

**USING PHOTOGRAPHS THROUGH COLLABORATIVE
LEARNING IN ENHANCING STUDENTS' ABILITY ON
WRITING DESCRIPTIVE TEXT AT THE TENTH
GRADE OF SMA PMDS PUTRI PALOPO**

A Thesis

*Presented as Partial Fulfilment for the Attainment of S.Pd. Degree in
English Education Study Program Tarbiyah and Teacher
Training FacultyState Islamic Institute of Palopo*



**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO**

2022

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO**

2022

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Palopo, August 20th 2022

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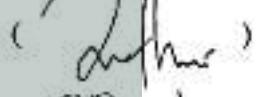
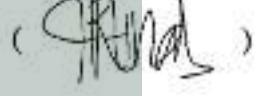
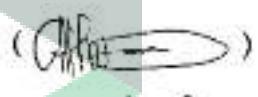
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THESIS APPROVAL

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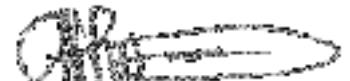
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Palopo, 9th August 2022

Haswirna

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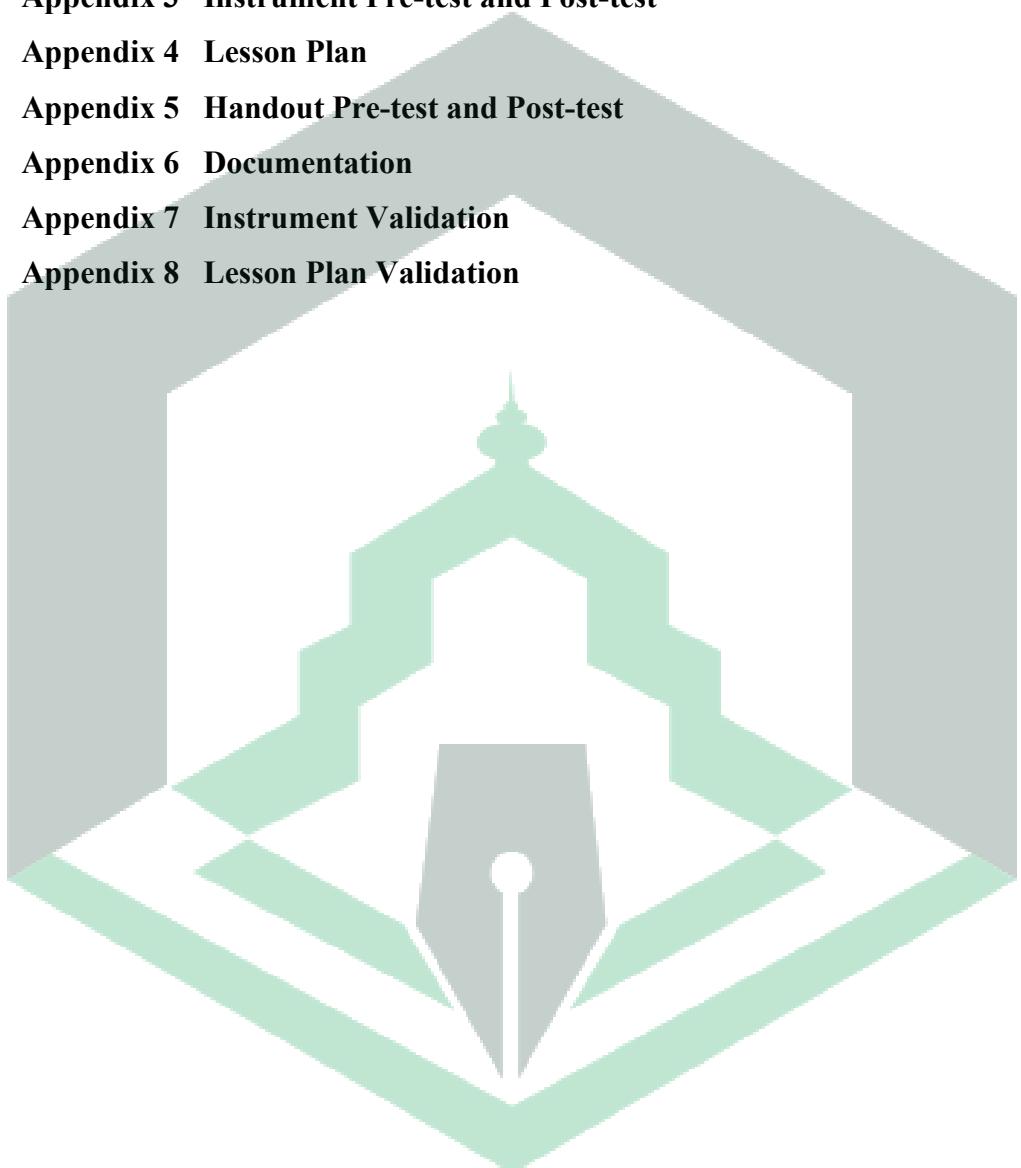
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ABSTRACT

