) adds that composite picture is a large single picture which shows a scene (canteen, street, market). Composite pictures are most appropriate for whole class teaching. The composite pictures can be taken from textbook, calendar, or from internet. Besides that, the composite pictures can be made by the teacher. The teacher can copy it and enlarge the picture or make by him/herself that is appropriate with the context. In this research, the composite picture is expected to help students to produce what they want to write. The students can have imagination through the picture. The following picture is the example of composite pictures:

(takenfrom:https://encryptedtbn2.gstatic.com/images?q=tbn:ANd9GcSeCYzdQi_cdMjJQ49tolfEIjo0psRw19YeMyKs)

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The composite pictures can also describe a Luxury dining room, it tells us about situation of that luxury dining room. We can describe about anything that the find in the picture, such as: the color of things there, how big or small the size of the things, how long or short the length of something, how many things that we find luxury in the picture, etc. The picture above shows the situation in the luxury dining room. In the picture above, the tables are made of thick wood and glass, the ornament on dining table some fruits, there is a vas decorated with orchids make it look more beautiful and glass cup that makes it look elegant and luxurious, the floor is made of marble and decorated with beautiful rug, the seats are made of mahogany and a soft sponge and charming, several paintings were hung on the wall to beautify the room and there are also some wide windows that make the dining room always bright, so can also be view directly highway from the dining room.

2.2.6 Composite Pictures as Teaching Media in Writing

Yunus (1982:49) states that a composite picture are large and single pictures which show a scene, a beach, a hotel, a street, in which we can see a people doing things. Besides that, Wright (1989:198) states that a composite picture was a picture that had a full of information. Therefore, this research used composite picture as a media in English language teaching and learning, especially for writing achievement. Nickols (2009) states that visual aids can help and in so doing add considerable value but they are no substitute for itself. It also stated by Wright (1989:136) picture has been use to help student understand various aspect of foreign language. Pictures have motivated the student and made them understanding the subjects clearly. Especially in stage of writing process is are prewriting, drafting, revising, editing, and publishing.

Improving writing achievement could use many ways through various media. Furthermore, Wright (1989:2) argues that pictures are useful teaching media that are interesting and meaningful, so the student can feel more interested in writing activities.

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Moreover, Yunus (1981:53) states some reasons of the use of picture in teaching English as follows:

1. Picture allow for meaningful practice of vocabulary and structure.
2. Picture help to provide the situation and context, very useful for presenting new grammatical and vocabulary items.
3. Picture can be used for revision from one lesson to another and can be used for long term revision of vocabulary and structure.
4. Picture can also provide a stimulus for using language at the reproduction and manipulation stage to speak, to read, to write.
5. Picture can be used to supplement whatever textbox the teacher is using or whatever course teacher is following to make up to any deficiencies in the textbook.
6. Picture can be easily collected, made and transported.

This is an effective media that can be used in teaching writing. In this case, they are expected to be very useful to help the students improve their writing achievement in writing descriptive text.

2.2.7 Procedure in Using Composite Picture in Teaching Writing

There are some points that must be considered by the teacher before teaching writing of descriptive text by using composite pictures. The teacher should present pictures that relevant to the topic and the level of the students.

According to Wright (1989:24-25), the ways of teaching writing by using composite pictures are:

1) Write Anything You Know
   a. The teacher shows a picture of the students in the class.
   b. Students write down any words or sentences they can think have related to the picture.
2) Recombination
   a. The students look at a composite picture showing a certain scene.
   b. The teacher asks some questions focusing on a teaching point based on the picture.

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c. The teacher introduces a sentence pattern of simple present tense.
d. The students take a pattern and apply it to make sentence based on the picture

In this research, the researcher adopted the ways from Wright (1989:24-25) in teaching learning process:

1) The teacher shows a composite picture to the student in class;
2) The teacher asked some simple questions about the picture shown in the classroom;
3) The teacher explained about simple present tense, descriptive text and gave the example of a short descriptive text by using composite pictures;
4) The teacher distributed a composite picture for the students
5) The teacher guide students to write a sentence based on a composite picture in pair, and then ask them to arrange sentences in individual good descriptive text.

Based on the explanations above, the use of pictures can help the students to improve their writing achievement it can stimulate the students to be involved in the teaching learning process of descriptive text writing.

2.2.8 Contribution of Pictures in Helping Students Write Descriptive Text

In this classroom action research, the researcher used the composite pictures as the media to improve the students' descriptive writing text. Composite pictures could also give the students' motivation. Besides that, improving writing achievement could use many ways through various media. Pictures are useful teaching media that are interesting and meaningful so the students can feel more interested in learning and they not get bored anymore. It can motivate and take part because pictures give the students stimuli, good experience and understanding. Picture can help to provide the situation and context, very useful for presenting new grammatical and vocabulary items (Yunus 1981:53).

The use of pictures in teaching writing was actually meant to help students catch and express their ideas easily. Take an example when the students are asked to write an interesting place, they will get confused if some of them

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have never been there before. They cannot describe what it is like. Without any pictures, they will get difficulty in writing sentences or paragraph because the students may need very long time to express their idea that is appropriate to the topic. That is why pictures help students in getting the ideas easily only by looking at the picture.

In this case, it was easier for the students to learn a language if they were given the imaginations that orient to the scene, the researcher believed that through composite pictures students could improve their ability in writing especially in writing descriptive text and it could also raise their motivation in learning writing activities so that the students will not be passive in the class.

The use of media in teaching had the more contribution to the quality of teaching. While theoretically the quality of teaching will affect the quality of learning outcomes achieved by the students. Receive visual messages like from the image requires skill, because by looking at the visual message is not by itself a person will be able to learn from it. That is why the students should be guided in received and listen visual messages appropriately. Skills to understand visual messages can be defined as the ability to receive and convey messages visually. Ability to receive visual messages include reading visual message appropriately, understand the meaning contained in it, connect the elements of visual message content with a verbal message or otherwise, and be able to live up to the beauty of visualization. While the ability to convey a visual message includes verbal message visualize, illustrate or visualize the meaning of the message content, and simplifies the meaning in the form of visualization.

2.2.9 Action Hypothesis

Based on the literature review above and the research problem, the hypothesis of this classroom action research were formulated as “The use of composite pictures can help students find ideas organize content, select words, and write English tense correctly by using composite picture”. “The use of composite picture can improve the eighth grade students’ descriptive text writing achievement at MTs N Arjasa-Jember”.

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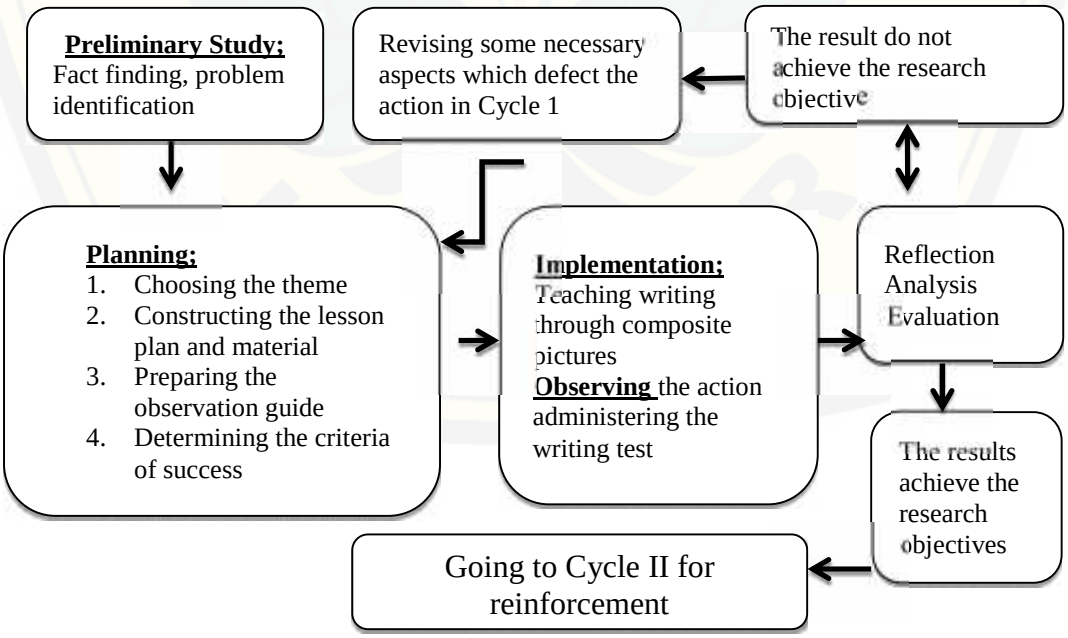
CHAPTER 3. RESEARCH METHOD

This chapter presented the method used in this research. They were Research Design, Area Determination Method, Subject determination Method, data Collection Methods, Data Analysis Method, and Research Procedures that will be presented respectively in the following parts.

3.1 Research Design

This research was intended to improve class VIII D students' descriptive text writing achievement using composite picture at MTs N Arjasa-Jember. The research design was classroom action research (CAR) with cycle model. This action research was applied in cycle which covers: planning of the action, implementing of the action, observation and evaluation, reflection of the action (Elliot, 1991:69). The design of this classroom action research followed the model from Lewin, (in Elliot 1991:70) and it is illustrated in Diagram 3.1.

Diagram 3.1 The Model of the Classroom Action Research



(*Adopted from Lewin, 1980 in Elliot, 1991:70*)

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3.2 Action Research Procedures

Based on the Diagram 3.1, the procedures in conducting this action research follow the stages of preliminary study, planning of the action, the implementation of the action, observation, reflection of the action.

