



**“IMPROVING STUDENTS’ WRITING SKILL IN DESCRIPTIVE TEXT
BY USING PERSONAL PHOTOGRAPH”**

THESIS

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FACULTY OF TEACHER TRAINING AND EDUCATION

ENGLISH PROGRAM DEPARTMENT

JEMBER UNIVERSITY

2020



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THESIS

Presented as Partial Fulfillment to the Requirement to Obtain the Degree of S1 of the
English Language Education Study Program, Language and Arts Education Department,
the Faculty of Teacher Training and Education, Jember University

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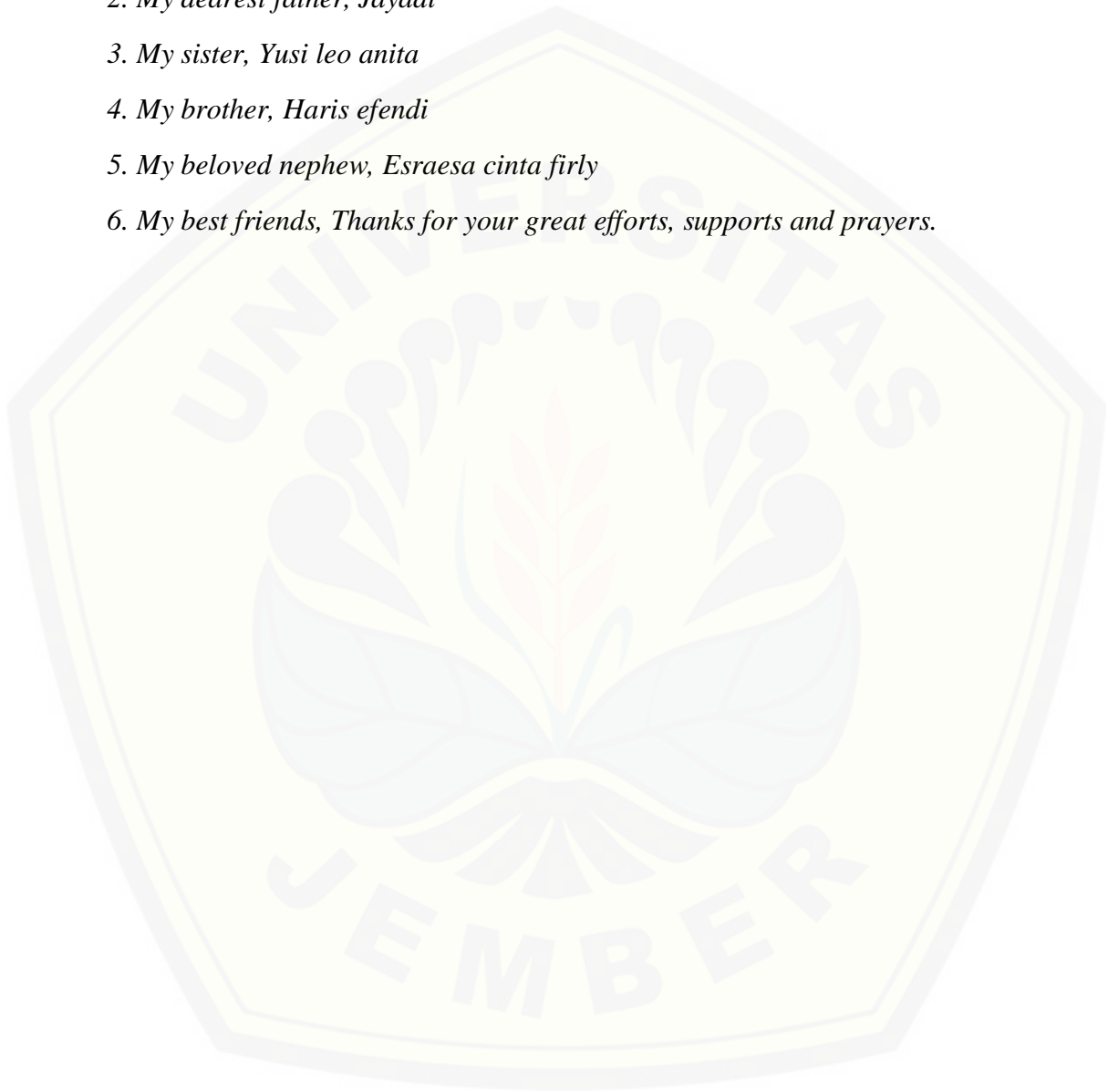
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2020

DEDICATIONS

This thesis is respectfully dedicated to:

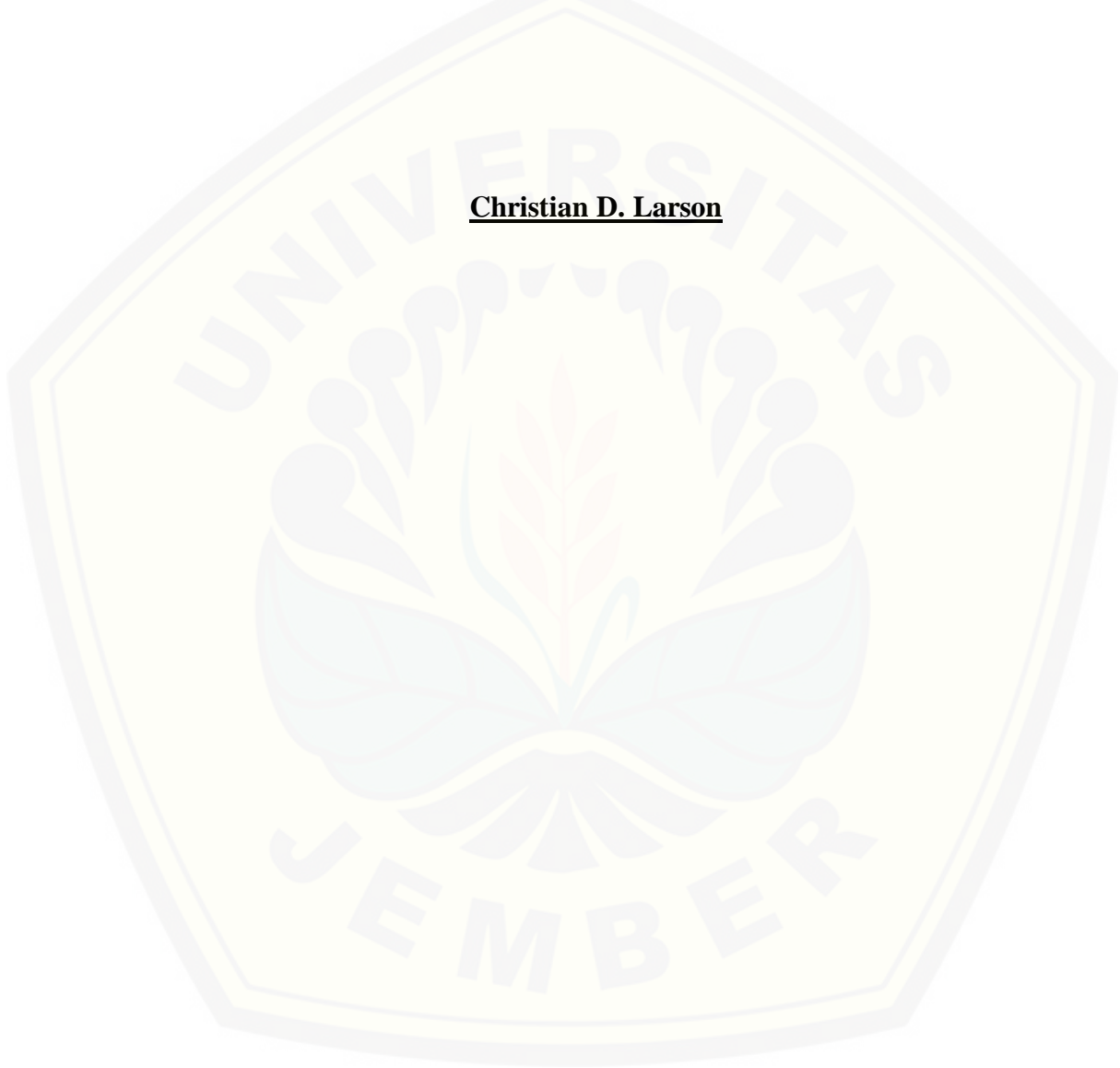
- 1. My beloved mother, Khotimah*
- 2. My dearest father, Jayadi*
- 3. My sister, Yusi leo anita*
- 4. My brother, Haris efendi*
- 5. My beloved nephew, Esraesa cinta firly*
- 6. My best friends, Thanks for your great efforts, supports and prayers.*



MOTTO

“Believe in your self and all that you are know that there is something inside you that is greater than any obstacle.”

Christian D. Larson



STATEMENT OF THESIS AUTHENTICITY

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

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

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The Writer

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CONSULTANTS' APPROVAL

**“IMPROVING STUDENTS' WRITING SKILL IN DESCRIPTIVE TEXT
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THESIS

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The Writer,

Khurotul Aini

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SUMMARY

Improving Students' Writing Skill in Descriptive Text by Using Personal Photograph; Khurotul Aini, 130210401026; 2020; English Language Study Program; Language and Arts Education Department, the Faculty of Teacher Training and Education, Jember University.

This classroom action research was intended to improve the students' writing achievement in descriptive text at SMP Islam An-Nur Rambipuji in the 2020/2021 academic year. Based on the result of the preliminary study, it was found that the students still got difficulties in learning English especially in writing skills. There were only 9 students (21% of the students) getting score 75 which was the minimum completeness criteria or KKM, while 33 students (79% of the students) getting the writing score less than 75. The average of the writing score in that class was only 69.08.

To overcome this problem, the researcher proposed personal photograph to as the instructional media in teaching writing. The classroom action research was applied as the research design. The population of this research was the eighth grade students at SMP Islam An-Nur in specification class VIII-C. This class was chosen to be the participant because most of the students in this class had problem in writing skill. Besides, this class had the lowest writing score among all the eighth grade classes. There data collection methods in this research were writing test, interview and documentation.

This research was conducted in one cycle which consisted of three meetings. The first and the second meeting were for implementing personal photograph in teaching and learning writing a descriptive text. Meanwhile, the third meeting was for conducting writing test. After implemented the action, the result of the study showed that 32 students (76% of the students) getting score ≥ 75 . Meanwhile, 10 students (24% of the students) could not achieve the standard score as the successful criteria of the research. It was because those 10 students getting score less than 75 in the writing test. However, this research can be claimed as successful since it achieved the target presentage as the successful criteria which is more than 70% of the students achieved the target score.

In conclusion, the results of this research indicated that the use of personal photograph in teaching writing could improve the students' writing skill in descriptive text. Therefore, the researcher hopes that the result of this research can be useful for future researchers to give information and reference to conduct future research by using personal photograph in teaching writing or teaching other English skills and English components with the same research design.



CHAPTER I. INTRODUCTION

This chapter presents about some aspects dealing with the topic of the research. They are the research background, the research problem, the research objective and the research contributions.

1.1 Research Background

There are many kinds of languages in our life, one of them is English. Nowadays, English has become a very important language in the world. It becomes a lingua franca or a language that is used as a medium of communication among people who do not share a common language, either in oral or in written communication. As an international language, English plays an important role in many fields, such as education, technology, politic, economy, art, etc. Therefore, both developed and developing countries likely have the same ideas that English is one of the international languages that need to be learned and mastered. Therefore, mastering language skills is the objective of English teaching in Junior High School based on 2013 Curriculum.

Writing is one of the four language skills and it is an important subject that the students should learn. It is closely related to ideas, concepts, vocabulary, and grammar. These features make it difficult for the students to write a paragraph or text. Heaton (1988:135) confirms that writing skills is complex and sometimes difficult. In other words, throughout the communicative competence, the students are expected to be able to communicate with other people and to express their ideas in writing using English. Based on the real situation, learning English is not easy for Indonesian students, because we know that Indonesian students are expected to be able to master four language skills: listening, speaking, reading, and writing. Therefore, students need to learn those four language skills. Those four language skills play an important role for students in learning a foreign language. From all the language skills, writing seems to be less considered by students as it is a very complicated language skill which requires a high ability to express ideas, thoughts, feelings and the like to produce good written text. This

idea is also supported by Richards and Renandya (2002:303), who stated that writing is the most difficult skill for foreign language learners.

Considering that writing proficiency is highly needed, there are some obstacles faced by the students in mastering writing skill. Bryne (1988) divided the problems that make writing difficult into three categories. The first is linguistic difficulty such as the aspect of grammar, vocabulary, language use and choice of sentence that not all of the students master it. The second is physiology difficulty which more focuses on the writer's difficulty in develop written material or content of composition. The third is cognitive difficulty which more focuses on formal instruction like spelling, punctuation, capitalization and paragraphing.

Based on a preliminary study conducted at SMP Islam An-Nur Rambipuji by doing an interview with the English teacher, it was found that the students still got difficulties in learning English especially in writing skills. The main problem was in organizing ideas. Although the teacher had given them certain topics or themes, the students still got difficulty and looked confused about what they have to do to start writing. The students' difficulties in writing skill were shown by the students' previous scores of class VIII-C in writing that were only 9 students (21% of the students) getting score 75 which is the minimum completeness criteria or KKM, while 33 students (79% of the students) getting the writing score less than 75. The average of the writing score in that class was only 69.08. From that reason, the researcher concluded that the students needed appropriate media to achieve the target score in writing class.

To overcome those problems, personal photographs are one of the best way to overcome the students' problem in writing skill. The students can express their ideas when they are visually exposed to personal photographs, such as events people place, object and so on. Personal photographs are recognized way of representing real situations and they can be served as visual aids. Morales (2003:45) defined personal photograph as an individual or private picture of a person or scene in the form of a print or transparent slide; recorded by a camera on light-sensitive material. By using the personal photograph the student will be

easier to memorize the events, time, places, and the peoples. Sudjana and Rivai (2013:71) state picture or photo is one of the learning media that very well-known in every learning activity. It is because of its simplicity, without needing equipment and not need to be projected to observe it. In this case, the writer intended to choose personal photographs because it can help the students to organize the generic structures of text namely goal, a sequence of actions in good chronological order. Moreover, it can also encourage the interest in teaching and learning activities.

Based on the explanation above, the researcher was interested in conducting a classroom action research entitled *“Improving Students Skills in Writing Descriptive Text by Using Personal photographs”*.