Haswirna, 2022. *“Using Photographs Through Collaborative Learning in Enhancing Students’ Ability on Writing Descriptive Text At The Tenth Grade of SMA PMDS Putri Palopo”* A Thesis English Education Study Program Tarbiyah and Teacher Training Faculty State Islamic Institute of Palopo. Supervised by Wahibah and Muhammad Iksan.

This thesis is about Using Photographs Through Collaborative Learning in Enhancing Students’ Ability on Writing Descriptive Text at the Tenth Grade of SMA PMDS Putri Palopo. The objective of the research was to find out the effectiveness of using photographs with collaborative learning in enhancing students' ability on writing descriptive text at the tenth grade of SMA PMDS Putri Palopo. This thesis applied the pre-experimental method and using collaborative learning as a teaching method. The researcher gets the score of five aspects in writing skills; content, organization, vocabulary, grammar, and mechanics by using a pre-test and post-test test. Besides, the researcher used a writing test as the research instrument. The population was the students of the tenth grade at SMA PMDS Putri Palopo. The sample was taken by purposive sampling with 27 students. The result of statistical analysis the mean score of post-test (61,92) is higher than pre-test (36,12) also the data t-count (11,354) is higher than t-table (2,064) with degree of freedom (24). So that the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is automatically accepted. It is indicated that there was a significant difference of the students writing before and after being given treatment by using photograph with collaborative learning as a learning media.

Keywords: Collaborative Learning, Photographs, Writing Descriptive Text

CHAPTER I

INTRODUCTION

A. Background

In English, four skills must be mastered by the students. The four basic language skills are listening, speaking, reading, and writing. One of the four skills is writing.¹ According to Nunan, writing was a thought process for creating ideas, thinking about how to express ideas in good writing, and organizing ideas into clear statements.² Writing is an activity for creating notes or information in written form. Besides that, writing is also a place to express and strengthen the memory in the head. If you want to remember something, write a memory in the head that is sometimes unable to save a lesson. Writing can make people remember what they wrote so that it could be brought to the attention of prophet Muhammad's people when it was revealed.

Moreover, Allah has said in Q.S. Al-Ankabut 21:48³

وَمَا كُنْتَ تَتْلُو مِنْ قِيلَهٖ مِنْ كِتَبٍ وَلَا تَخْطُهُ بِيَمِينِكَ إِذَا لَأْرَتَبِ الْمُبْطَلُونَ ٤٨

Meaning: “*You (Muhammad) could not read any writing even before this revolution, nor could you write at all. Otherwise, the people of falsehood would have been suspicious*” (48).

¹L.G Alexander, *Practice and Progress* (London: Longman Group Ltd, 1975).

²David Nunan, *Second Language Teaching and Learning with Technology* (Ireland, 2000).