3.2.1 Preliminary Study

Preliminary study is important to be done to define the real problems in teaching learning writing. It was done before the researcher begins the action research and during the teachers teaching to see what problem really existed during writing teaching and learning process.

They were the general condition in English class especially in writing, the difficulty faced by students in writing ability, and the strategy used by the teacher to solve students' difficulties in writing ability.

3.2.2 Planning of the Action

The activities of this classroom action research were done collaboratively with the English teacher. The following the activities were prepared before conducting this action research. They are as follows:

1. Choosing the topic based on the genre taught to the eight year students based on the Institutional Level Curriculum (KTSP/ Kurikulum Tingkat Satuan Pendidikan) for junior high school.
2. Constructing the lesson plans for the first cycle (lesson plan 1 and lesson plan 2).
3. Consulting the lesson plans with the English teacher.
4. Preparing some pictures, it means composite picture as the media in teaching Descriptive text writing.
5. Preparing the guide of observation in the form of checklist containing the indicators to be observed about the activities, response during the teaching learning process of descriptive text writing using composite pictures.
6. Constructing the writing test for the first cycle to measure the students' descriptive text writing achievement.

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3.2.3 The Implementation of the Action

The implementation of the actions was based on the lesson plan made by the researcher. The researcher implemented the action in the class that is teaching writing descriptive text by using composite picture. This action conducted in two cycles. This research carried out during the school hours by the research that was 2 x 40 minutes. The implementation of the actions in Cycle 1, the researcher taught writing by using composite pictures in the first and second meeting. The implementation of the actions in the first and second Cycle was based on the lesson plansare made by the researcher that had been consulted with the English teacher. The activities were done collaboratively between the researcher and the English teacher.

The teacher let the researcher know the real condition of each student directly. The researcher expected to find difficulties of the students during the lesson, and then, the teacher did the implementation of the action in turn. The first Cycle has been conducted by the researcher while the English teacher is doing observation to observe the students' active, response in the teaching learning process of writing. The writing test was given in the third meeting. The implementation in Cycle 1 done based on lesson plan 1 and lesson plan 2. The result of descriptive text writing test in Cycle 1 did not achieved the target mean score yet (M≥70), so the action continue in Cycle 2 by revising the teaching technique in Cycle 1.

3.2.4 Observation and Evaluation

3.2.4.1 Observation

In this research, the English teacher observed the students' while the actions were in the progress. It means the English teacher observed the students participation in each meeting of each Cycle while the researcher doing action. The researchers help by the English teacher as a collaborator to conduct the observation during the teaching learning process. Besides that, observation very important to control the students' activities concerning with the application of composite pictures in writing a short simple essay in the form of descriptive text.

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3.2.4.2 Evaluation

Evaluation in this research conducted to know whether the use of composite pictures able to improve the students writing achievement covering the five aspects of writing namely grammar or sentence structure, content of the paragraph, organization, vocabulary, and mechanics. The evaluations used in this research both process evaluation and product evaluation. Process evaluation is done by conducting the observation in every meeting in each Cycle during in the learning process of writing by using composite pictures. The product evaluation is taking from writing test by using composite pictures.

The criteria of success in this research are as follows:

1. The use of composite pictures can improve the students' descriptive text writing achievement if 70% students achieve the target score ≥70 or more in the writing test.

3.2.5 Reflection of the Action

The reflection conducted to reflect the result of the action of the first and second meeting and the result of writing achievement test in each Cycle. After doing reflection the actions given are successful or not. The researcher and the English teacher would modify the strategy to solve the problems that faced by the students and find solution. The result of the reflection would be used as a guide to revise the action for the next Cycle.

3.3 Area Determination Method

The area of this research was determined purposively. Thus, it used Purposive method; it is a method chosen on a certain purpose or a reason (Arikunto, 2010:183). Besides that, Fraenkel and Wallen (2009:100) stated a purposive method is a method in choosing a research based on a certain purpose or reason. In this action research, MTs Negeri Arjasa was chosen as the area to conduct the research because of some reasons. The reasons are:

1. Teaching learning by using media of composite pictures had never been applied by the English teacher in teaching writing.

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2. The students had problem in writing.
3. The teacher and the headmaster of MTs N Arjasa gave permission to the researcher to conduct the classroom action research in that school.

3.4 Subject Determination Method

The subject of this research was the VIII C grade students' of MTs N Arjasa-Jember in the 2016/2017 academic year. The subjects chosen based on the information of the English teacher; that class VIII C had low score average in writing test. This class purposively chosen based on the students' problem in writing. Moreover, the mean score of the students' writing was ≤ 60; where as the standard mean score of this school was 70. Moreover, the students' participation in the teaching learning process was still passive.

3.5 Data Collection Method

In this research, the data was collected from a writing test, an observation, and a conference.

3.5.1 Writing Test

Hughes (2003:11) categorizes the test into four types; those are proficiency test, achievement test, diagnostic test, and placement test. In this research, the test applied was achievement test. Hughes (1996:13) stated that achievement test is a test conducted to discover how successful students have been in achieving the objective of a course study. According to Heaton (1988:14) a test of achievement should be measuring the students' mastery of what have been taught. Achievement test was used in this research in order to measure the students' writing achievement after being taught by using composite pictures.

According to Hughes (2003:26), a good test must fulfill two requirements, they are validity and reliability. The tests which are intended to measure the eighth grade students' descriptive text writing achievement applied valid instrument. Valid test must be reliable. It means that a test considered being reliable if it had consistent result wherever it was implemented in different time.

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The content validity was applied in the test to measure the students' writing achievement. Content validity used in this research because the test materials that constructed based on the institutional level curriculum / (KTSP 2006) for junior high school.

Heaton (1990:162) says reliability is a necessary characteristic of any good test: for it to be valid at all, a test must first reliable as a measuring instrument. This research will apply inter-rater reliability. The scorer, both the researcher and the English teacher, discussed about the way to use the scoring criteria in scoring students' work. The consistent score was produced by different raters. In this research, the researcher and the English teacher assessed the students' writing test. The scoring criteria were used by the researcher and the teacher in scoring the students' writing of Descriptive text.

In this Classroom Action Research, the students writing evaluated analytically. Heaton (1988:148) defines analytic as a method that depends on a marking scheme which has been carefully drawn up by the examiner or body of examiner. Analytic scoring method used in this research because it was an appropriate scoring method which intends to know the strength and weaknesses of the students' of writing ability. Analytical method was a method of scoring which requires a separate score for each number of aspects of task. There were five aspects that score analytical in this research, they are; grammar, vocabulary, mechanic, content, and organization. The following was the scheme of the analytical scoring method to score the students' descriptive text writing. Further, the explanation about the scoring method was as follows.

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

Components	Score	Criteria
Content	5	Main idea stated clearly and accurately, change of opinion very clear.
	4	Main ideas stated fairly clearly and accurately, change of opinion relatively clear.
	3	Main ideas somewhat unclear and inaccurate change of opinion statement somewhat weak.
	2	Main ideas not clear and accurate change of opinion statement weak.
	1	Main ideas not all clear and accurate change of opinion statement very weak.
Organization	5	Well organized and perfectly coherent.
	4	Fairly well organized and generally coherent.
	3	Loosely organized but main ideas clear, logical but incomplete sequencing.
	2	Ideas disconnected, lacks logical sequencing.
	1	No organization, incoherent.
Vocabulary	5	Very effective choice of words and word forms.
	4	Effective choice of words and word forms.
	3	Adequate choice of words bit some misuse of vocabulary and word forms.
	2	Limited range, confused use of words and word forms.
	1	Very limited range, very poor knowledge of the words and word forms.
Grammar	5	No errors, full control of complex structure.
	4	Almost no errors, good control of structure.
	3	Some errors, fair control of structure.
	2	Many errors, poor control of structure.
	1	Dominated by errors, no control of structure.
Mechanics	5	No errors of spelling and punctuations.
	4	Few errors in spelling and punctuations.
	3	Fair number of spelling and punctuation errors.
	2	Frequent errors in spelling and punctuation.
	1	No control over spelling and punctuation.
Score: **Content:_ + Organization:_ + Vocabulary:_ + Grammar:_+ Mechanics:_+** **Writing Score: total score x 100 = ……..** **25**		

(*Adopted from Cohen, 1994)*

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3.5.2 Observation

Observation was used to collect data about how composite pictures help students Compose descriptive text in teaching and learning process. According to McMillan (1992:128), it is stated the observation in classroom action research is used to describe the activities, responses, and involvement of the students in teaching learning process. In this research, the data that collected related to (1) How the composite pictures help students get the ideas (2) How the composite pictures help students organize content (3) How the composite pictures help students produce word (4) How the composite pictures help students use the tenses. The instrument used to collect the data in this research field note. In this field notes, the observer took note or how picture help get students ideas, and helped the students use the available words. The observer observed the teaching and learning process in the first and second cycle.

3.6 Data Analysis Method

The result of writing test in the form of the students' scores of writing test will be analyzed quantitatively by using the following formula:

$$E = \frac{n}{N} X\, 1 \quad \%$$

Notes:

E : The percentage of the students who get score 70 or more
n : The total number of the students who get score 70 or more
N : The total number of the students in the class

(Adopted from Ali, 1993:186)

The qualitative data obtained from field notes was analyzed descriptively. The result of analysis will describe how composite picture helped students get ideas, how composite picture helped students produce words, organized content, and used tenses.

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CHAPTER 5. CONCLUSION AND SUGGESTIONS

This chapter deals with the conclusion of the research and suggestion. Each point is presented respectively in the following sections.