1.2 The Research Problem

Based on the research background above, the researcher formulated a research problem as follows:

1. How can the use of personal photograph improve Junior High School students' writing achievement?

1.3 The Research Objective

Based on the research question above, the objectives of the research is:

1. To explain the student's ability in writing descriptive text by using personal photographs.

1.4 The Research Contributions

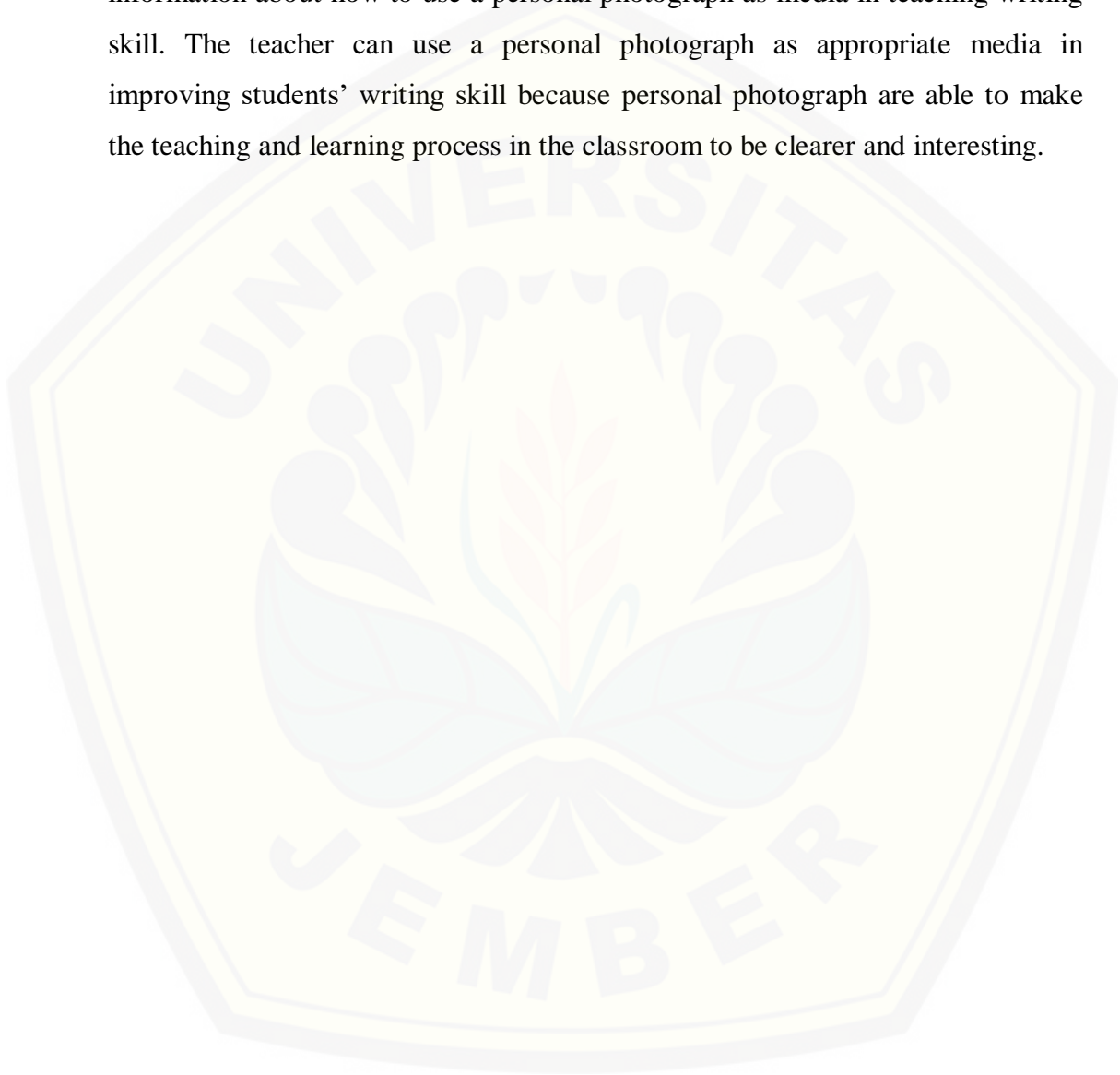
The result of this research is expected to be having empirical contribution and practical contribution.

1.4.1 Empirical Contribution

This research is expected to give information as a reference to future researchers in conducting further research by using personal photographs in teaching writing or teaching different English skills and English components since personal photographs can be used to teach all language skills and almost any subjects.

1.4.2 Practical Contribution

Hopefully, the results of this research can be useful for English teachers as information about how to use a personal photograph as media in teaching writing skill. The teacher can use a personal photograph as appropriate media in improving students' writing skill because personal photograph are able to make the teaching and learning process in the classroom to be clearer and interesting.



CHAPTER II. LITERATURE REVIEW

This chapter aims to explain about theories that are related to this discussion of this study. They are theoretical framework, conceptual framework, and previous research review.

2.1 Theoretical Framework

2.1.1 Definition of Writing

Mc. Donald, et al. (2002:47) state that writing is one of four main skills in English. It is one of the ways to produce a language. By doing the writing, students can express their ideas in the form of words and sentences. Richards (2002) states writing is considered as the most difficult skill that should be mastered by foreign language learners. It is because in the writing they have to combine the correct grammatical and also the coherence and cohesion of each paragraph. According to Brown (2004:34), writing is the very process of putting ideas down on paper to transform thoughts into words, to sharpen main ideas, to give them a structure of the coherent organization. While converting ideas from the brain into written form, the teacher has to make sure all of his students pass the criteria of good writing.

Harmer (2007:11) states that teaching writing for students can be started by encouraging students to think about what they want to write on their paper. The activity can be in the form of brainstorming to gather ideas by doing discussion done by pairs or groups. It also can be done in the form of a guided task in which several questions to guide the students understand the materials. Hyland (2004:09) explains that writing is a way to share personal meanings. People construct their own views on the topic based on their understanding of a certain topic. A person's views may be different from other people's views because it depends on their belief. Therefore, when constructing their views (ideas), people have to make it understandable and acceptable.

Writing is one of the language skills in language English. In this modern era, writing is reasonably crucial because it represents all knowledge in the written form. As Helena (2004: 3) stated in her article that junior high school

graduates are expected to be able in comprehending the genres of participating in the creation of text which serves their daily needs to entertain themselves, to carry out transactional exchanges, and to write simple narratives, descriptives, reports and recounts.

2.1.2 The Kinds of Writing for Junior High School

Based on standard Isi (BSNP, 2010), there are five genres of text for teaching in junior high school, they are:

a. Narrative text

The narrative is a piece of text that amuses, entertains and deals with actual or vicarious experience in different ways. Narratives deal with problematic events that lead to a crisis or turning point of some kinds, which in turn finds a resolution.

b. Recount

The recount is a piece of text that retells events to inform or entertain.

c. Descriptive

The descriptive Text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

d. Report

The report is a piece of text that describes the way things are, with reference to a range of natural, man-made social phenomena in our environment.

e. Procedure

The procedure is a piece of text that describes how something is accomplished through a sequence of actions or steps.

2.1.3 The Aspects of Writing

In creating a good writing, it is a must for the students to pay more attention about five aspects of writing. The aspects support each other in order to make a good and readable writing, they are: grammar, vocabulary, mechanic, content and organization.

According to Fairbairn and Winch (1996:108), “grammar is a set of rules used as a guidance to help the writer to construct sentences, which make sense and are in acceptable English.” In this research, the researcher used simple present tense in writing descriptive text.

Vocabulary means a group of words or a list of words in a language which have meanings (Hornby, 1995 in Alqahtani, 2015:24). Thornbury (2002:3) divided words into eight different word classes, they are: nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and determiners.

Mechanics deal with spelling, punctuation, and capitalization. By using correct mechanics, it will help the writer to avoid ambiguous sentences, so the reader will be easy to understand our writing. Spelling is often found as a problem for the students, because they need to have a good ability in understanding the sounds and the written form of the words, also how to choose the proper words which can be put together to create sentences and paragraphs on the paper. According to Fairbairn and Winch (1996:81), punctuation is many kinds of device used to help readers to understand the meaning of writing, such as: periods (.), question marks (?), exclamation point (!), commas (,), apostrophes (‘), quotation marks (“ ”), semi-colons (;), and colons (:). They also added that Capitalization deals with capital letters or ‘upper-case’, such as the letter (A, B, C, D, etc.) which used at the beginning of sentences. Capitals are also used as the names of people, organizations, days of the week, months of the year and for titles.

Content is the aspect of writing that is a part where the writers express their ideas. As said by Camp (2001:290), “the content of composition must have clarity, conciseness, and completeness”. Clarity means that all writing must be clear. Conciseness means that writer express their ideas clearly by using appropriate words needed. Then, completeness means that the writer should give enough information in order to give the reader a clear picture or full discussion of main idea, such as more details and examples (Wingersky *et al.*, 1999:36). Thus, a good writing has to contain all those aspects.

Organization in writing is the aspect dealing with the students’ ability in arranging ideas or details of sentences in order to construct a good paragraph.

Wingersky, *at al.* (1996:36) affirmed that a well-organized paragraph must have unity and coherence. Unity means that all supporting sentences have to explain the main idea or the topic sentence. Wong (1999:369) argued that coherence means the ideas and the sentences smoothly flow in a logical and organized manner.

2.1.4 Descriptive Text

a. Definition of Descriptive Text

Haines (2007:42) stated that the description is an account that creates a vivid mental image. The ability to describe people, places or objects accurately is a useful life skill (Oshima and Hogue, 2007). According to Zemach and Rumisek (2005:25), descriptive text explains how someone or something looks or feels and a process to explain how something is done. The primary purpose of descriptive writing is to describe a person, place or thing in such a way that the picture is formed in the readers' mind (Hammoud, 2010). In the other words, descriptive text is dealing with the description of a certain thing based on the someone point of view.

The generic structure of descriptive text consists of identification and description. Wardiman, et al. (2008) specified the generic structure of descriptive text into two parts. The first is introduction which is the part of a paragraph that introduces the character; and the second is description which is the part of a paragraph that introduces the character. This indicates that a descriptive text has two elements, an element to identify phenomenon (identification) and another one (description) to portray parts, qualities, or characteristics. It means that the students make a descriptive text based on parts and rules of generic structure. To make a good descriptive text, the students have to understand the parts of descriptive text itself. First, the students must find general information and the second, the students must find specific information, for example, the characteristics of the topic the being discussed. Based on those two parts of descriptive text, the students must have an ability to decide which one the general information and specific information.

There are some language features in descriptive text. According to Anderson (1998:26), the language features of description are:

1. The verb in the present tense.
2. An adjective to describe the features of the subject.
3. Topic sentences to begin paragraphs and organize the various aspects of the description.

b. Kinds of Descriptive Text

According to Jolly (1984:470), there are five types of descriptive writing paragraphs. They are:

1. Describing Process

Describing a process not only explains how something is done, but also explains why it is done and what is needed to complete the process.

2. Describing and event

To describe an event, a writer should be able to memorize and remember what happened in the event. Supposed the writer will write about Tsunami that is happened in Japan. In this case, he / she has to explain all details related to the event, so that the readers can imagine the real situation and condition.

3. Describing a personality

In describing a person, the first thing that we do is recognizing his/her individual characteristic. We need to describe people occurs fairly areas of physical attribute (hair, eyes), emotional (warm, nervous), moral attributes (greedy, honest, worthy, trust), and intellectual (cleverness, perception)

4. Describing a place

Presenting something concrete is the way to describe place, for example: a home, a hospital, and school.

5. Describing an object

To describe an object accurately is done by providing the physical characteristic of the photo.

The Example of Descriptive Texts

<p>Tittle</p>	<p>My favorite actor</p>
	<p>Identification :</p> <p>His full name is Entis Sutisna. People use to call him Sule. He is a famous comedian in Indonesia. Sule was born on 15 November 1976 in Bandung, West Java. He speaks Sundanese fluently. He also learns Javanese.</p> <p>Description :</p> <p>Sule is a very unique person. His hair is long with brown and yellow color. He has an oval face, a flat nose and slanting eyes. People know Sule as a very funny person and full of jokes. His joke made everyone laugh. Sule plays in several TV shows such as OVJ, Awas Ada Sule, PAS Mantab, Saung Sule and ini talk show. He also can sing very well. He has a very famous song entitled Susis.</p>

<https://brainly.co.id/tugas/4383000>

2.2 Conceptual Framework

2.2.1 The Definition of Photograph

Photograph is the production of visible images by the action of light (Encyclopedia Americana, 1995:253). One of photograph saves thousand world consists of information as much as we can read in it. Photograph, moreover can be more realistic, sharper and it can also be formulated as well as we need. By using photograph, the teachers can choose a situation or a background which is appropriate to the learning topic by using camera.

According to Clarke (1997:11) photograph consists of two words, photo (light) and graph (writing or painting). Photography means the process or method to produce images of an object by recording the reflection of light on the objects on light-sensitive media. This is supported by Ahola (2004) that the photographs can help them to remember the details about people, places, and events. Moreover, by using photographs the students can express their ideas creatively as well as write them from their personal experiences. Based on the advantages, the personal photograph can be used by the teacher to improve student's ability in writing descriptive text. Using this medium, the students easily will be give the comments, ideas, arguments, and descriptions because they experienced that event. By writing their own experience through the photograph they will usually be active and prepare their vocabulary spontaneously in their minds and convey it naturally.

2.2.2 The Advantages of Using Photograph

The using photo as a media in teaching activities is very good for the students because it has so many advantages that can help the teacher to make their students understand easily. According to Wright (1989:17), the function of the photo used in teaching activities, especially for writing activities gives some advantages as follows:

- a. The photo can motivate the students and make them want to pay attention and want to take part in the learning process.
- b. The photo contributes to the context in which the language is being used.

- c. The photo can be described in an objectives way, interpreted or responded to subjectively.
- d. The photo can cue responses to question or cue substitutions through controlled practice.

2.3 Previous Research Review

In line with the previous research, several researchers have been conducted research dealing with the using photograph to improve students' writing achievement. The first research was conducted by Ahola (2004) in the research entitled "*Using Personal Photographs to Spark Narrative Writing*". The research concluded that the using of personal photograph can be a good start for any new class. It allowed the students to reflect on some personal events in their lives. They also learned about narrative and descriptive writing. Furthermore, when the students have so much background information about their photographs, they were able to write without any problems.