³ Al-Qur'an, 21:48

Writing has been taught starting from elementary school, such as completing and making simple sentences. Then continue to junior high school, high school, and college. As the primary competition in curriculum 13 for high school, which includes the preliminary round that must be achieved in English, especially in writing subjects, students can develop and produce simple, functional texts written in narrative texts, recount, narratives, and descriptive texts.

In writing activity, the language users have information procedures and are not directly facing information receivers. In speaking and conversation, the language users never worry about misunderstandings with their listeners because all misconceptions and misinterpreting can be presently anticipated with strategy competence and rhetorical style. On the other hand, it is different in writing activity; the writer does not interact with the reader directly.⁴

There are several common problems in writing ability that students face. According to Hanna et al., Students' issues included: 1) low motivation to learn English, 2) difficulty choosing appropriate words in writing, 3) a lack of vocabulary, 4) difficulty arranging words in the correct order, 5) difficulty spelling words, 6) difficulty writing sentences in proper grammar, and 7) a tendency to be passive learners in classroom activities.⁵ Kristy stated that the problems they mostly face are about how to write, what to be written, and lack of vocabulary words, as

⁴Alice Omaggio Hadlei, *Teaching Language in Context* (America: Heinle & Heinlei, 1993).

⁵Sri Sarmiati Tarjana Hanna Novariana, Sumardi, *Senior High School Students' Problems in Writing: A Preliminary Study of Implementing Writing E-Journal as Self Assesment to Promote Students' Writing Skill*(2018), <https://jurnal.unimus.ac.id/index.php/ELLIC/article/view/3540>.

well as incompetence in structure.⁶ In addition, it can be concluded that writing has the most difficulties since writing needs more accuracy, for instance, in spelling, grammar, and appropriate expression. Lack of accuracy will lead to misunderstanding. The readers might be unable to catch the message, or the communication between the writer and the readers will not run well.

Furthermore, students struggle to develop their ideas on producing good writing, especially in writing descriptive texts. After the assignment, the teacher finds several student worksheets identical or similar in writing descriptive text.⁷ The students have different intelligence, low motivation, poor vocabulary, and difficulty with sentence structure or grammar. In addition, the students still find it challenging to recall spelling, punctuation rules, and organizing ideas.⁸

Based on the preliminary observation in SMA PMDS Putri Palopo, the students often found some difficulties in writing. The researcher chose class the tenth grade of IPA 3 because the teacher recommended it in that class because of the students' lack of understanding of writing; students usually felt challenged to organize their ideas. Furthermore, many students made mistakes and faced difficulties building and developing their imagination. Besides, some factors causing challenges in writing descriptive text are the teacher's monotonous teaching method, her teaching without media, and the students' not memorizing the

⁶Kristy dwi pratiwi, *Students' Difficulties in Writing English (A Study at The Third Semester Students of English Education Program At University of Bengkulu Academic Year 2011-2012)* no. 1964 (Bengkulu:2012).

⁷Yuni Rolita Utami, *The Effect of Using Whatsapp in Blended Learning On Students' Ability on Writing Descriptive Text* (Bengkulu: IAIN Bengkulu, 2020), 8.

⁸Kulsum Umu, English Education Program Teacher Training and Education Faculty Muhammadiyah University of Purworejo 2016 (2016).

vocabulary. These are some reasons that make students difficulties in writing. Thus, the teacher requires media to write the descriptive text that helps students organize their ideas and develop their imaginations.

Based on the problems above, learning media, such as pictures, are needed to reach the students' interest in studying. A picture is one of the media in teaching writing descriptive text. According to Harmer (2001), image is one of the varieties of teaching aid used to explain language meaning and construction and engage students in a topic or as the basis of a whole activity. In this case, the teacher can use picture-whether drawings taken from books, newspapers, magazines, or photographs to facilitate learning.⁹

To help good writing, two things should be considered. First, the students must know the text's competence, such as the generic structure, language features, and social function. Second is the teaching of the writing process itself in the classroom. If the two aspects run well, the difficulties will reduce. However, descriptive text is one type of text in Senior High School which is difficult enough to be learned by the students, although the students can use simple present and adjective clauses in writing descriptive text. In learning descriptive text, students may have difficulties learning it. Students may be confused about what to write, although they know the topic the teacher has given. They are confused about how to write their ideas about the subject.