5.1. Conclusion

Based on the results of data analysis and discussion in this research, it could be concluded that teaching writing by using composite picture could improve writing achievement during the teaching and learning process at MTs Negeri Arjasa Jember in the 2015/2016 academic year.

1. The use of composite picture was able to improve the students' writing achievement at MTs Negeri Arjasa Jember in the 2015/2016 academic year. The improvement can be seen from the result of writing achievement in each cycle. The result of writing achievement test in Cycle 1 showed that 55.17 of 29 students got score ≥ 70. Then, the result of writing achievement test in Cycle 2 informed that 78.86% of 29 students got score ≥ 70 who got the standard minimum score. The improvement of students' writing achievement test from Cycle 1 to Cycle 2 was as many as 20%. It can be concluded that the use of composite picture in teaching and learning process can improve the writing achievement test.

5.1. Suggestions

Based on the result of the classroom action research, some suggestions are proposed of the following people:

1. The English Teachers

   The use of composite picture as media in teaching and learning process can encourage students to improve the students' writing achievement and their active participation. The teachers can apply the composite picture in her

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teaching and learning process in writing achievement to make students work cooperatively as well.

2. The Students

   The first is students have to interest in English, so they feel enjoy along learning by using composite pictures. The second is students have to learn and improve ability in writing descriptive text by composite pictures. The last is students should extend their vocabulary in many ways, e.g. reading the text especially descriptive text, using new words along in the classroom activities or their daily life, or even by drilling some new words. So finally, students are able to write a qualify text.

3. The Future Researchers

   It is suggested to the future researchers to use these research results as information and input to conduct further research while they have the similar problem by using different research design or they want to use composite picture in another kinds of story such as narrative, descriptive, report, etc. to improve the writing achievement of students.

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Appendix A

Research Matrix

Title	Problems	Variables	Indicators	Data resources	Research method	Hypothesis
Using composite picture to improve the eighth grade students' descriptive text writing achievement at MTs N Arjasa-Jember	1. Can the use of composite pictures improve the eighth grade students' descriptive paragraph writing achievement at MTs N Arjasa-Jember? 2. How can learning tasks using composite picture help students organize content of descriptive writing?	**Independent variable:** Teaching descriptive text by using composite pictures **Dependent variable:** - The students' descriptive text writing achievement	1. Teaching descriptive text by using composite pictures a. Stating the objects in picture b. Mentioning some activities based on the pictures c. Explain about descriptive text d. Making a descriptive text based on the composite picture given 2. The scores of the students' writing test covering: a. Content b. Organization c. Vocabulary d. Mechanic e. grammar	**1. Respondens:** The eighth grade students of MTs N Arjasa-Jemberin the 2014/2015 academic year **2. Collaborator:** The english teacher of the eighth grade students at MTs N Arjasa-Jember	**a. Research design:** Classroom Action Research with the cycle model. The steps are as follows: a) Planning of the action b) The implementation of the action c) Classroom observation and evaluaion d) Reflection of the action (*Adapted from: Lewin, 1980, in Elliot, 1991:70)* **b. Area Determination Method:** Purposive method **c. Subject Determination Method:** Purposive method **d. Data Collection Methods:** - Writing test - Observation - Conference **e. Data Analysis Method:** a) Students' writing test will be	1. The use of composite pictures can improve the eighth grade students' descriptive text writing achievement at MTs N Arjasa-Jember.

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Appendix A

				3. School documents: a. The names of the research subjects b. The previous scores the students' previous writing	analyzed by using the following formula E = n/N x 100% Notes : E : The percentage of the students who get score 70 or more n : The total number of the students who get score 70 or more N : The total number of the students in the class *(Adapted from:Ali, 1993: 186)* b) Descriptive Qualitative analysis - Observation - Interview - Documentation	

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Appendix B

The Preliminary Study Guide

A. The Interview Guide

Data Resources: The eighth grade English teacher at MTs N Arjasa-Jember.

No.	Interview Questions	Teacher's Answers
1.	What curriculum do you use at SMPN 1 Sukorambi?	The school use KTSP (Kurikulum Tingkat Satuan Pendidikan)
2.	How often do you teach English in a week?	I taught four hours a week
3.	How do you teach witing skill to the students?	Giving explanation and giving the example, then asking them to do the exercise
4.	What English book is used in teaching learning process?	Galilio
5.	Do the students show active participation in the classroom?	Some students who Actively Participate Actively in following the teaching and learning at least 4, 6 students.
6.	What kind of difficulties are there in teaching learning process?	Understanding of students in learning is still low.
7.	What are the general problems when they are writing English text?	Most of the students have problem in the grammar, mechanic, vocabulary, organization and the content in writing.
8.	Which class has the lowest writing score?	Among the six classes, the eighth D class has the lowest writing score.
9.	Have you ever used composite pictures in teaching writing?	No, never
10.	What is the standard score of writing?	It is 70

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Appendix B

B. The Documentation Guide

Data resources: school documents, the eighth grade English teacher at MTs N Arjasa-Jember.

No.	Document	Data
1.	The names of the research respondents	School Document
2.	The scores of the students' writing test	School document

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Appendix C

The Class VIII C Students' Previous

Score of Writing Test

No	Students' Name	Score	Standard Minimum Score
1	ADE AYU SEKAR ARUM	80	70
2	AHMAD DICKY STEVANO	48	70
3	ALIFATUS SOLEHA	40	70
4	ANIS SA'DIYAH	60	70
5	ARIF	64	70
6	LAILATUN GUFRON	72	70
7	LENIFITA KURNIA	56	70
8	LINDA LESTARI	64	70
9	MOCH. EKO DWI RENALDI	32	70
10	MOH RIFKI ANDRIANSYAH	70	70
11	MOH. ANANG FAQIH MAULANA	45	70
12	MOH. FAHMI FIRDAUS	56	70
13	MOH. IWAN KURNIAWAN	76	70
14	MUHAMMAD ARIFIN	70	70
15	MUHAMMAD DAVID PRATAMA	40	70
16	MUHAMMAD IQBAL MAULANA	60	70
17	MAULANA MARHADI	76	70
18	NOVA AGNES PARADITA	64	70
19	NURUL FAIDAH	56	70
20	OKTALIA PUTRI GINANTI	40	70
21	PRAMONO	62	70
22	RIP DATUL HASANAH	56	70
23	RIZKI MAULANA	40	70
24	SELI	76	70
25	SITI AISYAH A	80	70
26	SITI NUR WULANDARI	60	70
27	SUSILOWATI	56	70
28	YUSMAN HADI	48	70
29	ZAINAL ABDILLAH	60	70

NOTE:

- The percentage of the students who reached the target minimum score: 8/29 x 100% = 27,7%
- The percentage of students who did not reach the target minimum score: 21/29 x 100% = 72,4%
  The mean score = 57,32

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LESSON PLAN CYCLE 1

(Meeting 1)

School : MTs N Arjasa-Jember
Subject : English
Class/Semester : VIII / I
Language Skill : Writing
Type of Text: Descriptive Text
Theme : Place (At School)
Time Allocation : 2 x 40 minutes

I. Standard Competence

6. mengungkap makna dalam teks tulis fungsional dan esai pendek sederhana berbentuk *descriptive*, dan *recount* untuk berinteraksi dengan lingkungan sekitar.

II. Basic Competence

6.2 Mengungkapkan makna dan langkah retorika dalam esai pendek sederhana dengan meggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk*descriptive* dan *recount.*

III. Indicators

Cognitive Product

3.1 Writing a descriptive text based on the picture given.

3.2 Writing present sentences based on media given.

Cognitive Process

3.3 Identifying the generic structure and language feature of descriptive text.

3.4 Mentioning some words related with the picture.

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3.5 Listing appropriate sentence into good order.

IV. Learning Objectives

Cognitive Product

4.1 Students are able to write present sentences based on media given.

4.2 Students are able to write a descriptive text based on the picture given.

4.3 Students are able to identify the generic structure and language feature of descriptive text.

Cognitive Process

4.4 Students are able to mention some words related with the picture

4.5 Students are able to list appropriate sentence into good order.

V. Material : Enclosed

VI. Teaching Learning Activities

No	Teacher	students' activity	Time
1.	**Pre-instructional activities**		
	- Greeting the students and praying together.	Responding	1'
	- Checking the students' attendance list.	Responding	2'
	- Showing a composite picture related to the topic.	Responding	1'
	- Giving some leading questions to the students such as:	Answering the Question.	10'
	a. What do you think about our classroom?	Answering the Question.	
	b. How about the size of our	Answering the Question.	

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	classroom? c. What is the color of the wall? d. What is in the front of the classroom? e. Does our classroom clean and comfort? - Stating the objectives.	 Answering the Question. Answering the Question. Answering the Question. Answering the Question. Paying attention	 2’
	Main Activities - Distributing the example of descriptive text to the students. - Explain the example of descriptive text based on the picture of classroom. (to help the students comprehend the structure of the text) - Explaining generic structure and language features of descriptive text. - Students repeating the explanation of generic structure and language features of a descriptive text. - Distributing composite pictures of a library. - Asking students to write 6 sentences about sentences based on the composite picture (library). - Asking students to write descriptive text by following about library generic	 Paying attention Paying attention Paying attention Paying attention Responding Doing the exercises in pair Doing the exercises individually.	2’ 10’ 7’ 7’ 2’ 10’ 20’

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	structure and language features of descriptive text.		
3.	**Closure** - Summarizing and guiding the students to make conclusion. - Parting the students.	Making conclusion with the teacher Parting the teacher	5’ 1’

VII. Media and Sources

Media :composite pictures, students’ worksheets.