The second research was conducted Dwi Nur Indah (2010) stated in her research entitled "*Improving Writing Recount Text By Using Photographs: A Case Study of The Eleventh Year Students of Sma Negeri 1 Batangan Pati in The Academic Year of 2009/2010*". In her research Dwi found that the personal photograph is effective in teaching. The result of this research concluded that personal photographs could help the students to develop ideas, organize their sentences and can improve the students' ability in writing recount text.

The third reseach was conducted by budiyati (2017) entitled "*The Effectiveness of Using Personal Photographs in Teaching Writing Recount Text at the Tenth Grade Students of SMAN 4 Purworejo in the Academic Year Of 2016/2017*". The result of this research showed that personal photograph was effective in teaching writing recount text at the tenth grade of SMA Negeri 4 Purworejo in the academic year 2016/2017. The data analysis of the research was found that the mean score of the post test of experiment group was higher than the mean score of post-test of control group. The mean score of the experimental group's post-test was belong to good category which was 73.81. Meanwhile, the

mean score of the control group's post-test was 67.78. Based on that explanation, it was known that the difference mean of both group score was 6.03.

Another research was conducted by Alfianto (2018) in his research entitled "*Improving Students' Writing Skill in Recount Text by Using Personal Photographs*". The objective of this previous research was to enlarge the improvement of students writing skill in recount text by using personal photographs. It was conducted in a classroom action research design which consist of two cycle. The result of this research showed that the students writing skill in recount text improved by using personal photograph and proved by result of the mean score of post-test was higher than the mean score of pre-test in each cycle (Cycle 1. 49.4>65 and Cycle 2. 4>79.4).

The last research was conducted by Wahyuni (2015) stated in her research entitled "*Improving Students' Writing Ability in Recount Text Using Personal Photograph*". The result of this this research showed that there was an improvement of the students' ability in writing recount text after being taught by using personal photograph. Based on the data of the research, it showed that the average score in cycle I of the students' writing recount text were, pre-test (45.6) where 13,3% passed the KKM (minimum completeness criteria) and 86% did not pass the KKM. Meanwhile, in the post-test (66) where 33,3% passed the KKM and 66,6% did not pass the KKM. In the cycle II it showed a big significant whereas the average score of post test was 72.67 with the percentage of 86% students who passed the KKM.

Based on the previous studies above, it can be shown that applying personal photograph in teaching writing gives positive effect on students' writing achievement. There is a difference between the previous research above and this research. The difference is the text types used in this research. Most of the previous research above used narrative and recount text. In this case, the researcher used different text type from the previous studies which is descriptive text.

CHAPTER III. RESEARCH METHODS

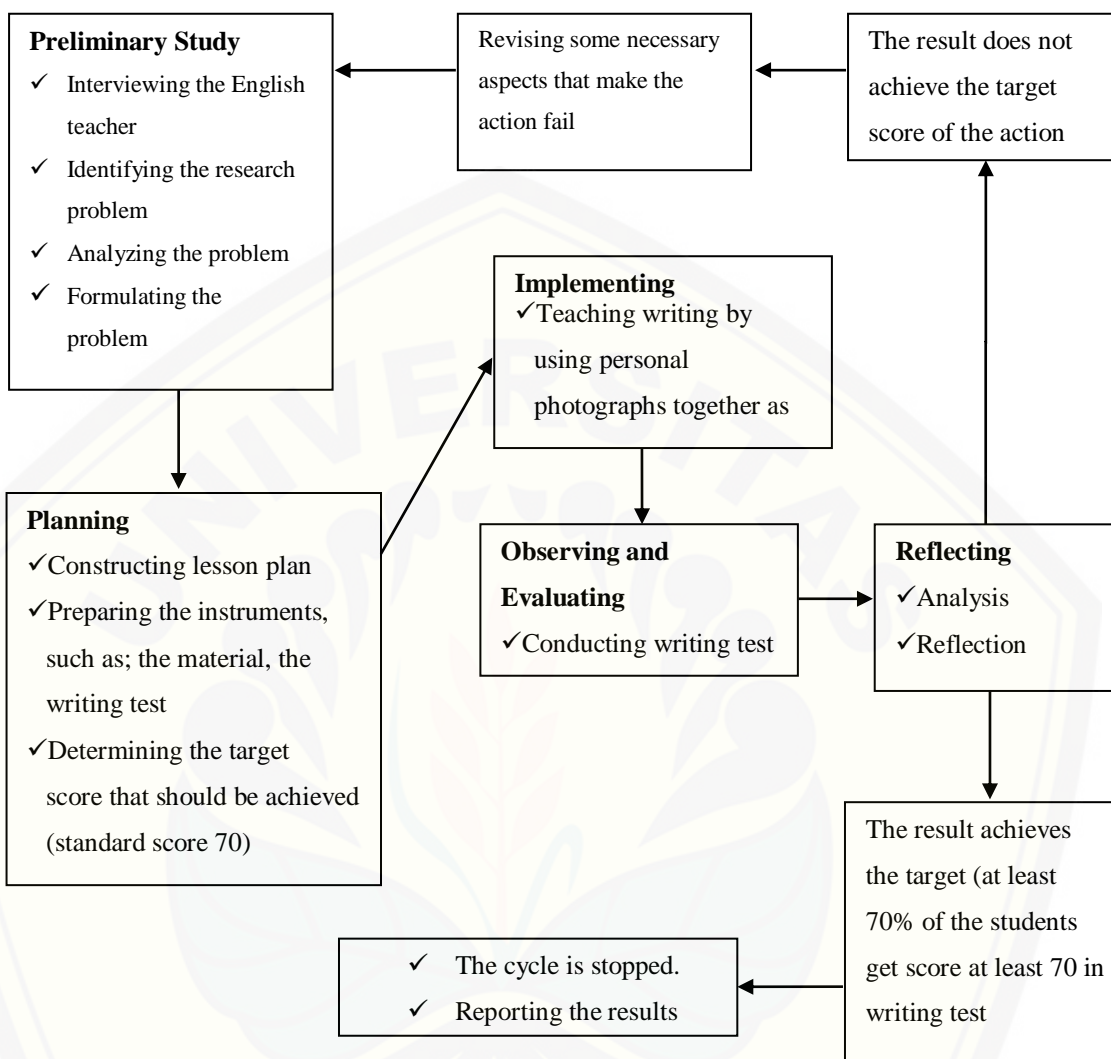
This chapter presents the methodology of the research, including research design, research context, research participants, data collection method, and data analysis method.

1.1 Research Design

The design of this research was classroom action research which was intended to overcome the students' problem on writing skill and to improve their writing skill achievement by using personal photographs. According to Creswell (2012:577), action research designs are systematic procedures done by teachers (or other individuals in an educational setting) to gather information about, and subsequently improve, the ways their particular educational setting operates, their teaching, and their student learning. Thus, classroom action research refers to the solution for the teacher regarding to the students' achievement problem.

According to Lewin (1990) in Elliot (1991:70), there were four stages in conducting this Classroom Action Research. The first stage was planning the action. This stage was deal with the preparation of constructing the research instrument and determining the success criteria of the research. The second stage was implement the action. This stage was set in two meetings and they were followed by administering the test of writing descriptive text in the third meeting. The third stage in this classroom action research was the classroom observation and evaluation. Observation and evaluation were done to know whether or not the use of personal photographs could improve the students' writing achievement. The last stage of this research design was data analysis and reflection of the action. It was deal with how to analyze the data obtained from the implemented action. Then, the result of the data analysis was reflected by considering the strengths and weaknesses of the result of the action. To make it clear, the research design is presented in the following chart below.

Chart 3.1 The Model of the Classroom Action Research



(Adapted from Lewin, 1990 in Elliot, 1991:70)

The activities of the research followed the steps below.

1. Doing the preliminary study by interviewing the Eighth grade English teacher to identify and analyze the students’ problem in writing skill.
2. Finding out some documents to get the data.
3. Planning the action by choosing the topic suitable with the instructional media, preparing the materials, constructing the lesson plans for cycle 1, preparing the writing test, and setting the criteria of the success of the action.

4. Implementing the action in cycle 1, that is, teaching writing descriptive texts by using personal photographs based on the lesson plans prepared in two meetings and followed by administering the test of writing descriptive text in the third meeting.
5. Administering writing test to the students after implementing the actions.
6. Analyzing the results of the writing test in cycle 1 quantitatively in the percentage.
7. Reflecting the results of writing test in cycle 1 descriptively.
8. Drawing a conclusion to answer the research problems.

3.2 Research Context

This research was conducted at SMP Islam An-Nur Rambipuji. In this case, the researcher chose the school based on some considerations. First, based on the interview with the English teacher, the Eight-grade students of SMP Islam An-Nur still had difficulties in writing skills. Second, the headmaster and the English teacher had given permission to the researcher to conduct this classroom action research. Third, the average score of students' writing achievement in class VIII-C was the lowest compared to the other classes. Moreover, the English teacher never used personal photographs before and he agreed to collaborate with the researcher to do this research.

3.3 Research Participants

The purposive method was applied to determine the research subject in this research. According to Burns and Grove (2010:313), purposive method is a method that is used to determine the research area based on the specific purpose by selecting certain participants, elements, and events to include in the research. The participants of this research were the grade eight students of SMP Islam An-Nur Rambipuji in the 2020/2021 academic year. The grade eight had three classes as the total number of the classes. From those classes, class VIII-C was chosen to be the participant of this research. The English teacher said that most of the students in this class had problem in writing skill. Besides, this class had the lowest writing score among all the eighth grade classes. This information was

proved by the result of their mean score of previous test in writing that was only 69.08 meanwhile the standard minimum score was 75.

3.4 Data Collection Methods

3.4.1 Writing Test

The writing test in this research was used to measure the students' ability in writing skills. As stated by Heaton (1988:10) that a test is constructed to assess the students' language performance. In this case, students had a writing test after they got treatment by using personal photographs in the classroom. The writing test focused on students' ability in writing a simple descriptive text. In the test, the students were assigned to write a simple descriptive text consisting of at least 8 sentences for 40 minutes. Moreover, the students were given a certain topic for their writing test and the topic was about the personal photograph of Indonesian celebrities.

There are two criteria that should be considered to make a good test, they are validity and reliability (Heaton, 1988:159-162). A test is said to be valid if it measures what will be measured. In this research, the researcher applied content validity. The researcher constructed the writing test based on the 2013 Curriculum. It gave a chance to the students to produce a short essay in the form of descriptive text. Meanwhile, reliability refers to consistency of the students' scores as the result of the test. In other words, the students' scores must be consistent whenever they are given the test.

According to Heaton (1988:25) there are two kinds of test based on the way of scoring, they are subjective and objective test. Subjective test is a test which is influenced by the rater's judgment. Meanwhile, objective test is a test which is not influenced by the rater's judgment, because the key answer is available. In this research, a subjective test was administered in which the students were required to write a simple descriptive text. The students' answers were in the form of a descriptive text, thus they needed the raters' judgment to score them. Therefore, the test belongs to a subjective test.

In reducing the subjectivity and having consistent result in scoring the students' writing test, Dmitrienko *et al.* (2007) mention two ways of scoring, namely intra-rater and inter-rater reliability. They explain that the writing test can be scored by two different raters at the same time or the so called inter-rater reliability. In contrast, one rater is able to score the same test in different occasion twice or more or the so called intra-rater reliability. In this research, the researcher used inter-rater reliability to score the students' descriptive text by collaborating with the English teacher and using an analytic scoring method. Analytic scoring method is a method of scoring which requires a separate score for each number of aspects of a task (Hughes, 1989:91). In this case, there were five aspects of writing which had to be scored, they were: content, organization, vocabulary, grammar and mechanics. The scoring rubric of writing is presented in the following table.

Aspects	Score	Criteria	
Content	30 – 27	Excellent	Knowledgeable •substantive •thorough development of thesis •relevant to assigned topic
	26 – 22	Good	Some knowledge of subject •adequate range •limited development of thesis •mostly relevant to topic, but lacks detail
	21 – 17	Fair	Limited knowledge of subject •little substance •inadequate development of topic
	16 – 13	Poor	Does not show knowledge of subject •non-substantive •not pertinent •OR not enough to evaluate
Organization	20 – 18	Excellent	Fluent expression •ideas clearly stated/supported •succinct •well-organized •logical sequencing •cohesive
	17 – 14	Good	Somewhat choppy •loosely organized, but main ideas stand out •limited support •logical, but incomplete sequencing
	13 -10	Fair	Non-fluent •ideas confused or disconnected •lacks logical sequencing and development
	9 - 7	Poor	Does not communicate •no organization •OR not enough to evaluate
Vocabulary	20 – 18	Excellent	Sophisticated range • effective word/idiom choice and usage

			•word form mastery • appropriate register
	17 – 14	Good	Adequate range • occasional errors of word/idiom form, choice, usage <i>but meaning not obscured</i>
	13 – 10	Fair	Limited range • frequent errors of word/idiom form, choice, usage • <i>meaning confused or obscured</i>
	9 - 7	Poor	Essentially translation • little knowledge of English vocabulary, idioms, word forms • OR not enough to evaluate
Grammar	25 – 22	Excellent	Effective complex constructions • few errors of agreement, tenses, numbers, word order/functions, articles, pronouns, prepositions
	21 – 18	Good	Effective but simple constructions • minor problems in complex constructions • several errors of agreement, tenses, numbers, word order/functions, articles, pronouns, prepositions but <i>meaning seldom obscured</i>
	17 – 11	Fair	Major problems in simple/complex constructions • frequent errors of negation, agreement, tenses, numbers, word order/functions, articles, pronouns, prepositions and/or fragments, run-ons deletions • <i>meaning confused or obscured</i>
	10 - 5	Poor	Virtually no mastery of sentence constructions rules • dominated by errors • does not communicate • OR not enough to evaluate
Mechanics	5	Excellent	Demonstrates mastery of conventions • few errors of spelling, punctuation, capitalization, paragraphing
	4	Good	Occasional errors of spelling, punctuation, capitalization, paragraphing but <i>meaning not obscured</i>
	3	Fair	Frequent errors of spelling, punctuation, capitalization, paragraphing • poor handwriting • <i>meaning confused or obscured</i>
	2	Poor	No mastery of conventions • dominated by errors of spelling, punctuation, capitalization, paragraphing • handwriting illegible •OR not enough to evaluate
TOTAL SCORE:			
Content:___+Organization:___+Grammar:___+Vocabulary:___+Mechanics:___ = TOTAL:___			

(Adapted from Jacobs et al. 1981 in Weigle, 2002:116)

The scoring rubric of writing above was adapted from Jacobs et al. (1981) in Weigle (2002:116). The researcher made some adaptations based on the needs of the research. First, the researcher changed two terms from the original table; the term “score” in the first column was changed into “aspect” and the term “level” in the second column was changed as “score”. The researcher changed those two terms in order to make the terms in the scoring rubric and those in the research balance. Second, the researcher added a row “Total Score” which showed the way the researcher got the students’ final scores of writing from those five aspects in the table. This row was added in order to make the researcher easy in scoring the students’ results of work.