Sources : http://download.portalgaruda.org/article.php?article=100261&val=1486
http://sembilanstudio.com/wpcontent/uploads/2013/06/002.jpg

VIII. Evaluation

Process :Conducted during the teaching learning process

Instrument :Field note

Jember, July2016

Researcher,

Rohmad Efendi

NIM. 100210401104

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INSTRUCTIONAL MATERIALS

A. Pre-instructional Activity

Leading questions

1. What do you think about our classroom?
2. How about the size of our classroom?
3. What is the color of the wall?
4. What is in the front of the classroom?
5. How about the condition of our classroom?

A. Main Activity

1. Descriptive text

- A descriptive text is a text which lists the characteristic of something.
- The social function is to describe a particular person, place, or thing.
- The generic structure:

a. Identification : identifying phenomenon to be described.

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b. Description : describing a person, a place, or a thing in details including the parts, the quality, or the characteristics being described.

- Language features:

a. Using noun.
b. Using simple present tense.
c. Using adjective.
d. Using adverb.

The Example of Descriptive Text

Our Classroom

Our class is VII B. It is located in front of the teacher office. It is in the second floor.

Our classroom has a big size. The color of the wall is white. In front of the class, there is a teacher table and a chair. There is a vase of flower on the table. Our classroom is clean and comfortable and we love studying there.

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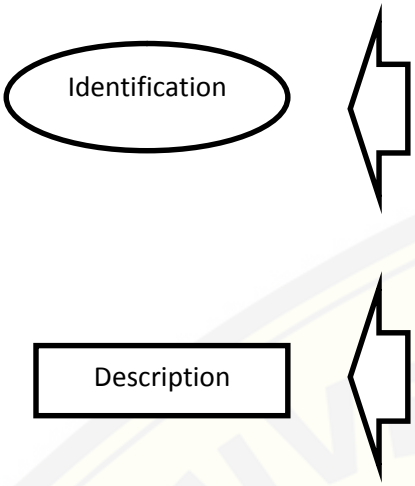

Our class is VII B. it is located in the front of the teacher office. It is in the second floor.

Our classroom has a big size. The color of the wall is white. In front of the class, there is a teacher table and a chair. There is a vase of flower on the table. Our classroom is clean and comfortable and we love studying there.

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Exercise

I. Write 6 sentences about the conditions shown on the picture above.

II. Write a descriptive text by using sentences that you have made based on the picture above.

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Appendix E

LESSON PLAN CYCLE 1

(Meeting 2)

School	: MTs N Arjasa-Jember
Subject	: English
Class/Semester	: VIII / I
Language Skill	: Writing
Type of Text	: Descriptive Text
Theme	: Place (At School)
Time Allocation	: 2 x 40 minutes

I. Standard Competence

6. mengungkap makna dalam teks tulis fungsional dan esai pendek sederhana berbentuk *descriptive*, dan *recount* untuk berinteraksi dengan lingkungan sekitar.

II. Basic Competence

6.2 Mengungkapkan makna dan langkah retorika dalam esai pendek sederhana dengan meggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount.*

III. Indicators

Cognitive Product

3.1 Writing a descriptive text based on the picture given.

3.2 Writing present sentences based on media given.

Cognitive Process

3.3 Identifying the generic structure and language feature of descriptive text.

3.4 Mentioning some words related with the picture.

3.5 Listing appropriate sentence into good order.

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IV. Learning Objectives

Cognitive Product

4.1. Students are able to write present sentences based on media given.

4.2. Students are able to write a descriptive text based on the picture given.

4.3. Students are able to identify the generic structure and language feature of descriptive text.

Cognitive Process

4.4. Students are able to mention some words related with the picture

4.5. Students are able to list appropriate sentence into good order.

V. Material : Enclosed

VI. Teaching Learning Activities

No	Teacher	students' activity	Time
1.	**Pre-instructional activities**		
	- Greeting the students and praying together.	Responding	1'
	- Checking the students' attendance list.	Responding	2'
	- Showing a composite picture related to the topic.	Responding	1'
	- Giving some leading questions to the students such as:	Answering the Question.	10'
	a. Is there any canteen in your school?	Answering the Question.	
	b. Where is the location of the canteen?	Answering the Question. Answering the Question.	
	c. How about condition of the canteen?	Answering the Question.	
	d. Can you mention all of the things that are available in the center of	Answering the Question.	

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	your school? e. What are they? f. How is the condition of canteen in this picture? g. What is the color of the canteen wall? h. What are the advantages of the canteen? - Stating the objectives.	 Answering the Question. Answering the Question. Answering the Question. Answering the Question. Paying attention	 2’
	Main Activities - Distributing the example of descriptive text to the students. - Explain the example of descriptive text based on the picture of canteen. (to help the students comprehend the structure of the text) - Explaining generic structure and language features of descriptive text. - Students repeating the explanation of generic structure and language features of a descriptive text. - Distributing composite pictures of a teacher room. - Asking students to write 6 sentences about sentences based on the composite picture (teacher room). - Asking students to write descriptive text by following about teacher room generic structure and language features of descriptive text.	 Paying attention Paying attention Paying attention Responding Doing the exercises in pair Doing the exercises individually.	 2’ 10’ 7’ 7’ 2’ 10’ 20’

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3.	**Closure** - Summarizing and guiding the students to make conclusion. - Parting the students.	 Making conclusion with the teacher Parting the teacher	 5’ 1’

VII. Media and Sources

Media : composite pictures, students’ worksheets.

Sources : http://download.portalgaruda.org/article.php?article=100261&val=1486
http://sembilanstudio.com/wpcontent/uploads/2013/06/002.jpg

VIII. Evaluation

Process : Conducted during the teaching learning process

Instrument : Field note

Jember, July 2016

Researcher,

Rohmad Efendi
NIM. 100210401104

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INSTRUCTIONAL MATERIAL

A. Pre-instructional activity

Leading questions

1. Is there any canteen in your school?
2. Where is the location of the canteen?
3. How about condition of the canteen?
4. Can you mention all of the things that are available in the centeen of your school?
5. What are they?
6. How is the condition of canteen in this picture?
7. What is the color of the canteen wall?

B. Main activity

1. Descriptive text

- A descriptive text is a text which lists the characteristic of something.
- The social function is to describe a particular person, place, or thing.
- The generic structure:

a. Identification : identifying phenomenon to be described.

b. Description : describing a person, a place, or a thing in details including the parts, the quality, or the characteristics being described.

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- Language features:

a. Using noun (*my school, my classroom).*

b. Using simple present tense (*he goes to school)*

c. Using adjective (*big, large, clean)*

d. Using adverb (at home, inside, outside)

The Example of Descriptive Text

Canteen

My school has a canteen. It makes easy for students to buy some foods and drinks.

The canteen is behind my class. My school canteen is big and very clean. The color of the wall is white and cream-colored. In the canteen, there are thirty one chairs and five tables for the customers.

Identification ← My school has a canteen. It makes easy for students to get some foods and drinks.

Description ← The canteen is behind from my class. My school canteen is big and very clean. The color of the wall is white and cream-colored. In the canteen, there are thirty one chairs and five tables for the customers.

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Exercise

I. Write 6 sentences about the conditions shown on the picture above.

II. Write a descriptive text by using sentences that you have made based on the picture above individually.

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WRITING TEST I

School	**: MTs Negeri Arjasa**	**Time**	**: 1 x 60 minutes**
Subject	**: English**	**Name**	**: ……..**
Class/Semester	**: VIII/1**	**Score**	**: ……....**

Write a short descriptive text (6 Sentences as Minimum) based on the picture below!

a.

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LESSON PLAN CYCLE 2

(Meeting 1)

School : MTs Negeri Arjasa
Subject : English
Class/Semester : VIII / I
Language Skill : Writing
Type of Text : Descriptive Text
Theme : Place (At School)
Time Allocation : 2 x 40 minutes

I. Standard Competence

6. mengungkap makna dalam teks tulis fungsional dan esai pendek sederhana berbentuk *descriptive*, dan *recount* untuk berinteraksi dengan lingkungan sekitar.

II. Basic Competence

6.2 Mengungkapkan makna dan langkah retorika dalam esai pendek sederhana dengan meggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teksberbentuk*descriptive* dan *recount.*

III. Indicators

Cognitive Product

3.1. Writing a descriptive text based on the picture given.
3.2. Writing present sentences based on media given.

Cognitive Process

3.3. Identifying the generic structure and language feature of descriptive text.
3.4. Mentioning some words related with the picture.
3.5. Listing appropriate sentence into good order.

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IV. Learning Objectives

Cognitive Product

4.1 Students are able to write present sentences based on media given.

4.2 Students are able to write a descriptive text based on the picture given.

Cognitive Process

4.3 Students are able to identify the generic structure and language feature of descriptive text.

4.4 Students are able to mention some words related with the picture

4.5 Students are able to list appropriate sentence into good order.

V. Material : Enclosed

VI. Teaching Learning Activities

No	Teacher	students' activity	Time
1.	**Pre-instructional activities**		
	- Greeting the students and praying together.	Responding	1'
	- Checking the students' attendance list.	Responding	2'
	- Showing a composite picture related to the topic.	Responding	1'
	- Giving some leading questions to the students such as:	Answering the Question.	5'
	a. Where is the location of your school?	Answering the Question.	
	b. How many classrooms in your school?	Answering the Question.	
	c. Is there any library in your school?	Answering the Question.	
	d. How about condition of the school?	Answering the Question.	
	e. Can you mention all of the things	Answering the Question.	

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	that are available in the schoolyard of your school? f. Is there any canteen in your school? - Stating the objectives.	Answering the Question. Paying attention	 2’
	Main Activities - Distributing the example of descriptive text to the students. - Explain the example of descriptive text based on the picture of my school. (to help the students comprehend the structure of the text) - Explaining generic structure and language features of descriptive text. - Students repeating the explanation of generic structure and language features of a descriptive text. - Distributing composite pictures of a schoolyard. - Asking students to write 6 sentences about sentences based on the composite picture (schoolyard). - Asking students to write descriptive text by following about schoolyard generic structure and language features of descriptive text.	 Paying attention Paying attention Paying attention Paying attention Responding Doing the exercises in pair Doing the exercises individually.	 2’ 5’ 5’ 5’ 2’ 10’ 30’
3.	**Closure** - Summarizing and guiding the students	Making conclusion with the	5’

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	to make conclusion. - Parting the students.	teacher Parting the teacher	 1’

VII. Media and Sources

Media :composite pictures, students’ worksheets.

Sources :

https://www.google.com/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwjzwdXSm4DPAhXGPI8KHf46DLAQjRwIBw&url=http%3A%2F%2Fwww.al-amin.

https://alhadyblog.wordpress.com/2012/12/26/descriptive-text/

VIII. Evaluation

Process :Conducted during the teaching learning process

Instrument : Field note

Jember, July 2016

Researcher,

Rohmad Efendi

NIM. 100210401104

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INSTRUCTIONAL MATERIAL

A. Pre-instructional activity

Leading questions

1. Where is the location of your school?
2. How many classrooms in your school?
3. Is there any library in your school?
4. How about condition of the school?
5. Can you mention all of the things that are available in the schoolyard of your school?
6. Is there any canteen in your school?

A. Main Activity

1. Descriptive text

- A descriptive text is a text which lists the characteristic of something.
- The social function is to describe a particular person, place, or thing.
- The generic structure:

a. Identification : identifying phenomenon to be described.

b. Description : describing a person, a place, or a thing in details including the parts, the quality, or the characteristics being described.

- Language features:

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a. Using noun.
b. Using simple present tense.
c. Using adjective.
d. Using adverb.

The Example of Descriptive Text

My School

My school is at Jalan Andi Pangerang 4. It is not big and not small, but it is nice and clean. It is U shape building with yellow white painted.

The school has thirty classrooms, Two Computer Laboratory, Three Science Laboratories such as Biology, Chemistry, and Physics Laboratory. They are in northern part of the school. The library is behind the chemistry Laboratory. Language Laboratory is in front the library and next to Language Laboratory there is a Mosque. In the school yard there some trees around the basketball court and tennis court. The school has three canteen; two canteens are behind the school building and one canteen next to school mosque. Those are for the school boys and school girls. They can buy food and beverage there.

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Identification

My school is at Jalan Andi Pangerang 4. It is not big and not small, but it is nice and clean. It is U shape building with yellow white painted.

Description

The school has thirty classrooms, Two Computer Laboratory, Three Science Laboratories such as Biology, Chemistry, and Physics Laboratory. They are in northern part of the school. The library is behind the chemistry Laboratory. Language Laboratory is in front the library and next to Language Laboratory there is a Mosque. In the school yard there some trees around the basketball court and tennis court. The school has three canteen; two canteens are behind the school building and one canteen next to school mosque. Those are for the school boys and school girls. They can buy food and beverage there.

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Exercise

I. Write 6 sentences about the conditions shown on the picture above.

II. Write a descriptive text by using sentences that you have made based on the picture above.

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Appendix H

LESSON PLAN CYCLE 2

(Meeting 2)

School	: MTs Negeri Arjasa
Subject	: English
Class/Semester	: VIII / I
Language Skill	: Writing
Type of Text	: Descriptive Text
Theme	: Place (At School)
Time Allocation	: 2 x 40 minutes

I. Standard Competence

6. mengungkap makna dalam teks tulis fungsional dan esai pendek sederhana berbentuk *descriptive*, dan *recount* untuk berinteraksi dengan lingkungan sekitar.

II. Basic Competence

6.2 Mengungkapkan makna dan langkah retorika dalam esai pendek sederhana dengan meggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount.*

III. Indicators

Cognitive Product

3.1. Writing a descriptive text based on the picture given.

3.2. Writing present sentences based on media given.

Cognitive Process

3.3. Identifying the generic structure and language feature of descriptive text.

3.4. Mentioning some words related with the picture.

3.5. Listing appropriate sentence into good order.

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IV. Learning Objectives

Cognitive Product

4.1 Students are able to write present sentences based on media given.

4.2 Students are able to write a descriptive text based on the picture given.

Cognitive Process

4.3 Students are able to identify the generic structure and language feature of descriptive text.

4.4 Students are able to mention some words related with the picture

4.5 Students are able to list appropriate sentence into good order.

V. Material : Enclosed

VI. Teaching Learning Activities

No	Teacher	students' activity	Time
1.	**Pre-instructional activities**		
	- Greeting the students and praying together.	Responding	1'
	- Checking the students' attendance list.	Responding	2'
	- Showing a composite picture related to the topic.	Responding	1'
	- Giving some leading questions to the students such as:	Answering the Question.	5'
	a. Where is the location of your school park?	Answering the Question.	
	b. How about condition of the school park?	Answering the Question.	
	c. Can you mention all of the things that are available in the school park of your school?	Answering the Question.	

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	- Stating the objectives.	Paying attention	2’
	Main Activities - Distributing the example of descriptive text to the students. - Explain the example of descriptive text based on the picture of School Park. (to help the students comprehend the structure of the text) - Explaining generic structure and language features of descriptive text. - Students repeating the explanation of generic structure and language features of a descriptive text. - Distributing composite pictures of a headmaster room. - Asking students to write 6 sentences about sentences based on the composite picture (headmaster room). - Asking students to write descriptive text by following about headmaster room generic structure and language features of descriptive text.	Paying attention Paying attention Paying attention Paying attention Responding Doing the exercises in pair Doing the exercises individually.	2’ 5’ 5’ 5’ 2’ 10’ 30’
3.	**Closure** - Summarizing and guiding the students to make conclusion.	Making conclusion with the teacher	5’

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	- Parting the students.	Parting the teacher	1’

VII. Media and Sources

Media : composite pictures, students’ worksheets.

Sources : https://www.google.com/search?q=gambar+taman+sekolah&tbm=isch&tbo=u&source=univ&sa=X&ved=0ahUKEwiFjYL4sMXPAhUDLpQKHWN1C84QsAQIHQ&biw=1252&bih=602#imgrc=nBwKhT_p5mROFM%3A

VIII. Evaluation

Process : Conducted during the teaching learning process

Instrument : Field note

Jember, July 2016

Researcher,

Rohmad Efendi

NIM. 100210401104

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INSTRUCTIONAL MATERIAL

A. Pre-instructional activity

Leading questions

1. Where is the location of your school park?
2. How about condition of the school park?
3. Can you mention all of the things that are available in the school park of your school?

A. Main Activity

1. Descriptive text

- A descriptive text is a text which lists the characteristic of something.
- The social function is to describe a particular person, place, or thing.
- The generic structure:

a. Identification : identifying phenomenon to be described.

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b. Description : describing a person, a place, or a thing in details including the parts, the quality, or the characteristics being described.

- Language features:

a. Using noun.

b. Using simple present tense.

c. Using adjective.

d. Using adverb.

The Example of Descriptive Text

School Park

My school has a beautiful garden. The park is located in the middle of school. It is Very close to the gate.

There is a small pool in the middle of the park. There are a lot of flowers around the pool. They are rose, orchid and jasmine. There is a mango tree in the right corner of the park. There is also a guava tree in the left corner. The place is very clean and comfortable.

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Identification

My school has a beautiful garden. The park is located in the middle of school. It is Very close to the gate

Description

There is a small pool in the middle of the park. There are a lot of flowers around the pool. They are rose, orchid and jasmine. There is a mango tree in the right corner of the park. There is also a guava tree in the left corner. The place is very clean and comfortable.

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Exercise

I. Write 6 sentences about the conditions shown on the picture above.

II. Write a descriptive text by using sentences that you have made based on the picture above.

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Appendix I

WRITING TEST II

School	**: MTs Negeri Arjasa**	**Time**	**: 1 x 60 minutes**
Subject	**: English**	**Name**	**: ……..**
Class/Semester	**: VIII/1**	**Score**	**: ……...**

Write a short descriptive text (6 Sentences as Minimum) based on the picture below!

a.