3.4.2 Interview

This interview was used to obtain some of the data needed for this study when conducting a preliminary study with an English teacher. This interview was conducted to obtain information about the students’ problems in learning English, the curriculum used in schools, and the students’ participation in the class. In conducting interview, the researcher used interview guided where a list of questions that had been prepared before the interview would be carried out.

3.4.3 Documentation

Documentation is related to a written document, such as memos, letters, examination papers, newspaper clippings and etc. which are useful to provide background information and understanding of issues (Hopkins, 2008:122). The documents in this research were the names of the research participants (in initials), the students’ previous scores, including the mean scores.

3.5 Data Analysis Method

Data analysis was used to analyze the collected data. The collected data was the data about the students' scores of the writing tests in each cycle. This research was considered successful if at least 70% of the students in the classroom achieved the target score that was ≥ 75 in the writing tests. The number of students who achieve the target score ≥ 75 in writing test was analyzed quantitatively in the percentage by using the formula as follows:

$$E = n/N \times 100\%$$

Note:

E = the percentage of the students who get score ≥ 75 in the writing tests.

n = the number of the students who get score ≥ 75 in the writing tests.

N = the number of students (the research participants).

(Ali, 1993:186)

CHAPTER V. CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion of this research action. The suggestions were proposed to the English teacher and the future researchers.

5.1 Conclusion

Based on the results of data analysis and discussion, it can be concluded that The use of personal photograph in teaching and learning could improve the VIII-C students' descriptive text writing achievement at SMP Islam An-Nur Rambipuji. The improvement can be seen from the result of the students' writing test in the cycle compared with the students' previous scores of writing given by the English teacher. Before the actions were implemented, there were only 21% of the students (9 of 42 students) getting score ≥ 75 . By implementing the action, the writing test result showed that 76% of the students (32 of 42 students) could achieve the standard score that was at least 75 as the minimum completeness criteria of this research. Therefore, it can be claimed that the students' writing achievement in descriptive text improved. because By using Personal photographs the students easier to find the idea.

5.2 Suggestions

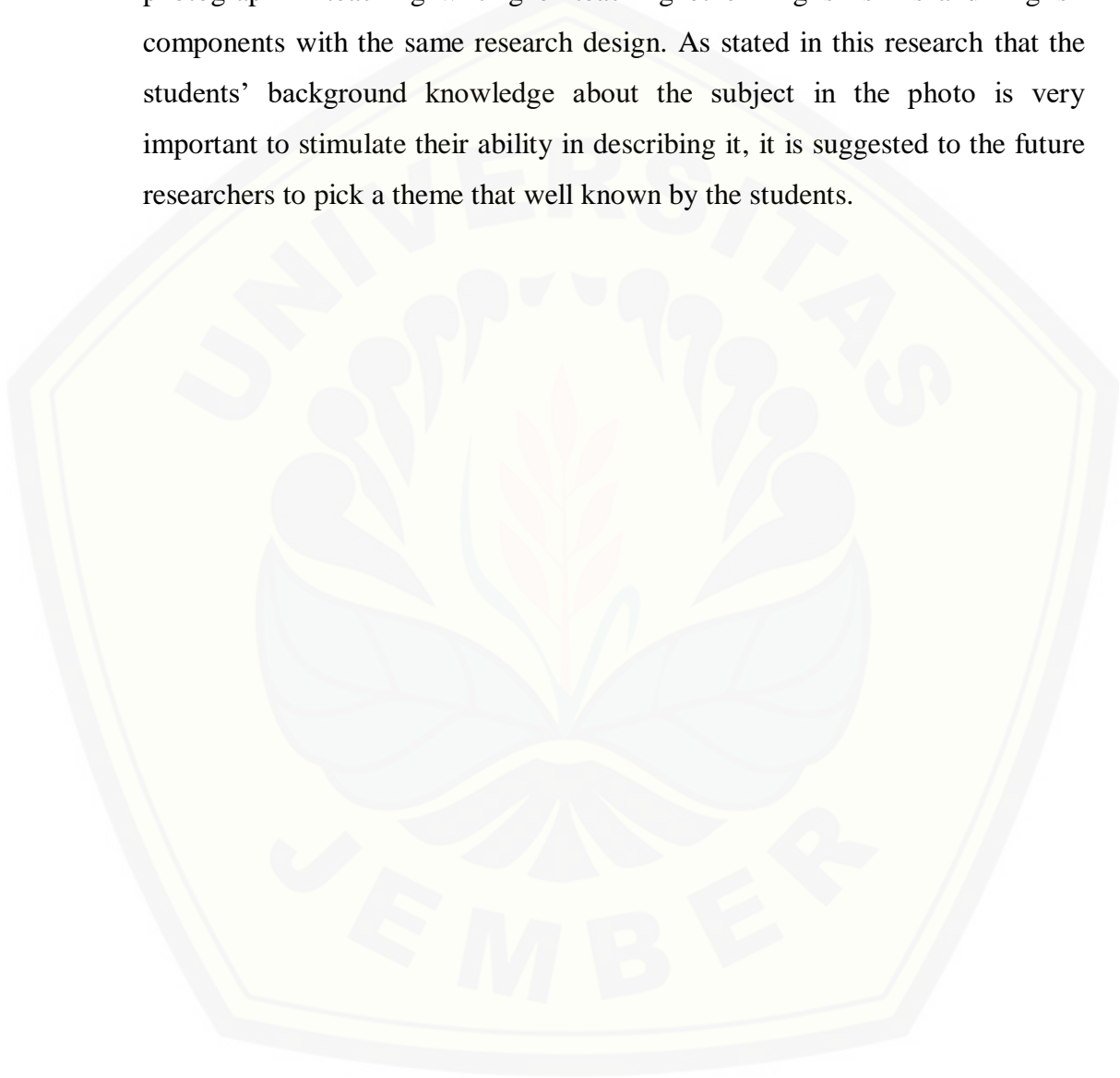
Considering the results of the implementation of using personal photograph in teaching writing that could improve the VIII-C students' descriptive text writing achievement, there are some suggesions which are proposed to the following people.

a. The English Teacher

It is suggested to the English teacher to use personal photograph as the instructional media in teaching English especially in writing skill. It is due to the fact that the use of personal photograph could improve their descriptive text writing achievement. Thus, it is also suggested for the English teacher to try to teach some English skills and English components by using personal photograph, since the personal photograph can be used to teach all language skills and almost any subjects.

b. The Future Researchers

The result of this research can be useful for future researchers to give information and reference to conduct future research by using personal photograph in teaching writing or teaching other English skills and English components with the same research design. As stated in this research that the students' background knowledge about the subject in the photo is very important to stimulate their ability in describing it, it is suggested to the future researchers to pick a theme that well known by the students.



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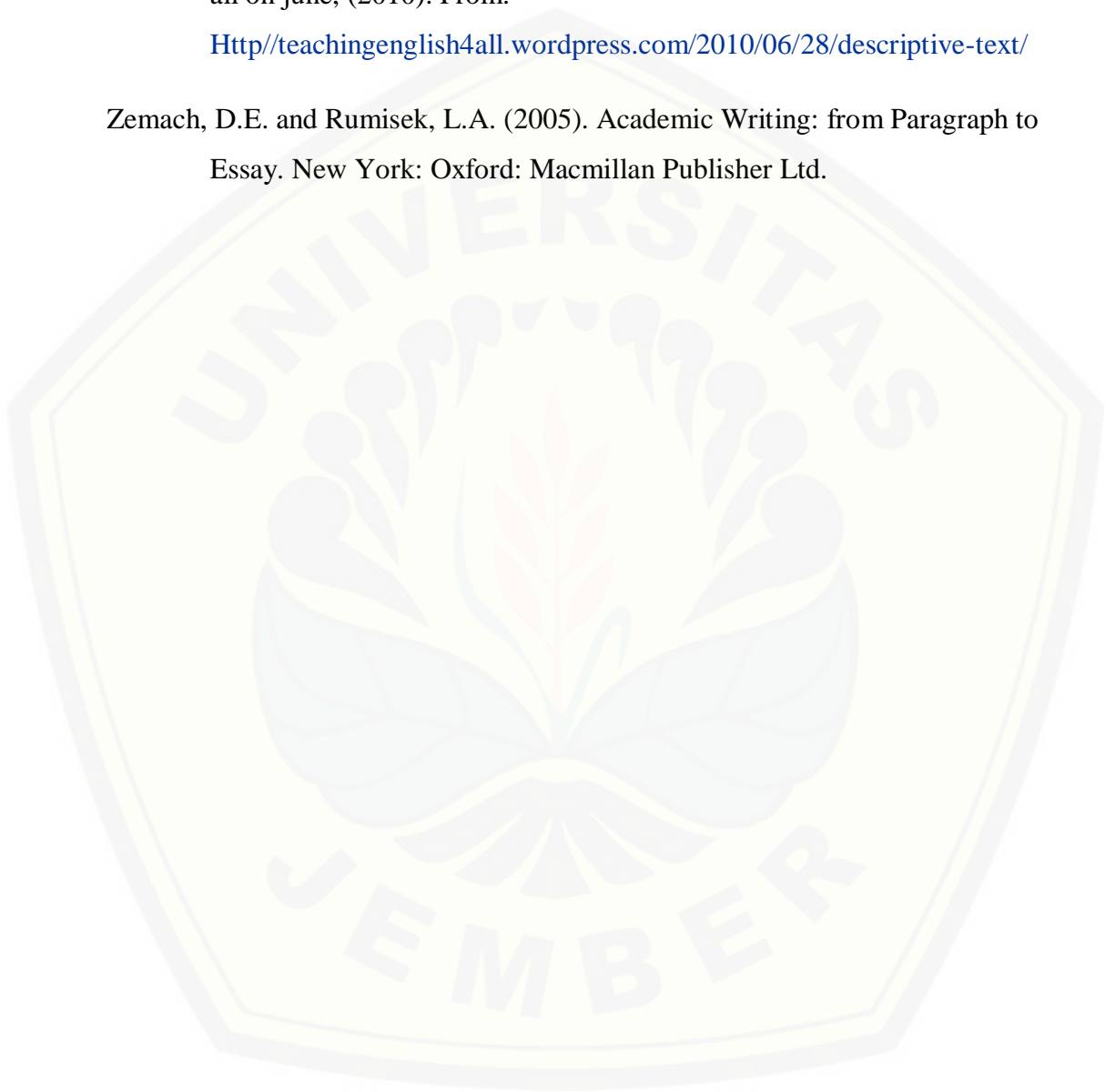
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Appendix A

RESEARCH MATRIX

Title	Problems	Variable	Indicators	Data Resources	Research Method
<p>Improving students skills in writing descriptive text by using Personal photograph</p>	<p>1. How can the use of personal photograph improve Junior High School students' writing achievement?</p>	<p>1. Independent The use of personal photograph in teaching writing.</p> <p>2. Dependent a. The students' writing achievement.</p>	<p>Morales (2003:45) defines personal photograph as an individual or private picture of a person or scene in the form of a print or transparent slide; recorded by a camera on light-sensitive material. By using the personal photograph the student will be easier to memorize the events, time, places, and the peoples. Personal photographs can be good media to make a good paragraph in writing Descriptive Text then improve</p>	<p>1. Research Participants: The VIII-C class students of Junior High School.</p> <p>1. Informant The English teacher of Junior High School.</p> <p>1. Documents: a. The previous students' writing scores obtained from the English teacher.</p>	<p>1. Research Design Classroom Action Research with cycles The steps of each cycle:</p> <ol style="list-style-type: none"> 1. the planning of the action 2. the implementation of the action 3. class observation and evaluation 4. data analysis and reflection of the action <p>(Lewin1990 in Elliot, 1991: 70)</p> <p>2. Area Determination Method Purposive Method</p> <p>3. Participant Determination Method Purposive Method</p> <p>4. Data Collection Methods</p> <ol style="list-style-type: none"> 1) Writing test 2) Interview 3) Documentation

			<p>student's ability in writing Descriptive Text. The scores of students' writing test covering:</p> <ul style="list-style-type: none"> a. grammar (language use) b. vocabulary c. mechanics d. organization e. content <p><i>(Heaton, 1988:135)</i></p>		<p>5. Data Analysis Method</p> <p>a. The data from the students' writing test will be analyzed by using the following formula:</p> $E = \frac{n}{N} \times 100\%$ <p>E = the percentage of the students' writing achievement.</p> <p>n = the total number of the students who get score 70 or more.</p> <p>N = the total number of the students.</p> <p><i>(Adapted from Ali, 1993: 186)</i></p>
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Appendix B**Guide of Data Instrument****1. Interview Guide**

Data Resources: The Eighth grade English teacher of SMP Islam An-Nur Rambipuji.

No	The Interview Questions	The English Teachers' Answers/Responses
1.	What curriculum do you use in teaching English at SMP Islam An-Nur, Jember?	Curriculum 2013
2.	How many times do you teach English in a week?	Twice a week / 4 hours
3.	Do the students have difficulties in learning writing?	Yes they do. They have difficulties in learning writing especially in the aspects of: organizing ideas, using appropriate vocabulary in a context, and using grammatical correct sentences. And they had a lot of words, but they could not choose the words appropriately.
4.	How do you teach writing skill to the students?	I usually ask the students to work in pairs. And then, I ask them to do a question and answer to each other based on the topic being discussed. From the result, I ask

		them to write paragraphs.
5.	Have you ever used personal photograph in teaching writing skill?	Never.
6.	Why not?	Because I've never known about the technique before
8.	What is the standard score of the English subject?	The standard score is 75.
9.	Which class has the lowest mean score in English, especially in Writing?	Based on the last writing test that I had done before, class VIII-C had the lowest mean score that was 69.08.

2. Documentation Guide

Data Resources: school documents' of the Eight grade English teacher of SMP Islam An-Nur Rambipuji.

No.	The Supporting Data Required	Sources
1.	The students' English previous scores.	The Eighth grade English teacher of SMP Islam An-Nur Rambipuji.
2.	The initial names of the research participant.	School document.

Appendix C**The Students' Previous Scores from the English Teacher**

NO	NAMA SISWA (INITIALS)	L/P	NILAI
1	ANP	L	70
2	ANS	P	70
3	ADM	P	75
4	AFR	P	78
5	ARR	L	75
6	AS	L	72
7	ANA	L	65
8	ALM	P	70
9	DN	P	72
10	DRP	P	65
11	DSM	L	65
12	DUN	P	72
13	ELN	P	67
14	LEF	P	82
15	MDK	L	65
16	MH	L	65
17	MHA	L	72
18	MHB	P	75
19	MHI	L	65
20	MJA	P	78
21	MK	L	60
22	MNA	L	78
23	MNL	L	72
24	MRJF	P	70
25	MRM	P	75

26	MRN	L	65
27	MRU	L	70
28	MS	L	72
29	MW	P	80
30	NADF	L	65
31	NAM	P	68
32	NI	L	70
33	PAW	P	65
34	RP	P	68
35	RN	P	70
36	RZM	P	65
37	SA	P	60
38	SB	L	65
39	SHF	P	70
40	SHL	P	70
41	TDA	P	67
42	WAW	P	70
MEAN			69.08

Appendix D**The Students' Previous Mean Scores in Writing Skill Gained from the English Teacher of SMP Islam An-Nur Rambuji**

No	Class	Mean Scores
1.	VIII-A	75.00
2.	VIII-B	70.00
3.	VIII-C	69.08

Appendix E

Aspects	Score	Criteria	
Content	30 – 27	Excellent	Knowledgeable •substantive •thorough development of thesis •relevant to assigned topic
	26 – 22	Good	Some knowledge of subject •adequate range •limited development of thesis •mostly relevant to topic, but lacks detail
	21 – 17	Fair	Limited knowledge of subject •little substance •inadequate development of topic
	16 – 13	Poor	Does not show knowledge of subject •non-substantive •not pertinent •OR not enough to evaluate
Organization	20 – 18	Excellent	Fluent expression •ideas clearly stated/supported •succinct •well-organized •logical sequencing •cohesive
	17 – 14	Good	Somewhat choppy •loosely organized, but main ideas stand out •limited support •logical, but incomplete sequencing
	13 -10	Fair	Non-fluent •ideas confused or disconnected •lacks logical sequencing and development
	9 - 7	Poor	Does not communicate •no organization •OR not enough to evaluate
Vocabulary	20 – 18	Excellent	Sophisticated range • effective word/idiom choice and usage •word form mastery • appropriate register
	17 – 14	Good	Adequate range • occasional errors of word/idiom form, choice, usage <i>but meaning not obscured</i>
	13 – 10	Fair	Limited range • frequent errors of word/idiom form, choice, usage • <i>meaning confused or obscured</i>
	9 - 7	Poor	Essentially translation • little knowledge of English vocabulary, idioms, word forms • OR not enough to evaluate
Grammar	25 – 22	Excellent	Effective complex constructions • few errors of agreement, tenses, numbers, word order/functions, articles, pronouns, prepositions
	21 – 18	Good	Effective but simple constructions • minor problems in complex constructions • several errors of agreement, tenses, numbers, word order/functions, articles, pronouns, prepositions but <i>meaning seldom obscured</i>

	17 – 11	Fair	Major problems in simple/complex constructions • frequent errors of negation, agreement, tenses, numbers, word order/functions, articles, pronouns, prepositions and/or fragments, run-ons deletions • <i>meaning confused or obscured</i>
	10 - 5	Poor	Virtually no mastery of sentence constructions rules • dominated by errors • does not communicate • OR not enough to evaluate
Mechanics	5	Excellent	Demonstrates mastery of conventions • few errors of spelling, punctuation, capitalization, paragraphing
	4	Good	Occasional errors of spelling, punctuation, capitalization, paragraphing but <i>meaning not obscured</i>
	3	Fair	Frequent errors of spelling, punctuation, capitalization, paragraphing • poor handwriting • <i>meaning confused or obscured</i>
	2	Poor	No mastery of conventions • dominated by errors of spelling, punctuation, capitalization, paragraphing • handwriting illegible •OR not enough to evaluate
TOTAL SCORE:			
Content: __+Organization: __+Grammar: __+Vocabulary: __+Mechanics: __ = TOTAL: __			

(Adapted from Jacobs et al. 1981 in Weigle, 2002:116)

Appendix F**LESSON PLAN
(Cycle 1, Meeting 1)**

Level	: Junior High School
Subject	: English
Grade / semester	: VIII/ 1
Language focus	: Writing skill
Theme	: Describing People
Time Allocation	: 2 x 40 minutes

I. Kompetensi Inti

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.
 KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
 KI 3 : Memahami pengetahuan (faktual, konseptual dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
 KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

II. Basic competence and indicators

Basic competence	Indicators
1.2 Menunjukkan perilaku jujur,	1. Showing the anthusiasn,

<p>disiplin, percaya diri dan tanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p>	<p>honestly responsibility in class activity</p>
<p>3.10 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, pendek dan sederhana, sesuai dengan konteks penggunaannya</p>	<p>3.10.1 Identify text structure and linguistic elements of descriptive text by stating and asking about descriptions of people.</p>
<p>4.11 Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana.</p> <p>4.12 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>4.11.1 Identify the structure and linguistic elements in the text.</p> <p>4.12.1 Composing short and simple written texts about people with attention to social functions, text structure and linguistic elements.</p>

III. Learning objectives

1. The students are able to observe and identify the photos of people shown by the teacher carefully
2. The students are able to orally respond to questions given by the teacher based on photos.
3. The students are able to accurately identify information from descriptive texts.
4. The students are able to identify the general structure of descriptive text.
5. The students are able to write descriptions of existing photos one by one.
6. The students are able to create individual descriptive texts

IV. Learning Materials

The materials are enclosed

V. Teaching and Learning strategy

- a. Media : Photograph
Students “worksheet”
Laptop
Power Point Presentation
- b. Learning sources :
 1. <https://brainly.co.id/tugas/11357061>
 2. <https://puspapendini.blogspot.com/2018/12/descriptive-text-definition-structure.html>

VI. Learning method

1. Approach : Scientific Approach
2. Method : Individual Work

VII. Teaching Learning Activities

Learning Stages	Activities	Time
Set Induction	a) Greeting the students b) Asking the students pray together c) Cheeking the attendance d) Giving the leading question to the topic that will be learned (Do you have any favorite celebrities? How does he or she look like? Can you describe them?) e) Classically, the teacher conveys the purpose of learning today, namely: Composing a very simple description text about someone in the photo.	10'
Main Activities	<p>I. Observing: The students observing a personal photograph of someone showed by the teacher in front of the class and paying attention to the teachers' explanation about descriptive text.</p> <p>II. Asking: The students asking about the material that they still do not understand.</p> <p>III. Gathering Information / trying: The students trying to mention about the characteristics of descriptive text.</p> <p>IV. Reasoning / Associating: The students randomly writing down the</p>	60'

	<p>description of the personal photograph that have been provided by the teacher before in front of the class and corrected together by teacher and other students.</p> <p>V. Making / Communicating:</p> <p>The students writing a descriptive text about a personal photograph of a famous celebrity that have been provided by the teacher.</p>	
Closure	<p>a) The teacher reminds the students to study the material that has been taught.</p> <p>b) The teacher directs the students to make a conclusion from the material they have learned.</p> <p>c) The teacher ends the lesson and greets a closing greeting.</p>	10'

VIII. Evaluation.

a. Penilaian Sikap

Lembar Pengamatan

No	Nama Siswa	Sikap			Nilai
		Jujur (0 - 2)	Tanggung jawab (0- 2)	Disiplin (0 - 2)	
1.					
2.					
3.					

Kriteria Penilaian Sikap

No	Jujur	Skor
1.	Mengerjakan tugas individu tanpa bantuan teman.	2
2.	Mengerjakan tugas individu dengan bertanya pada teman.	1
3.	Menjiplak tugas teman.	0
Tanggung Jawab		
1.	Melaksanakan tugas dengan baik dan tepat waktu.	2
2.	Melaksanakan tugas dengan baik, namun tidak tepat waktu.	1
3.	Tidak melaksanakan tugas.	0
Disiplin		
1.	Mengumpulkan tugas tepat waktu.	2
2.	Mengumpulkan tugas tidak tepat waktu.	1
3.	Tidak mengumpulkan tugas.	0

Keterangan:

2 = A (Bagus)

1 = B (Cukup)

0 = C (Kurang)

b. The Scoring Rubric of Writing

Aspects	Score	Criteria	
Content	30 – 27	Excellent	Knowledgeable •substantive •thorough development of thesis •relevant to assigned topic
	26 –	Good	Some knowledge of subject •adequate range •limited

	22		development of thesis •mostly relevant to topic, but lacks detail
	21 – 17	Fair	Limited knowledge of subject •little substance •inadequate development of topic
	16 – 13	Poor	Does not show knowledge of subject •non-substantive •not pertinent •OR not enough to evaluate
Organization	20 – 18	Excellent	Fluent expression •ideas clearly stated/supported •succinct •well-organized •logical sequencing •cohesive
	17 - 14	Good	Somewhat choppy •loosely organized, but main ideas stand out •limited support •logical, but incomplete sequencing
	13 -10	Fair	Non-fluent •ideas confused or disconnected •lacks logical sequencing and development
	9 - 7	Poor	Does not communicate •no organization •OR not enough to evaluate
Vocabulary	20 - 18	Excellent	Sophisticated range • effective word/idiom choice and usage •word form mastery • appropriate register
	17 - 14	Good	Adequate range • occasional errors of word/idiom form, choice, usage <i>but meaning not obscured</i>
	13 - 10	Fair	Limited range • frequent errors of word/idiom form, choice, usage • <i>meaning confused or obscured</i>
	9 - 7	Poor	Essentially translation • little knowledge of English vocabulary, idioms, word forms • OR not enough to evaluate
Grammar	25 - 22	Excellent	Effective complex constructions • few errors of agreement, tenses, numbers, word order/functions, articles, pronouns, prepositions
	21 - 18	Good	Effective but simple constructions • minor problems in complex constructions • several errors of agreement, tenses, numbers, word order/functions, articles, pronouns, prepositions but <i>meaning seldom obscured</i>
	17 - 11	Fair	Major problems in simple/complex constructions • frequent errors of negation, agreement, tenses, numbers, word order/functions, articles, pronouns, prepositions and/or fragments, run-ons deletions • <i>meaning confused or obscured</i>

	10 - 5	Poor	Virtually no mastery of sentence constructions rules • dominated by errors • does not communicate • OR not enough to evaluate
Mechanics	5	Excellent	Demonstrates mastery of conventions • few errors of spelling, punctuation, capitalization, paragraphing
	4	Good	Occasional errors of spelling, punctuation, capitalization, paragraphing but <i>meaning not obscured</i>
	3	Fair	Frequent errors of spelling, punctuation, capitalization, paragraphing • poor handwriting • <i>meaning confused or obscured</i>
	2	Poor	No mastery of conventions • dominated by errors of spelling, punctuation, capitalization, paragraphing • handwriting illegible •OR not enough to evaluate
SCORE:			
Content: __+Organization: __+Grammar: __+Vocabulary: __+Mechanics: __=			
TOTAL: __			

(Adapted from Jacobs, et al.1981 in Weigle, 2002:116)

The score of writing exercise are calculate by using the following formula:

- **The students score =**

$$E = n/N \times 100\%$$

E = the percentage of the students' writing achievement.

n = the total number of the students who get score 70 or more.

N = the total number of the students.

MATERIAL

1. Pre- action

Leading question

1. Do you have any favorite celebrities? How does he or she look like? Can you describe them?
2. What kind of text?

2. Teaching material



Sule is a very unique person. His hair is long with brown and yellow color. He has an oval face, a flat nose and slanting eyes. People know Sule as a very funny person and full of jokes. His joke made everyone laugh. Sule plays in several TV shows such as OVJ, Awas Ada Sule, PAS Mantab, Saung Sule and ini talk show. He also can sing very well. He has a very famous song entitled Susis.

3. Main material

a) Descriptive text

Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

b) **Structure Text (Generic Structure)**

Descriptive text has its own rules in writing, including in the structure or composition of which must be written in order. If you are prompted to create descriptive text, then make sure the structure is as follows:

1. Identification

This section in the first paragraph - the goal is to identify something to be described or depicted. Explanation easy, Identification serves to introduce the reader about the object or something that we have described before we tell about its properties. The goal is not to get one of those readers.

2. Description

This section in the second paragraph and so on - contains the properties inherent in something that you already introduced to the reader in the first paragraph.

c) The Language Features of Descriptive Text

- a. Using simple present tense (mostly)
- b. Using be -1 (is, am, are)
- c. Using adjectives (flat nose, slanting eyes, long, etc)

The Example of Descriptive Text**Favorite actors**

His full name is Entis Sutisna. People use to call him Sule. He is a famous comedian in Indonesia. Sule was born on 15 November 1976 in Bandung, West Java. He speaks Sundanese fluently. He also learns Javanese.

Sule is a very unique person. His hair is long with brown and yellow color. He has an oval face, a flat nose and slanting eyes. People know Sule as a very funny person and full of jokes. His joke made everyone laugh. Sule plays in several TV shows such as OVJ, Awas Ada Sule, PAS Mantab, Saung Sule and ini talk show. He also can sing very well. He has a very famous song entitled Sulus.

Title**Description****Identification**

Exercise

Name :

Class :

Date :

Instructions

1. Look at the photo of “Atta Halilintar”
2. Write a simple descriptive text about “Atta Halilintar” in the minimum of 5 sentences!