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Writing Test Result Cycle 1

Ss' Numb	Scorer 1					TS 1	Scorer 2					TS 2	AS	Score ≥ 70 (A)	Score ≤ 70 (NA)
	C	O	V	G	M		C	O	V	G	M				
1	26	17	17	16	4	**80**	25	17	17	16	3	**78**	**79**	√	
2	24	13	14	18	4	**73**	22	14	13	18	3	**70**	**71.5**	√	
3	16	10	19	11	3	**59**	16	10	19	11	2	**58**	**58.5**		√
4	16	10	11	11	3	**51**	16	11	12	13	3	**55**	**53**		√
5	23	15	13	19	4	**74**	22	15	14	20	4	**75**	**74.5**	√	
6	21	15	16	17	4	**73**	22	16	15	18	4	**75**	**74**	√	
7	20	13	14	18	3	**68**	18	12	14	18	3	**65**	**66.5**		√
8	22	14	13	21	4	**74**	24	13	14	18	4	**73**	**73.5**	√	
9	15	9	9	10	2	**45**	15	9	9	10	3	**46**	**45.5**		√
10	20	16	18	18	4	**73**	21	17	16	18	3	**70**	**74.5**	√	
11	16	10	19	11	3	**49**	15	10	19	11	3	**48**	**48.5**		√
12	15	8	8	9	2	**42**	13	8	9	8	2	**40**	**41**		√
13	25	15	15	19	3	**77**	26	14	14	21	3	**78**	**77.5**	√	
14	20	16	16	18	3	**73**	21	17	16	18	4	**76**	**74.5**	√	
15	20	17	14	17	4	**72**	18	14	14	18	4	**71**	**71.5**	√	
16	15	10	10	6	3	**44**	15	9	9	6	3	**42**	**43**		√
17	21	13	11	17	5	**71**	20	18	12	16	5	**71**	**71**	√	
18	22	16	17	17	4	**76**	24	13	14	18	4	**73**	**74.5**	√	
19	17	10	12	11	3	**53**	16	10	12	10	3	**51**	**52**		√
20	14	9	9	6	3	**41**	15	9	9	6	4	**43**	**42**		√
21	22	16	18	18	4	**78**	22	16	17	18	5	**77**	**77.5**	√	
22	22	17	14	19	4	**76**	22	17	14	21	5	**78**	**77**	√	
23	14	9	9	5	3	**40**	13	9	9	5	3	**41**	**40.5**		√
24	23	16	17	20	3	**79**	22	16	17	20	5	**80**	**79.5**	√	
25	25	14	15	19	4	**77**	25	14	15	19	5	**78**	**77.5**	√	
26	16	14	15	15	4	**65**	16	13	13	14	4	**62**	**63.5**		√
27	22	17	14	19	4	**76**	22	17	14	21	5	**78**	**77**	√	
28	13	9	9	5	2	**38**	13	10	8	6	2	**39**	**38.5**		√
29	12	8	8	5	2	**35**	12	8	8	6	3	**37**	**36**		√
N=29	**Achieve : 16/29 x 100% = 55.17%**												**1883 (∑x)**	**16**	**13**
	Not Achieve : 13/29 x 100% = 44.82%												**64.93 (M)**	**55.17%**	**44.82%**

Notes :

Ss' Numb : Students' number
Scorer 1 : the researcher
Scorer 2 : the English teacher
C : Content
O : Organization
V : Vocabulary
G : Grammar
M : Mechanics
TS 1 : Total Score from scorer 1
TS 2 : Total Score from scorer 2
N : Total students in the class
AS : Average Score = $\frac{TS1+TS2}{2}$

∑x : Total Average Score

M : Mean Score = $\frac{\sum x}{N}$

A : Achieve

NA : Not Achieve

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Writing Test Result Cycle 2

Ss' Numb	Scorer 1					TS 1	Scorer 2					TS 2	AS	Score ≥ 70 (A)	Score ≤ 70 (NA)
	C	O	V	G	M		C	O	V	G	M				
1	26	18	18	18	4	**84**	27	17	18	16	4	**82**	**82**	√	
2	25	13	14	17	4	**73**	24	14	13	18	4	**73**	**73**	√	
3	22	17	19	17	4	**79**	22	17	17	18	4	**78**	**78.5**	√	
4	22	20	17	17	4	**80**	22	18	20	17	4	**81**	**80.5**	√	
5	23	17	13	18	4	**75**	22	17	14	21	4	**78**	**76.5**	√	
6	25	18	16	17	5	**81**	24	17	15	18	5	**79**	**80**	√	
7	20	13	14	17	3	**67**	22	12	17	14	3	**68**	**67.5**		√
8	20	14	17	17	4	**78**	22	13	16	20	4	**75**	**76.5**	√	
9	21	14	17	17	4	**73**	22	13	14	17	4	**70**	**71.5**	√	
10	24	16	18	18	4	**79**	24	18	16	18	4	**78**	**79**	√	
11	20	10	18	14	3	**65**	21	13	19	11	3	**67**	**66**		√
12	20	13	10	9	3	**55**	21	10	9	17	4	**60**	**57.5**		√
13	27	17	18	18	4	**87**	26	18	17	21	4	**86**	**86.5**	√	
14	24	16	18	18	4	**80**	24	18	16	18	4	**78**	**79**	√	
15	26	18	14	16	4	**78**	25	17	14	18	4	**78**	**76.5**	√	
16	20	17	17	14	4	**72**	20	18	18	11	4	**71**	**71.5**	√	
17	24	16	17	18	5	**80**	22	18	18	18	5	**81**	**80.5**	√	
18	26	16	18	17	4	**81**	25	18	15	17	4	**80**	**80**	√	
19	22	14	12	21	4	**73**	22	16	12	19	4	**73**	**73**	√	
20	24	10	17	13	3	**67**	20	10	20	16	3	**69**	**68**		√
21	22	16	20	17	4	**79**	22	16	17	18	4	**77**	**78**	√	
22	22	19	14	18	4	**77**	23	14	17	20	5	**79**	**78**	√	
23	20	10	17	9	4	**60**	21	11	15	7	4	**59**	**59**		√
24	29	17	16	20	4	**86**	27	16	17	20	4	**84**	**85**	√	
25	25	14	17	19	4	**78**	26	14	15	19	5	**79**	**78.5**	√	
26	21	18	15	15	5	**74**	21	16	14	15	5	**70**	**72**	√	
27	22	19	15	16	4	**78**	23	14	17	19	5	**78**	**78**	√	
28	17	10	13	11	3	**54**	15	10	14	10	3	**52**	**53**		√
29	18	13	13	10	3	**57**	20	10	10	17	3	**60**	**58.5**		√
N=29	**Achieve : 22/29 x 100% = 75.86%**												**2143.5 (∑x)**	**22**	**7**
	Not Achieve : 7/29 x 100% = 24.13%												**73.91 (M)**	**75.86%**	**24.13%**

Notes :

Ss' Numb : Students' number
Scorer 1 : the researcher
Scorer 2 : the English teacher
C : Content
O : Organization
V : Vocabulary
G : Grammar
M : Mechanics
TS 1 : Total Score from scorer 1
TS 2 : Total Score from scorer 2
N : Total students in the class
AS : Average Score = $\frac{TS1+TS2}{2}$

∑x : Total Average Score

M : Mean Score = $\frac{\sum x}{N}$

A : Achieve

NA : Not Achieve

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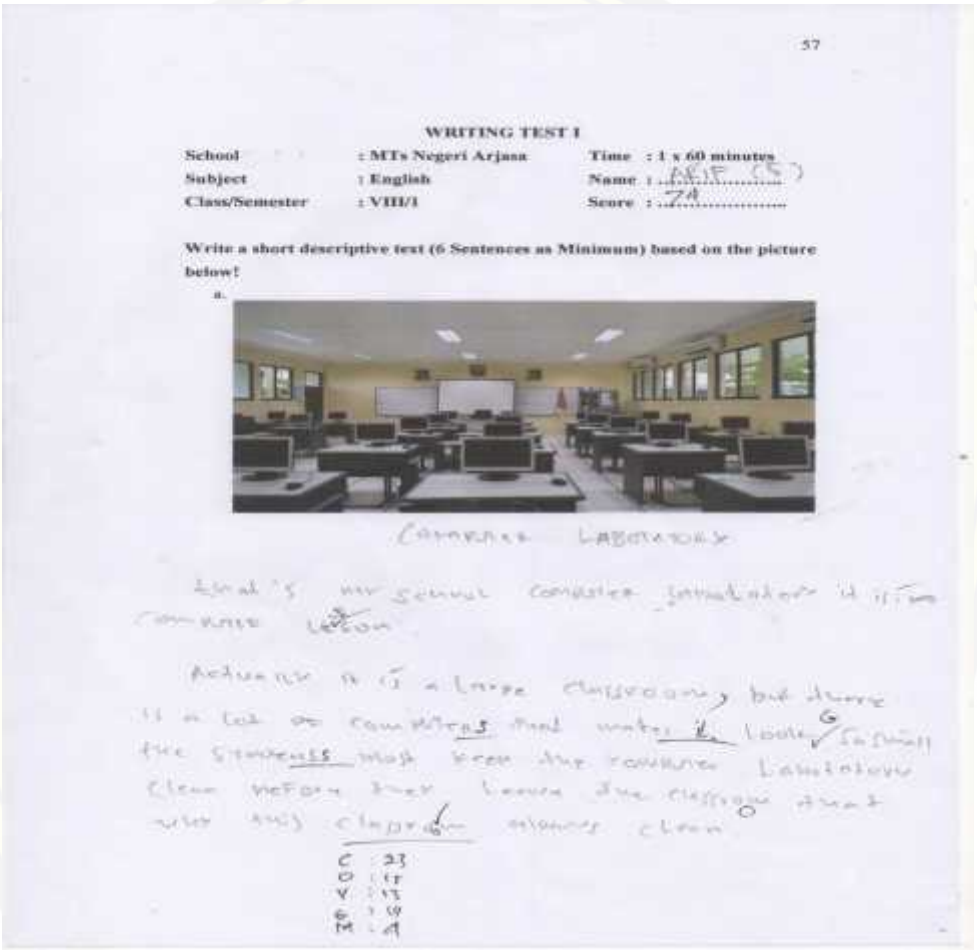
APPENDIX L

The Sample of Students' Writing Test

Cycle 1

Sample 1

Scorer 1



57

WRITING TEST I

School	: MTs Negeri Arjasa	Time	: 1 x 60 minutes
Subject	: English	Name	: [illegible]
Class/Semester	: VIII/1	Score	: 74

Write a short descriptive text (6 Sentences as Minimum) based on the picture below!

a.