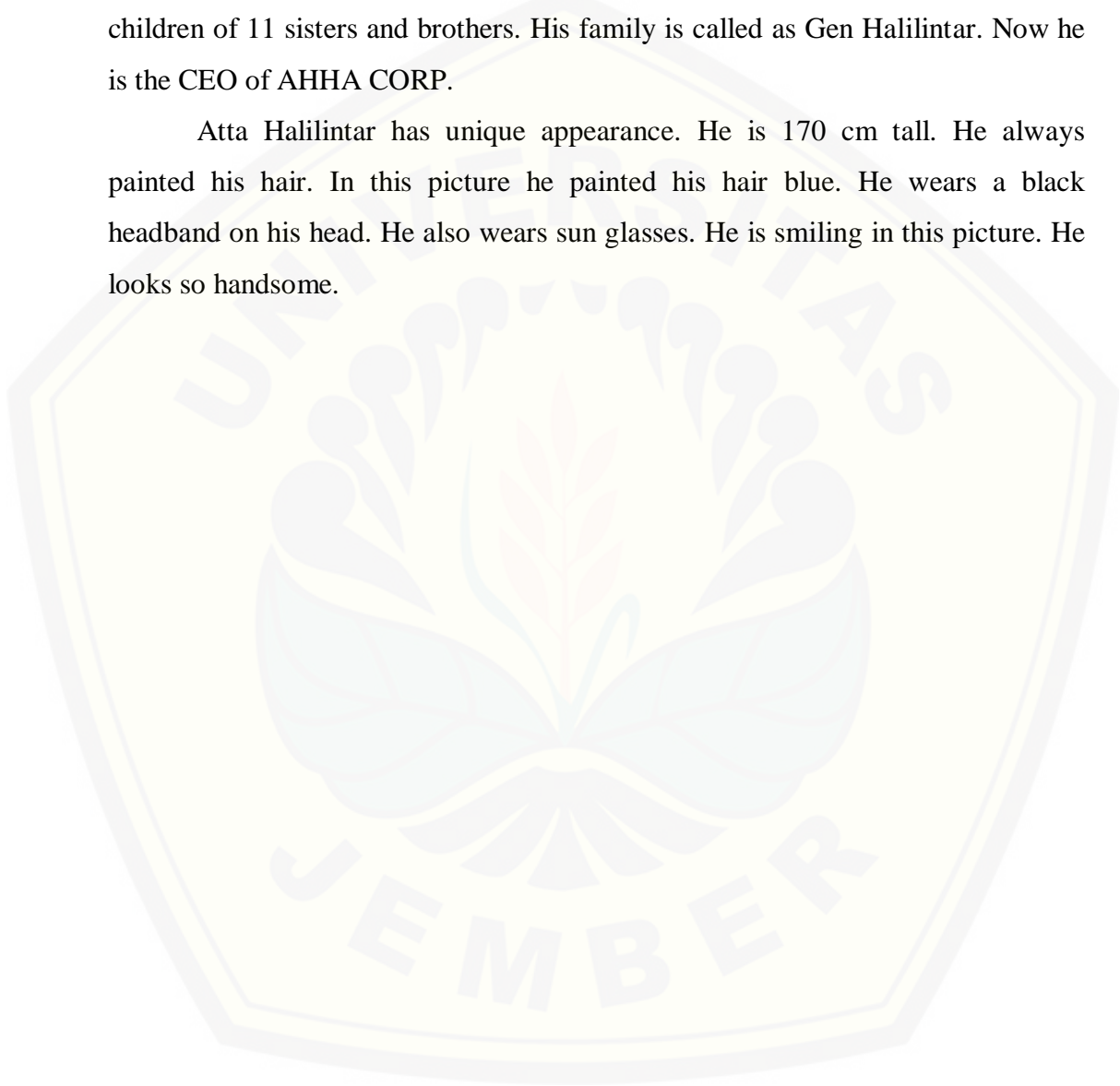
.....

- 1.....
- 2.....
- 3.....
- 4.....
- 5.....

Key answer:

Atta Halilintar is a name of a big Youtuber from Indonesia. His full name is Muhammad Attamimi Halilintar and everyone calls him Atta. He is the first Youtuber who get the Diamond Play Button in Shoutheast Asia. He is the first children of 11 sisters and brothers. His family is called as Gen Halilintar. Now he is the CEO of AHHA CORP.

Atta Halilintar has unique appearance. He is 170 cm tall. He always painted his hair. In this picture he painted his hair blue. He wears a black headband on his head. He also wears sun glasses. He is smiling in this picture. He looks so handsome.



Appendix G**LESSON PLAN
(Cycle 1, Meeting 2)**

Level	: Junior High School
Subject	: English
Grade / semester	: VIII/ 1
Language focus	: Writing skill
Theme	: Describing People
Time Allocation	: 2 x 40 minutes

I. Kompetensi Inti

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.
- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3 : Memahami pengetahuan (faktual, konseptual dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

II. Basic competence and indicators

Basic competence	Indicators
<p>a. Menunjukkan perilaku jujur, disiplin, percaya diri dan tanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p>	<p>1. Showing the enthusiasm, honestly responsibility in class activity</p>
<p>3.10 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, pendek dan sederhana, sesuai dengan konteks penggunaannya.</p>	<p>3.10.1 Identify text structure and linguistic elements of descriptive text by stating and asking about descriptions of people.</p>
<p>4.11 Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana.</p> <p>4.12 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>4.11.1 Identify the structure and linguistic elements in the text.</p> <p>4.12.1 Composing short and simple written texts about people with attention to social functions, text structure and linguistic elements.</p>

III. Learning objectives

1. The students are able to observe and identify the photos of people shown by the teacher carefully
2. The students are able to orally respond to questions given by the teacher based on photos.
3. The students are able to accurately identify information from descriptive texts.
4. The students are able to identify the general structure of descriptive text.
5. The students are able to write descriptions of existing photos one by one.
6. The students are able to create individual descriptive texts

IV. Learning Materials

The materials are enclosed

V. Teaching and Learning strategy

- a. Media : Photograph
Students “worksheet”
Laptop
Power Point Presentation
- b. Learning sources :
 1. <https://brainly.co.id/tugas/11357061>
 2. <https://puspapendini.blogspot.com/2018/12/descriptive-text-definition-structure.html>

VI. Learning method

1. Approach : Scientific Approach
2. Method : Individual Work

VII. Teaching Learning Activities

Learning Stages	Activities	Time
Set Induction	a. Greeting the students b. Asking the students pray together c. Cheeking the attendance d. Giving the leading question to the topic that will be learned (Do you have any favorite singer? How does he or she look like? Can you describe them?). e. Classically, the teacher conveys the purpose of learning today, namely: Composing a very simple descriptive text about someone in the photo.	10'
Main Activities	<p>I. Observing: The students observing a personal photograph of someone brought by the teacher in front of the class and paying attention to the teachers' explanation about descriptive text.</p> <p>II. Asking: The students asking about the material that they still do not understand.</p> <p>III. Gathering Information / trying: The students trying to mention about the characteristics of descriptive text.</p> <p>IV. Reasoning / Associating: The students writing down the characteristic of the personal photograph that have been</p>	60'

	<p>provided by the teacher before in front of the class randomly and corrected together by teacher and other students.</p> <p>V. Making / Communicating:</p> <p>The students writing a descriptive text about a personal photograph of a famous celebrity that have been provided by the teacher.</p>	
Closure	<p>a. The teacher reminds the students to study the material that has been taught.</p> <p>b. The teacher directs the students to make a conclusion from the material they have learned.</p> <p>c. The teacher ends the lesson and greets a closing greeting.</p>	10'

VIII. Evaluation

b. Penilaian Sikap

Lembar Pengamatan

No	Nama Siswa	Sikap			Nilai
		Jujur (0 - 2)	Tanggung jawab (0- 2)	Disiplin (0 - 2)	
1.					
2.					
3.					

Kriteria Penilaian Sikap

No	Jujur	Skor
1.	Mengerjakan tugas individu tanpa bantuan teman.	2
2.	Mengerjakan tugas individu dengan bertanya pada teman.	1
3.	Menjiplak tugas teman.	0
Tanggung Jawab		
1.	Melaksanakan tugas dengan baik dan tepat waktu.	2
2.	Melaksanakan tugas dengan baik, namun tidak tepat waktu.	1
3.	Tidak melaksanakan tugas.	0
Disiplin		
1.	Mengumpulkan tugas tepat waktu.	2
2.	Mengumpulkan tugas tidak tepat waktu.	1
3.	Tidak mengumpulkan tugas.	0

Keterangan:

2 = A (Bagus)

1 = B (Cukup)

0 = C (Kurang)

c. The Scoring Rubric of Writing

Aspects	Score	Criteria	
Content	30 – 27	Excellent	Knowledgeable •substantive •thorough development of thesis •relevant to assigned topic
	26 –	Good	Some knowledge of subject •adequate range •limited development of thesis •mostly relevant to topic, but

	22		lacks detail
	21 – 17	Fair	Limited knowledge of subject •little substance •inadequate development of topic
	16 – 13	Poor	Does not show knowledge of subject •non-substantive •not pertinent •OR not enough to evaluate
Organization	20 – 18	Excellent	Fluent expression •ideas clearly stated/supported •succinct •well-organized •logical sequencing •cohesive
	17 - 14	Good	Somewhat choppy •loosely organized, but main ideas stand out •limited support •logical, but incomplete sequencing
	13 -10	Fair	Non-fluent •ideas confused or disconnected •lacks logical sequencing and development
	9 - 7	Poor	Does not communicate •no organization •OR not enough to evaluate
Vocabulary	20 – 18	Excellent	Sophisticated range • effective word/idiom choice and usage •word form mastery • appropriate register
	17 – 14	Good	Adequate range • occasional errors of word/idiom form, choice, usage <i>but meaning not obscured</i>
	13 – 10	Fair	Limited range • frequent errors of word/idiom form, choice, usage • <i>meaning confused or obscured</i>
	9 - 7	Poor	Essentially translation • little knowledge of English vocabulary, idioms, word forms • OR not enough to evaluate
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	21 – 18	Good	Effective but simple constructions • minor problems in complex constructions • several errors of agreement, tenses, numbers, word order/functions, articles, pronouns, prepositions but <i>meaning seldom obscured</i>
	17 – 11	Fair	Major problems in simple/complex constructions • frequent errors of negation, agreement, tenses, numbers, word order/functions, articles, pronouns, prepositions and/or fragments, run-ons deletions • <i>meaning confused or obscured</i>
	10 - 5	Poor	Virtually no mastery of sentence constructions rules • dominated by errors • does not communicate • OR not

			enough to evaluate
Mechanics	5	Excellent	Demonstrates mastery of conventions • few errors of spelling, punctuation, capitalization, paragraphing
	4	Good	Occasional errors of spelling, punctuation, capitalization, paragraphing but <i>meaning not obscured</i>
	3	Fair	Frequent errors of spelling, punctuation, capitalization, paragraphing • poor handwriting • <i>meaning confused or obscured</i>
	2	Poor	No mastery of conventions • dominated by errors of spelling, punctuation, capitalization, paragraphing • handwriting illegible •OR not enough to evaluate
SCORE:			
Content:___+Organization:___+Grammar:___+Vocabulary:___+Mechanics:___=			
TOTAL:___			

(Adapted from Jacobs et al. 1981 in Weigle, 2002:116)

The score of writing exercise are calculate by using the following formula:

- **The students score =**

$$E = n/N \times 100\%$$

E = the percentage of the students' writing achievement.

n = the total number of the students who get score 70 or more.

N = the total number of the students.

MATERIAL

A. Pre-Instructional Activities:

Leading question

1. Do you have any favorite singer? How does he or she look like? Can you describe them?
2. What kind of the text?

B. Teaching material



Khoirunnissa or as we know as Nissa Sabyan is a popular Gambus singer. She is so popular with her Gambus music group names Sabyan Gambus. Nissa Sabyan was born on May 23, 1999 in Lumajang, East Java. She is the main vocalist of Sabyan Gambus. She becomes the main icon of Sabyan Gambus because of her fantastic voice and her beautiful face. She also becomes the new idol of the young people and teenagers.

Nissa Sabyan is a very fashionable person. She always wear a syar'i dress to promote her music. She looks so beautiful in the picture. She wears a gold scarf and black hoodie. She has chubby cheeks. She is so adorable.

a. Descriptive text

Descriptive text is a text which says what a person or a thing is like.

Its purpose is to describe and reveal a particular person, place, or thing.

b. Structure Text (Generic Structure)

Descriptive text has its own rules in writing, including in the structure or composition of which must be written in order. If you are prompted to create descriptive text, then make sure the structure is as follows:

1. Identification

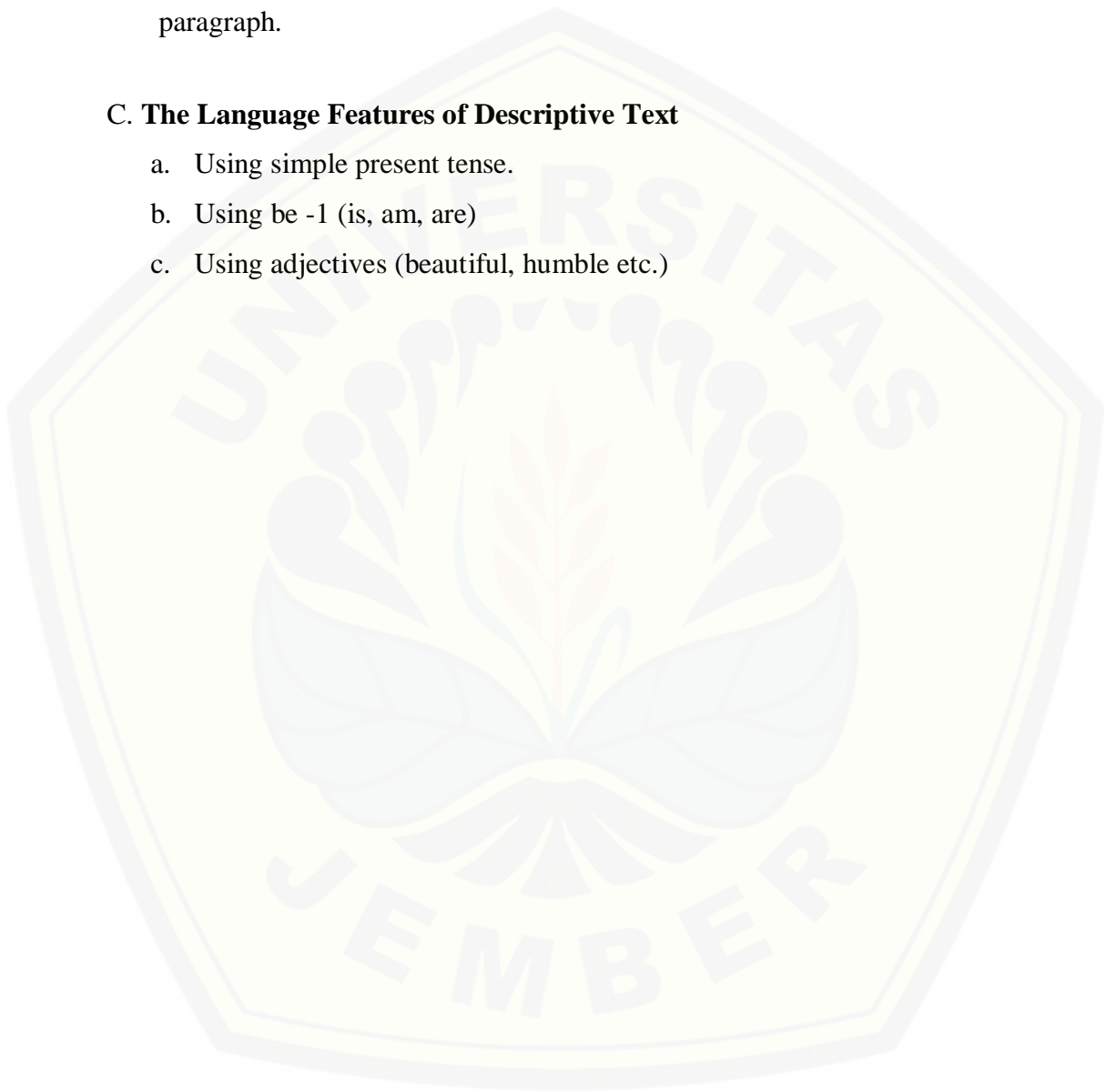
This section in the first paragraph - the goal is to identify something to be described or depicted. Explanation easy, Identification serves to introduce the reader about the object or something that we have described before we tell about its properties. The goal is not to get one of those readers.

2. Description

This section in the second paragraph and so on - contains the properties inherent in something that you already introduced to the reader in the first paragraph.

C. The Language Features of Descriptive Text

- a. Using simple present tense.
- b. Using be -1 (is, am, are)
- c. Using adjectives (beautiful, humble etc.)



The example of descriptive text

Khoirunnissa or as we know as Nissa Sabyan is a popular Gambus singer. She is so popular with her Gambus music group names Sabyan Gambus. Nissa Sabyan was born on May 23, 1999 in Lumajang, East Java. She is the main vocalist of Sabyan Gambus. She becomes the main icon of Sabyan Gambus because of her fantastic voice and her beautiful face. She also becomes the new idol of the young people and teenagers. (**identification**)

Nissa Sabyan is a very fashionable person. She always wear a syar'i dress to promote her music. She looks so beautiful in the picture. She wears a gold scarf and black hoodie. She has chubby cheeks. She is so adorable. (**description**)

taken from : <https://bahasaingrissmp-mts.blogspot.com/2018/09/teks-descriptive-tentang-nissa-sabyan.html>

Exercise

Name :

Class :

Date :

Instructions

1. Look at the photo of “Ariel Noah”
2. Write a simple descriptive text about “Ariel Noah” in the minimum of 5 sentences!



.....

1.....

2.....

3.....

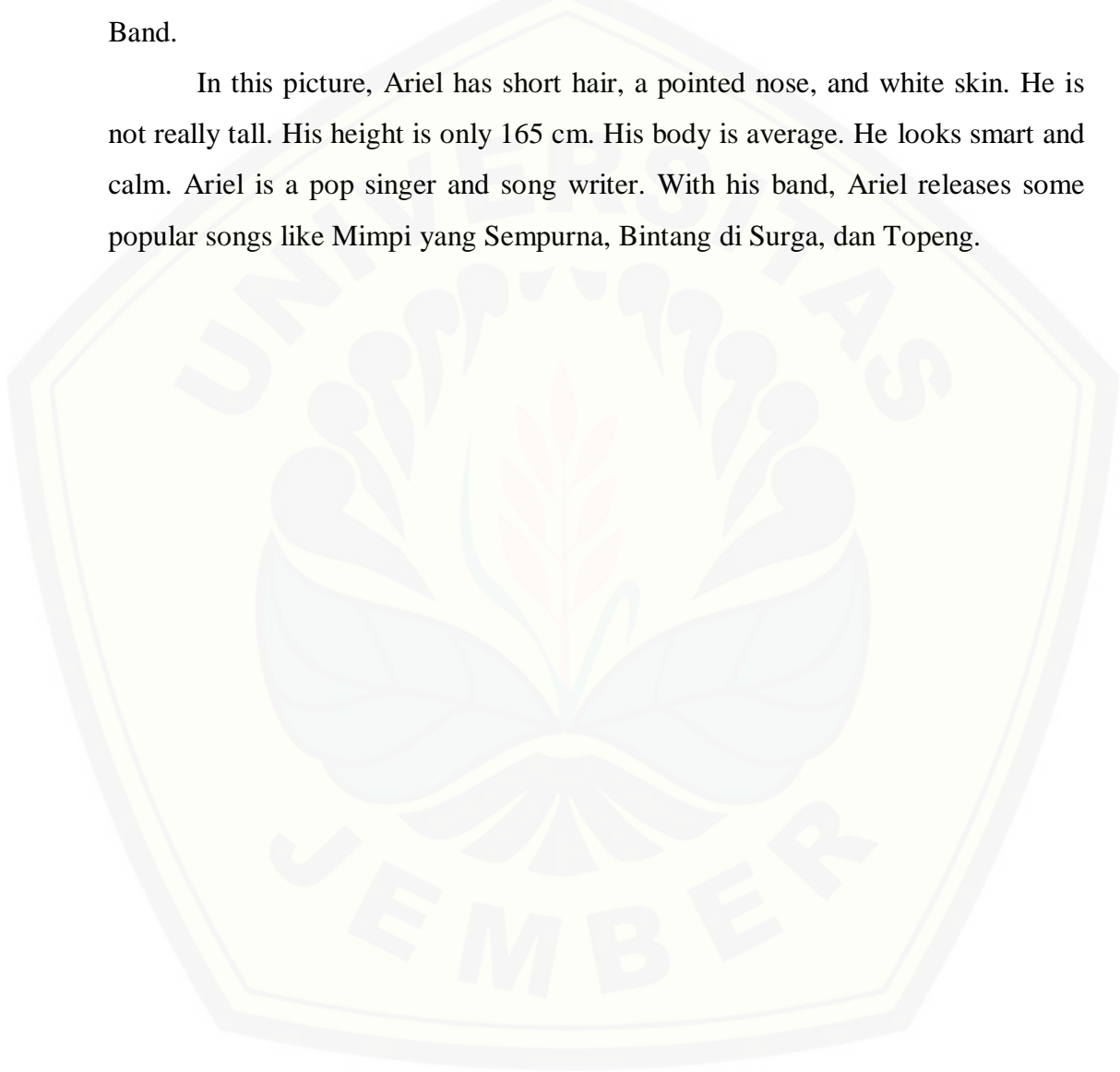
4.....

5.....

Key Answer:

His full name is Nazril Ilham, but he is usually called Ariel. He was born in Langkat, North Sumatra on September 16, 1981. Ariel is the third child in his family. His father named Mazmul Irphan and his mother named Darlina Darwis. He has one brother and one sister. He is a vocalist of a popular band names Noah Band.

In this picture, Ariel has short hair, a pointed nose, and white skin. He is not really tall. His height is only 165 cm. His body is average. He looks smart and calm. Ariel is a pop singer and song writer. With his band, Ariel releases some popular songs like *Mimpi yang Sempurna*, *Bintang di Surga*, dan *Topeng*.



Appendix H

Writing Test

Name :

Class :

Date :

Instructions

1. Look at the photo of “Raffi Ahmad”
2. Write a simple descriptive text about “Raffi Ahmad” in the minimum of 8 sentences!



Answer:

.....

1.....

2.....

3.....

4.....

5.....

6.....

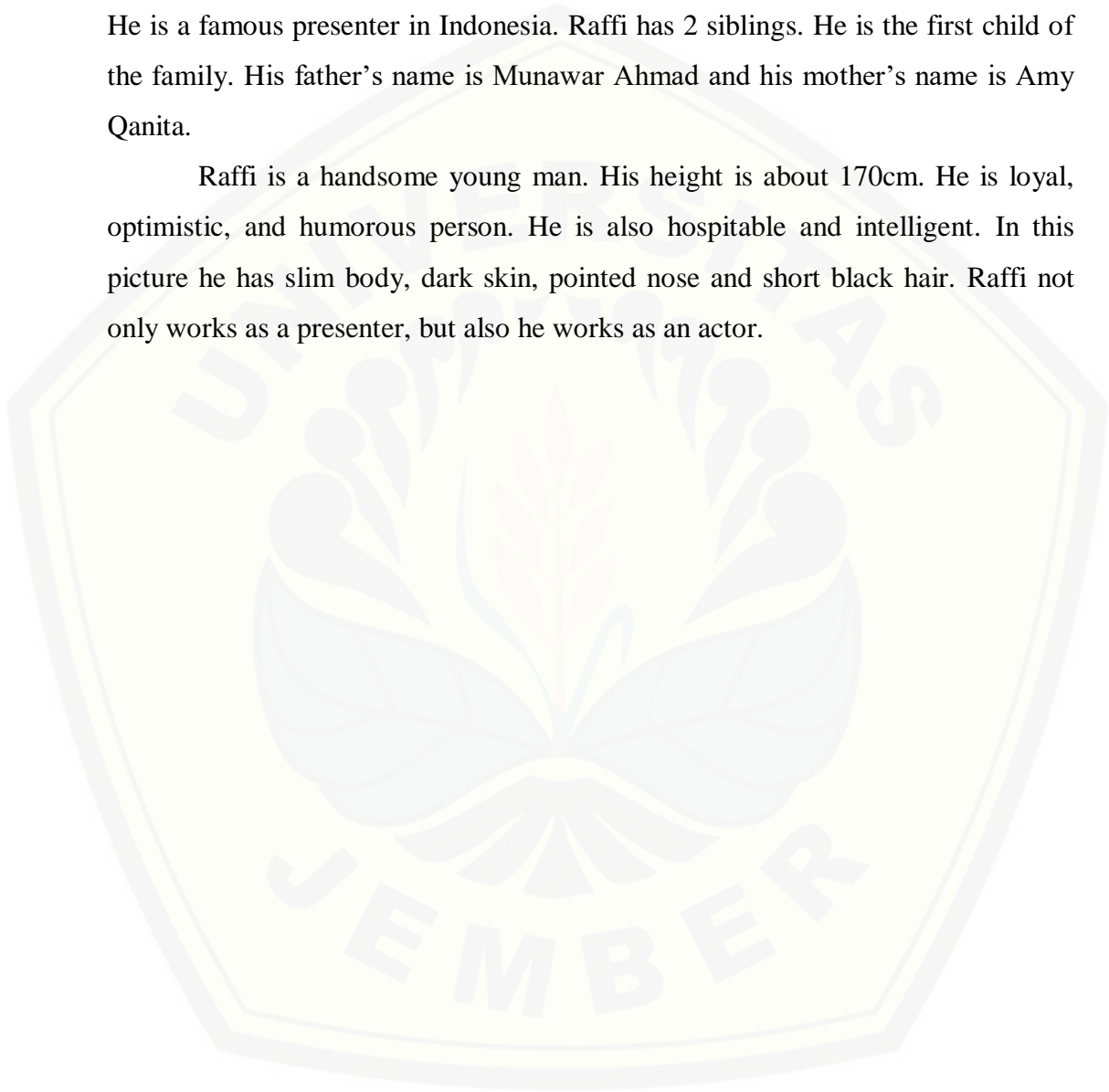
7.....

8.....

Key answer:

Raffi Ahmad. His full name is Raffi Faridz Ahmad. People use to call him Raffi Ahmad or Raffi. He was born on 17th February 1987 in Bandung, West Java. He is a famous presenter in Indonesia. Raffi has 2 siblings. He is the first child of the family. His father's name is Munawar Ahmad and his mother's name is Amy Qanita.

Raffi is a handsome young man. His height is about 170cm. He is loyal, optimistic, and humorous person. He is also hospitable and intelligent. In this picture he has slim body, dark skin, pointed nose and short black hair. Raffi not only works as a presenter, but also he works as an actor.



Writing Test

Name :

Class :

Date :

Instructions

1. Look at the photo of “Agnes Monica”
2. Write a simple descriptive text about “Agnes Monica” in the minimum of 8 sentences!



Answer:

.....

1.....

2.....

3.....

4.....

5.....

6.....

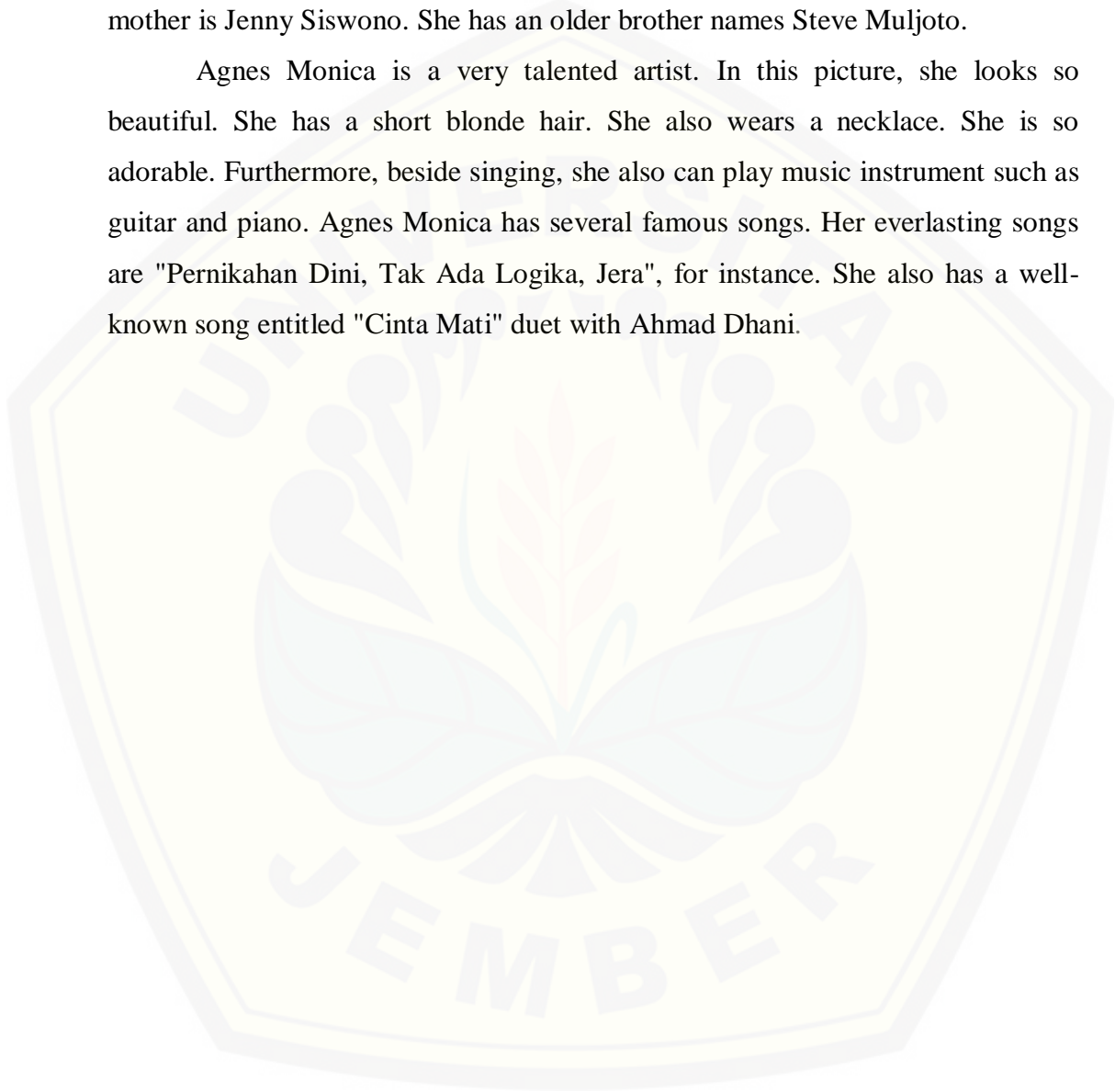
7.....