Computer Laboratory

[illegible]

C : 23
O : 17
V : 13
G : 9
M : 9

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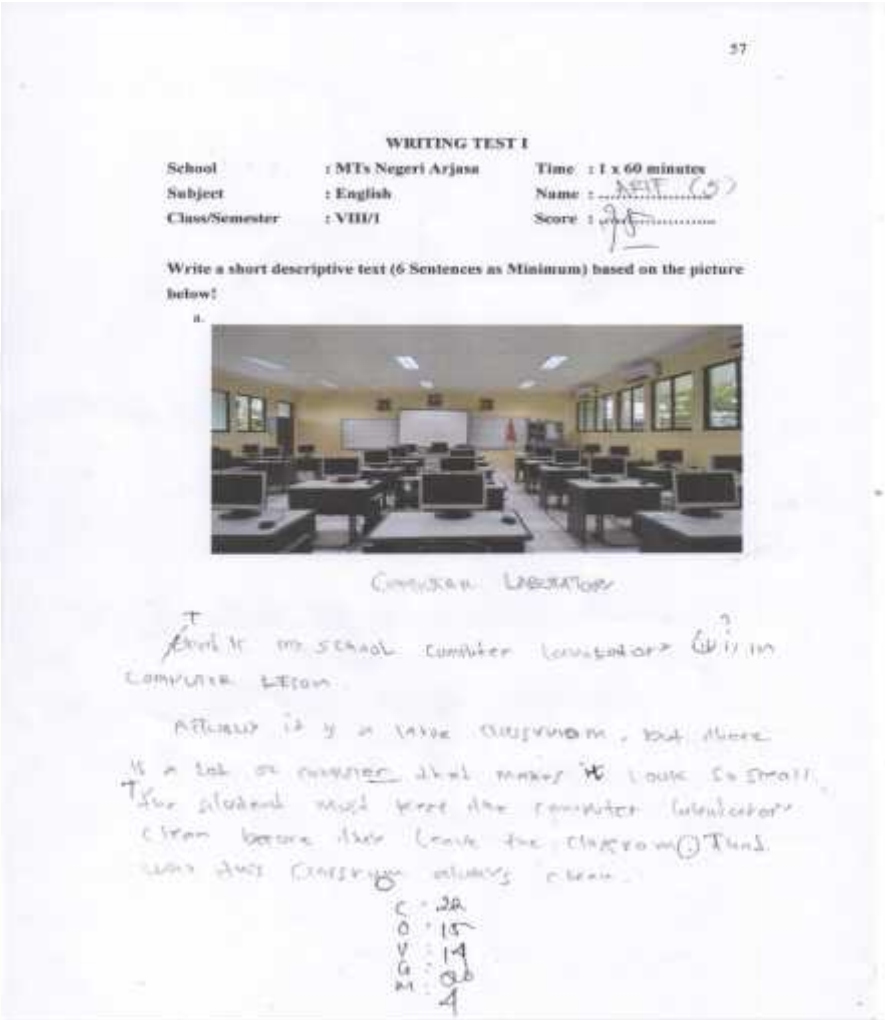
Scorer 2



57

WRITING TEST I

School	**: MTs Negeri Arjasa**	**Time**	**: 1 x 60 minutes**
Subject	**: English**	**Name**	**:** ARIF (5)
Class/Semester	**: VIII/1**	**Score**	**:** 95

Write a short descriptive text (6 Sentences as Minimum) based on the picture below!

a.

COMPUTER LABORATORY

Find it in school computer laboratory (?) is in computer lesson.

Actually it is a large classroom, but there is a lot of computer that makes it look so small. The student must keep the computer laboratory clean before they leave the classroom. That was this classroom always clean.

C : 22
O : 15
V : 14
G : 20
M : 4

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Sample 2

Scorer 1

57

WRITING TEST 1

School	: MTs Negeri Arjasa	Time	: 1 x 60 minutes
Subject	: English	Name	: Linda lestari (8)
Class/Semester	: VIII/1	Score	: 72

Write a short descriptive text (6 Sentences as Minimum) based on the picture below!

a.

Computer laboratory

That's my school computer laboratory it is in computer lesson.

Actually it is a large classroom. But there is a lot of computers that makes it look so small the students must keep the computer laboratory clean before they leave the classroom. It is cold because there is air conditioner.

C : 22
O : 19
V : 17
G : 21
M : 9

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Scorer 2

57

WRITING TEST I

School	**: MTs Negeri Arjasa**	**Time**	**: 1 x 60 minutes**
Subject	**: English**	**Name**	**: Linda Lestari (3)**
Class/Semester	**: VIII/1**	**Score**	**: 73**

Write a short descriptive text (6 Sentences as Minimum) based on the picture below!

a.

Computer Laboratory

That is my school computer laboratory. It is in computer lesson.

Actually it is a large classroom. But there is a lot of computer that makes it look so small. The students must keep the computer laboratory clean before they leave the classroom. It is cold because there is air conditioner.

C : 21
O : 13
V : 14
G : 18
M : 4

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Sample 3

Scorer 1

57

WRITING TEST I

School	**: MTs Negeri Arjasa**	**Time**	**: 1 x 60 minutes**
Subject	**: English**	**Name**	**: M. David Pratama (15**
Class/Semester	**: VIII/1**	**Score**	**: 92**

Write a short descriptive text (6 Sentences as Minimum) based on the picture below!

a.

Computer Laboratory

That's my school computer laboratory. it is used in computer's to Lesson.
Actually it is a large classroom but there is a lot of computers that makes it look so small. the student's must keep the computer laboratory clean before the leave the classroom. that's why this classroom always clean.

C : 20
O : 17
V : 14
G : 17
M : 9

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Scorer 2

57

WRITING TEST I

School	**: MTs Negeri Arjasa**	**Time**	**: 1 x 60 minutes**
Subject	**: English**	**Name**	**: M. David pratama (15)**
Class/Semester	**: VIII/I**	**Score**	**: 71**

Write a short descriptive text (6 Sentences as Minimum) based on the picture below!

a.

Computer laboratory (7)

That's my school computer laboratory. it u used in computer lesson

Actually it's large classroom, but there is a lot of computer that makes (1) it look small the student must keep the computer laboratory clean before they leave the classroom that's/is why this classroom always clean.

C : 18
O : 19
U : 19
G : 18
M : 4

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Sample 4

Scorer 1

57

WRITING TEST I

School	**: MTs Negeri Arjasa**	**Time**	**: 1 x 60 minutes**
Subject	**: English**	**Name**	**: Siti Nur Wulandari (21)**
Class/Semester	**: VIII/1**	**Score**	**: 65**

Write a short descriptive text (6 Sentences as Minimum) based on the picture below!

a.

Computer laboratory

That's my school computer laboratory it is my computer lesson computer laboratory is large classroom. But there is a lot of computers that makes it looks so small. The students must keep the computers laboratory clean before they leave the classroom. That's why this classroom always clean.

C : 16
O : 14
V : 15
G : 15
M : 9

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Scorer 2

57

WRITING TEST 1

School	**: MTs Negeri Arjasa**	**Time**	**: 1 x 60 minutes**
Subject	**: English**	**Name**	**: Nur wulandari (26)**
Class/Semester	**: VIII/1**	**Score**	**: 80**

Write a short descriptive text (6 Sentences as Minimum) based on the picture below!

a.

Computer Laboratory

This is my school computer laboratory. It is in computer lesson.

Computer laboratory is large classroom, but there is a lot of computer that makes it look so small. The students must keep the computers laboratory clean before they leave the classroom. That is why the classroom always clean.

C : 16
O : 13
V : 15
G : 14
M : 9

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APPENDIX M

The Sample of Students' Writing Test

Cycle 2

Sample 1

Scorer 1

WRITING TEST II

School : MTs Negeri Arjasa
Subject : English
Class/Semester : VIII/1
Time : 1 x 60 minutes
Name : Anis Sarliyah (9)
Score : 80

Write a short descriptive text (6 Sentences as Minimum) based on the picture below!

a.

School Garden

In my school there is a garden, We use it to take a rest for a while.

My school garden is full with grass, and there are also many plants. There it is clean and fresh. There is a little cabin or hutt over there. In the cabin, there are round table and four chairs.

C : 22
O : 20
V : 17
G : 17
M : 4

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Scorer 2

WRITING TEST II

School	**: MTs Negeri Arjasa**	**Time**	**: 1 x 60 minutes**
Subject	**: English**	**Name**	**: Anis Saliyah (9)**
Class/Semester	**: VIII/1**	**Score**	**: 91**

Write a short descriptive text (6 Sentences as Minimum) based on the picture below!

a.

School Garden

In my school there is a garden. We can use it to take a rest for a while.

My school garden is full with grass. And there are also many plant there. It is clean and fresh. there is a little cabin or hut over there. In the cabin, there are round table and four chairs.

C : 22
O : 18
U : 20
O : 14
M : 9

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Sample 2

Scorer 1

WRITING TEST II

School	**: MTs Negeri Arjasa**	**Time**	**: 1 x 60 minutes**
Subject	**: English**	**Name**	**:** Mah. Irwan Kurniawan (13)
Class/Semester	**: VIII/1**	**Score**	**:** 87

Write a short descriptive text (6 Sentences as Minimum) based on the picture below!

a.

School Garden

In my school there is a garden, we use it to take a rest for a while and enjoy the fresh air.

The garden is behind my school. My school garden is full with grass and there are also many plants. There is clean and fresh, there is a little cabin or hull over there. In the cabin, there are round table and four chairs.

C : 27
O : 17
V : 18
G : 18
M : 9

Digital Repository Universitas Jember

Scorer 2

WRITING TEST II

School	**: MTs Negeri Arjasa**	**Time**	**: 1 x 60 minutes**
Subject	**: English**	**Name**	**: [illegible]**
Class/Semester	**: VIII/1**	**Score**	**: [illegible]**

Write a short descriptive text (6 Sentences as Minimum) based on the picture below!

a.

School Garden

In my school there is a garden. We can use it to take rest for a while and enjoy the fresh air.

The garden is behind my school. My school garden is full with plants and there are also many flowers. There is a clean and fresh. There is a little room or hall over there in the room there are many tables and four chair.

C : 26
O : 18
V : 17
G : 21
M : 9

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Sample 3

Scorer 1

WRITING TEST II

School	: MTs Negeri Arjasa	Time	: 1 x 60 minutes
Subject	: English	Name	: Nova ayres Paradita (8)
Class/Semester	: VIII/1	Score	: 81

Write a short descriptive text (6 Sentences as Minimum) based on the picture below!

a.

School Garden

In my shcool there is a garden (D) we use it to take a rest for a while and enjoy the fresh air

The garden is behind my school. My school garden is full with grass X and there are also many plants. there It is clean and fresh. We can enjoy beautiful scenery

In the cabin, there are round table and four chairs.

C : 26
O : 16
V : 18
G : 17
M : 4

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Scorer 2

WRITING TEST II

School	: MTs Negeri Arjasa	Time	: 1 x 60 minutes
Subject	: English	Name	: Nova Agnes paradita (B)
Class/Semester	: VIII/1	Score	: 80

Write a short descriptive text (6 Sentences as Minimum) based on the picture below!

a.

School Garden

In my school there is a garden. We can use it to take a rest for a while and enjoy the fresh air.

The garden is behind of my school. My school garden full with grass and there are also many plants there. It is clean and fresh. We can enjoy beautiful scenery.

In the cabin, there are round table and four chair.

C : 25
O : 18
V : 15
G : 17
M : 4

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Sample 4

Scorer 1

WRITING TEST II

School	**: MTs Negeri Arjasa**	**Time**	**: 1 x 60 minutes**
Subject	**: English**	**Name**	**: Self (09)**
Class/Semester	**: VIII/1**	**Score**	**: 86**

Write a short descriptive text (6 Sentences as Minimum) based on the picture below!

a.

School Garden

In my school there is a garden. we use it to take a rest for a while and enjoy fresh air.

The garden is behind my school, my school garden is full with grass, and there are also many plants there. It is clean and fresh, there is a little cabin huff over there in the cabin there are round table and four chairs.

C : 29
O : 17
V : 16
G : 20
M : 4

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Scorer 2

WRITING TEST II

School	**: MTs Negeri Arjasa**	**Time**	**: 1 x 60 minutes**
Subject	**: English**	**Name**	**: Sri [an]**
Class/Semester	**: VIII/1**	**Score**	**: 84**

Write a short descriptive text (6 Sentences as Minimum) based on the picture below!

a.

School Garden

In my school there is garden. We can use it to take a rest for a while and enjoy fresh air.

The garden is behind my school. My school garden is full with grass and there are also many plant there. It is clean and fresh. There is a little cabin or hutt over there. In the cabin there are round table and four chairs.

C : 87
O : 16
V : 17
G : 20
M : 4

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APPENDIX N

FIELD NOTE

Date :October 27th, 2016

Cycle/meeting : 1/1

Time : 07:10

Participant : The Researcher

Location : VIII C

Task : Task 1

Aspect to observe	Observation
group should involve in the discussion in order to be able to learn constructing descriptive text.	1. the students were divided into 5 groups. each group consisted of 5 or 4 students. because there are 29 students in this class. every students and group given the same pictures about library. 2. the all member of the group observed the picture first before describing it in sentences. most of them discussed about the condition in about the picture. after discussing about the picture (library), one of them wrote the description of the picture (library) on the worksheet. at least, a member of the group wrote the description sentences in the form of text. together they discussed the description of a picture (library). sometimes they looked at the dictionary to find the

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	difficult word, one of them just writing the result of the discussion about sentences. while the rest of the members also shared their opinion to the group members.

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FIELD NOTE

Date : October 27th, 2016

Cycle/meeting : 1/2

Time : 07:10

Participant : The Researcher

Location : VIII C

Task : Task 2

Aspect to observe	Observation
All of the students should follow the instruction to work individually. they should try to write a descriptive task about the picture (teacher room) to help them improve their ability in writing skill.	1. The students still stayed in the same group but they asked to work individually. all the groups got the different picture as the observed and describe in this task. most of the students worked individually to write sentences, but few of them just look at their friends' work. 2. during doing the task, the students sometimes they looked at the dictionary to find the translation in English. some of them seemed remembering their work in previous task in the previous meeting because the pictures (teacher room) might have similar sentences and made same sentences and structure the text.

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FIELD NOTE

Date : November 4th, 2016

Cycle/meeting : 2/1

Time : 09:10

Participant : The Researcher

Location : VIII C

Task : Task 1

Aspect to observe	Observation
	1. The all students stay divided into 5 groups. each group consisted of 5. there one group which consisted 4 students. each group got the same picture (schoolyard). from the teacher (researcher). 2. Group I The students still felt interested toward to the composite pictures. they first observed the schoolyard and the all tree. they observed it carefully their together to find the detail information of the picture (schoolyard) by discussing its description with the whole members of the group.

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	3. Group II This group knew well what they should do. they observed the composite pictures and they described it in several sentences. they rewrote the sentences in the form of text. 4. Group III This group discussed about the pictures with carefully. they discussed the detail to found information and sentences, wrote the description from sentences that they found without any difficulties. 5. Group IV This group work together to describe the description of the pictures (schoolyard). sometimes, the students faced difficulties in finding the English sentence from in the picture name and detail information of the picture (schoolyard) but after looking the dictionary, they could easily to found the sentences in group or make a text. 6. Group V this group did the same activity as the other. they discussed the detail and related information of the picture (schoolyard). then they wrote the description of the picture (schoolyard) in

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	several sentences. The student held a dictionary and helped the members of the group in finding the difficult word and then they rewrote those sentences in the form of descriptive text.

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FIELD NOTE

Date : November 10th, 2016

Cycle/meeting : 2/2

Time : 07:10

Participant : The Researcher

Location : VIII C

Task : Task 2

Aspect to observe	Observation
The all students would not know their ability in writing descriptive text if they did not try to do it by themselves and desire.	1. In this task, in the same group and wrote a simple descriptive text about the object picture (headmaster room) provided by the teacher (researcher). all of the group or member in the group got same picture (headmaster room). 2. all of group or member worked individually to write the description about the picture provided by the researcher. most of the student used their dictionary to help and found the sentence by sentence in the dictionary for made a short text about pictures (headmaster room) provided. the students often faced problem in finding the appropriate words to describe a located and the name of objects in the pictures. one of them still looked at his friend's work in worksheet.

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APPENDIX O

The Letter of Research Permission from the Dean of Faculty of Teacher Training and Education of Jember University

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

11 OCT 2016

Nomor 9438 /UN25.1.5/LT/2016
Lampiran : -
Perihal : Permohonan Izin Penelitian

Yth. Kepala MTs Negeri Arjasa
Jember

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

Nama	: Rohmad efendi
NIM	: 100210401104
Jurusan	: Pendidikan Bahasa dan Seni
Program Studi	: Pendidikan Bahasa Inggris

Bermaksud mengadakan penelitian tentang "Using Composite Picture to Improve The Eighth Grade Students' Descriptive Text Writing Achievement at MTs Negeri Arjasa in the 2015/2016 Academic Year" di Sekolah yang Saudara pimpin.

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

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

a.n. Dekan
Pembantu Dekan I,

Dr. Sulaiman, M.Pd.
NIP. 19640123 199512 1 001

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APPENDIX P

The statement Letter of Accomplishing the Research from the Principal of MTs Negeri Arjasa-Jember

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN JEMBER
MADRASAH TSANAWIYAH NEGERI ARJASA
Jl. Letnan Suprayitno No. 24 Arjasa - Jember Telepon (0331) 540345
www.jember.kemenag.go.id - email : mtsnarjasa@yahoo.com

Nomor : B -/MTs.13.32.04/PP.00.5/11/2016 Jember,16 November 2016
Hal : Ijin selesai Penelitian
Lampiran :

Yth. Dekan Universitas Jember
Di Tempat

Yang bertanda tangan di bawah ini, :

Nama	: Dra Nurul Faridha
NIP	: 196307161994032001
Pangkat/Gol	: Pembina / IV/a
Jabatan	: Kepala MTs N Arjasa
Menerangkan Bahwa	:
Nama	: Rohmad Efendi
NIM	: 100210401104
Asal Perguruan	: Universitas Jember
Program Studi	: Pendidikan Bahasa Inggris

Telah melaksanakan penelitian di MTs N Arjasa mulai 04 Oktober – 27 Mei 2016 untuk memperoleh data penyusunan skripsi dengan judul " Using Composite Picture To Improve The Eigth Grade Student Descriptive Text Writing Achievement at MTs N Arjasa in The 2015/2016.

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Kepala

NURUL FARIDHA