8.....

Key answer :

Her full name is Agnes Monica Muljoto. She was born on 1st July 1986 in Jakarta. She is a singer. She is good both at singing and dancing. Agnes Monica is the youngest child in her family. Her father's name is Ricky Suprpto and her mother is Jenny Siswono. She has an older brother names Steve Muljoto.

Agnes Monica is a very talented artist. In this picture, she looks so beautiful. She has a short blonde hair. She also wears a necklace. She is so adorable. Furthermore, beside singing, she also can play music instrument such as guitar and piano. Agnes Monica has several famous songs. Her everlasting songs are "Pernikahan Dini, Tak Ada Logika, Jera", for instance. She also has a well-known song entitled "Cinta Mati" duet with Ahmad Dhani.



Appendix H

The Result of Writing Test

The detail scores of the students' writing scored by the scorer 1 (the researcher) and scorer 2 (the English teacher).

NO	Names (Initials)	Scorer 1 (the researcher)						Scorer 2 (the english teacher)					
		Scoring Aspects					Total	Scoring Aspects					Total
		C	O	V	G	M		C	O	V	G	M	
1	ANP	22	16	15	12	3	68	22	16	16	12	3	67
2	ANS	25	17	16	12	4	74	24	17	16	12	4	73
3	ADM	20	18	15	20	4	77	20	20	15	20	4	79
4	AFR	25	15	16	18	3	77	25	15	15	20	3	78
5	ARR	25	16	15	20	3	79	25	16	15	18	3	77
6	AS	26	16	15	18	4	75	26	16	15	20	4	77
7	ANA	26	16	18	12	4	76	24	15	18	13	4	74
8	ALM	20	20	15	17	3	75	20	19	16	18	3	76
9	DN	27	18	17	22	3	87	27	20	17	22	3	89
10	DRP	26	20	15	18	3	82	26	20	15	20	3	84
11	DSM	26	17	16	12	4	75	25	18	15	13	4	75
12	DUN	22	18	15	20	2	77	22	18	16	20	3	79
13	ELN	22	17	16	18	4	77	22	17	18	18	4	79
14	LEF	26	18	17	20	3	84	27	18	18	20	3	86
15	MDK	20	14	13	18	4	69	19	13	14	19	4	69
16	MH	25	15	15	18	4	77	25	14	18	18	4	79
17	MHA	27	20	18	20	3	88	26	21	17	19	4	87
18	MHB	20	15	13	17	4	69	19	16	13	18	4	70
19	MHI	26	16	15	16	3	76	26	18	15	16	3	78
20	MJA	25	17	17	17	3	79	25	17	17	20	3	82
21	MK	25	17	15	15	3	75	23	18	16	16	3	76
22	MNA	25	14	16	11	4	70	25	14	18	11	4	72

23	MNL	22	17	13	17	3	72	22	17	14	18	3	74
24	MRJF	24	18	19	11	3	75	25	18	18	11	3	75
25	MRM	22	14	10	11	3	60	22	10	16	11	3	62
26	MRN	25	19	15	16	3	78	26	18	15	15	3	77
27	MRU	26	17	15	15	4	77	26	18	15	15	4	78
28	MS	24	19	19	11	4	77	25	20	18	11	4	78
29	MW	25	20	20	24	4	93	25	25	20	25	4	94
30	NADF	26	18	15	15	3	77	26	18	15	16	3	78
31	NAM	25	14	18	15	3	75	25	20	18	11	3	77
32	NI	26	18	13	15	3	75	26	18	13	17	3	77
33	PAW	25	14	16	17	4	76	25	14	18	17	4	78
34	RP	25	18	15	17	4	79	25	18	15	15	4	77
35	RN	20	15	13	15	3	66	20	16	13	14	3	66
36	RZM	26	18	13	11	3	71	26	18	15	11	3	73
37	SA	20	18	18	17	4	77	20	18	18	18	4	78
38	SB	22	16	13	14	3	68	22	17	14	14	3	70
39	SHF	25	18	16	17	3	79	26	18	16	18	3	81
40	SHL	22	18	15	17	4	76	21	19	15	18	4	77
41	TDA	26	16	17	15	3	77	26	16	17	18	3	80
42	WAW	25	20	15	17	3	80	25	20	15	18	3	81

Notes:

C = Content, O = Organization, V = Vocabulary, G = Grammar, M = Mechanics

The average score of the students' writing test.

No	Names (Initial)	scorers		The Average	Achieved / Not Achieved
		Scorer 1	Scorer 2		
1	ANP	68	67	67,5	Not Achieved
2	ANS	74	73	73,5	Not Achieved
3	ADM	77	79	78	Achieved
4	AFR	77	78	77,5	Achieved
5	ARR	79	77	78	Achieved
6	AS	75	77	76	Achieved
7	ANA	76	74	75	Achieved
8	ALM	75	76	75,5	Achieved
9	DN	87	89	88	Achieved
10	DRP	82	84	83	Achieved
11	DSM	75	75	75	Achieved
12	DUN	77	79	78	Achieved
13	ELN	77	79	78	Achieved
14	LEF	84	86	85	Achieved
15	MDK	69	69	69	Not Achieved
16	MH	77	79	78	Achieved
17	MHA	88	87	87,5	Achieved
18	MHB	69	70	70,5	Not Achieved
19	MHI	76	78	77	Achieved
20	MJA	79	82	80,5	Achieved
21	MK	75	76	75.5	Achieved
22	MNA	70	72	71	Achieved

23	MNL	72	74	73	Not Achieved
24	MRJF	75	75	75	Achieved
25	MRM	60	62	61	Not Achieved
26	MRN	78	77	77,5	Achieved
27	MRU	77	78	77,5	Achieved
28	MS	77	78	77,5	Achieved
29	MW	93	94	93,5	Not Achieved
30	NADF	77	78	77,5	Achieved
31	NAM	75	77	76	Achieved
32	NI	75	77	76	Achieved
33	PAW	76	78	77	Achieved
34	RP	79	77	78	Achieved
35	RN	66	66	66	Not Achieved
36	RZM	71	73	72	Not Achieved
37	SA	77	78	77,5	Achieved
38	SB	68	70	69	Not Achieved
39	SHF	79	81	80	Achieved
40	SHL	76	77	76,5	Achieved
41	TDA	77	80	78,5	Achieved
42	WAW	80	81	80,5	Achieved
Rata-rata				76,5	

Note:

Scorer 1 : The researcher

Scorer 2 : The English teacher

Achieved : Getting score ≥ 75

Not Achieved : Getting score less than 75

The percentage of the students' who had achieved the standard score as the successful criterion of this research (getting score ≥ 75) was:

$$E = \frac{32}{42} \times 100\% = 76\%$$




APPENDIX I. The Students' Works in Writing Test

Exercise

Name: Emi Lidiya Hingsih
 Class: VIII C
 Date: Sabtu, 12 September 2020

Instructions

1. Look at the photo of "Atta Halilintar"
2. Write a simple descriptive text about "Atta Halilintar" in the minimum of 5 sentences!



Answer:

Atta Halilintar


1. He is very handsome.
2. He is a big YouTuber.
3. His hair is blue. sisters
4. He has 11 sister and brother → brothers
5. He wears glasses.
 ↳
 Wears

Exercise

Name: Aliya Ieva Mayla
 Class: VIII C
 Date: Senin, 14 September 2020

Instructions

1. Look at the photo of "Ariel Noah"
2. Write a simple descriptive text about "Ariel Noah" in the minimum of 5 sentences!



Ariel Noah


1. His full name is Nazril Iham
2. He is a very handsome
3. He has short hair, black hair, pointed nose, and white skin
4. He is singer. He is vocalist band Noah
 Noah band
5. He uses black jacket
 ↳
 Wears

Writing Test

Name : Mahbubah Vlahdoniyah
 Class : VIII C
 Date : Kamis, 17 September 2020

Instructions

1. Look at the photo of "Raffi Ahmad"
2. Write a simple descriptive text about "Raffi Ahmad" in the minimum of 8 sentences!



VOC = 25
 V = 20
 G = 20
 M = 4
 = 94

Answer:

RAFFI AHMAD

1. His full name is Raffi Fando Ahmad
2. He is a actors and presenter. He nick name
3. is Raffi Ahmad. His wife is Nagita Chalita
4. His son is Rafathar Anwar Ahmad.
5. He is a very handsome boy
6. He is a slim body
7. He is a pointed nose, short hair and black hair
8. He is a YouTuber


He wear blue jacket
 He was born on 17th february 1987. in Bandung, West Java.

Writing Test

Name : Muhammad Kurtubi
 Class : VIII C
 Date : 17 Kamis 2020

Instructions

1. Look at the photo of "Agnes Monica"
2. Write a simple descriptive text about "Agnes Monica" in the minimum of 8 sentences!



Answer:

Agnes Monica

1. His full names is Agnes monica
2. She was born on 1 July 1986 in Jakarta.
3. She is sing and dance
4. She is beautifull pointed nose white skin
5. She use black dress
6. The hair is blonde
- 7.
- 8.

C = 22
 = 16
 = 12
 M = 4
 = 54


Writing Test

Name : Mahbubatul Vahdoniyah
 Class : VIII C
 Date : Kamis, 17 September 2020

V O C : 25
 O : 20
 M : 24
 A : 3
 93

Instructions

1. Look at the photo of "Raffi Ahmad"
2. Write a simple descriptive text about "Raffi Ahmad" in the minimum of 8 sentences!



Answer:

RAFFI AHMAD


1. His full name is Raffi Fando Ahmad
2. He is ^{an} actors and presenter. He nick name
3. is Raffi Ahmad. His wife is Magika Salafina
4. His son is Rafathal Maula Ahmad
5. He is a very handsome boy
6. He is ^{has} a slim body
7. He ^{has} a pointed nose, short hair, and black hair
8. He is a YouTuber
 He wear ^{is} blue jacket
 He was born on 17th february 1987. In Bandung, West Java.

Writing Test

Name : Muhammad Kurtubi
 Class : VIII C
 Date : 17 kamil 2020

Instructions

1. Look at the photo of "Agnes Monica"
2. Write a simple descriptive text about "Agnes Monica" in the minimum of 8 sentences!



Answer:

Agnes Monica

1. His full names is Agnes monica.
2. She was born on 1 July 1986 in Jakarta.
3. She is sing^{er} and dance^{er}
4. She is beautifull pointed nose, ^{and} white skin
5. She ^{wears} use black dress
6. The^{her} hair is blonde
- 7.
- 8.

C : 22
 O : 15
 V : 10
 6 : 12
 M : 9
 63



APPENDIX J.

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

KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan Kalimantan 37 Kampus Bumi Tegalboto Kotak Pos 159 Jember 68121
Telepon (0331)-330224, 334267, 337422, 333147 * Faximile (0331)-339029
Laman : www.unej.ac.id

Nomor : 6834 UN25.1.5/LI/2020
Lampiran : -
Hal : Permohonan Izin Penelitian

17 SEP 2020

Yth. Kepala Sekolah
SMP Islam An – Nur Rambipuji

Diberitahukan dengan hormat, bahwa mahasiswa Jurusan Pendidikan Bahasa dan Seni Program Studi Pendidikan Bahasa Inggris FKIP Universitas Jember di bawah ini:

1. Nama : Andik Prasetyo
NIM : 130210401058
Judul : The Use of Word Search Puzzle Game to Improve Students' Vocubular Mastery.
2. Nama : Soimatul Nuril Fajriyana
NIM : 130210401016
Judul : Enhancing Junior High School Students' Vocabulary Achievement by Using English Pop Songs.
3. Nama : Khurotul Aini
NIM : 130210401026
Judul : Improving Writing Students' Skill in Descriptive Text by Using Personal Photograph.
Rencana Penelitian : September – Oktober 2020.

Berkean dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan penelitian di sekolah yang Saudara pimpin. Sehubungan dengan hal tersebut, mohon Saudara berkenan memberikan izin melakukan penelitian dan sekaligus memberikan bantuan informasi yang diperlukan.

Demikian permohonan ini kami sampaikan atas perhatian dan kerjasama yang baik kami sampaikan terima kasih.

a.n. Dekan
Wakil Dekan I,

Prof. Dr. Suratno, M.Si.
NIP. 196706251992031003

APPENDIX K

The Statement Letter of Accomplishing the Research from SMP ISLAM AN-NUR, Jember

**YAYASAN AN-NUR HAJI ALWI**
SMP ISLAM AN-NUR RAMBIPUJI
"TERAKREDITASI"
Jl. Argopuro No. 47 Telp 0331-712936 Rambigundam - Rambipuji - Jember
E-mail :smpi_annur09@yahoo.com

SURAT KETERANGAN
Nomor : 673/Skt/SMPI.ANNUR/IX/2020

Yang bertanda tangan di bawah ini, Kepala SMPI An - Nur Rambipuji menerangkan bahwa:

N a m a : Khurotul Aini
N I M : 130210401026
Fakultas/jurusan : Pendidikan Bahasa dan Seni
Program Studi : Pendidikan Bahasa Inggris

Benar benar telah melaksanakan penelitian guna penyusunan skripsi yang berjudul "*Improving Students' Writing Skill in Descriptive Text by Using Personal Photograph*" yang dilaksanakan pada tanggal 12, 14, dan 17 September 2020.

Demikian Surat Keterangan ini kami buat dengan sebenarnya, dan untuk dipergunakan sebagaimana mestinya.

Jember, 18 September 2020
Kepala Sekolah

Iman Gozali, S.Pd