⁹Jeremy Harmer, *The Practice English Language Teaching*, 3rd Edition (London: Longman Group Ltd, 2001).

Writing descriptive text is one of the genres in writing text. Descriptive text is a text which describes a person, place, mood, or situation in words. The generic structure of a descriptive text consists of two parts: the identification and the description. The title gives information about things, places, and people which will be discussed. It refers to identifying phenomena describeDepdiknas.¹⁰ A descriptive text is taught in English through the four basic skills. One of them, writing, is a productive skill in which the student can express their ideas and feelings. Hyland says writing is transferred from personal experience and context into the text. In addition, writing is how writers contribute their thoughts to produce meaningful sentences.¹¹

The use of photography as a learning media in English teaching and learning activities is supported by some experts. Heinrich stated that the photograph is one of the still pictures most commonly used in instruction.¹² Besides that, evidence is given by Youra, who developed a writing and photography project. He views photography as an encouraging aid for students to explore new possibilities in their writing. He says: Students' comments and actions reflected increased insight as they began to see photography as rhetoric, language and the analogies between photographic and verbal expression. That understanding expanded their concept of literacy and encouraged them to explore new possibilities in their writing.¹³

¹⁰Depdiknas, *Pembelajaran Text Descriptive* (Jakarta, 2004).

¹¹Ken Hyland, *Teaching and Researching Writing* (London: Pearson Education, 2002).

¹²J. D Heinich, R., Molenda, M., & Russel, *Media* (Collier Macmillan Canada, Inc, no. New York, 1990).

¹³S Youra, "Writing to Photography/Photography to Writing" (2009), <http://www.kodak.com/global/en/consumer/education/>.

Photography can relate an event with authenticity and forthrightness, so from this point, it can also be used as an expressive medium.¹⁴ Therefore, photography as a multi-perspective learning medium helps hone learners' thinking ability in a matter. With props already owned by learners, it can help the process of applying media photography. The multi-perspectives emphasized in this learning media are to hone a critical democratic mindset. So that students can pour ideas into the written descriptive text based on photographs according to objects and themes.

Harmer proposes that writing in the classroom, taught by combining the process of teaching writing, involves encouraging the students to think about what they are going to write by encouraging them to draft, reflect, and revise, and by responding to their writing product.¹⁵ In addition, the teacher may use learning media to engage the students in the writing, teaching, and learning process. Learning media contributes to students' motivation in the learning process of writing skills. They can stimulate students' ideas to develop their writing.

Based on the explanation above, the students were uninterested and bored with learning English. Some of them were silent rather than paid attention and motivated by the teacher. Besides, the students were also passively involved in the teaching and learning process. So, the researcher would also employ collaborative learning to be interested in solving the problem by using photographs with collaborative learning. According to Marjan and Mozhgan, collaborative learning

¹⁴Syarifah Nur 'aini, "Fotografi Sebagai Media Pembelajaran Dalam Multiperspektif" (2020).

¹⁵Jeremy Harmer, *The Practice of English Language Learning* (Longman, 2002).

is an educational approach to teaching and learning that involves groups of learners working together to solve a problem, complete a task, or create a product.¹⁶

Furthermore, using photographs with collaborative learning could give the students a clear and straightforward way of writing descriptive paragraphs. In addition, the researcher focused on using photographs with collaborative learning as one of the media and methods to motivate the students' ability to write a descriptive text. Using it, students are expected to be motivated and enthusiastic to write English, especially in descriptive text.

The above explanations attracted the researcher to conduct the research titled: "Using Photographs Through Collaborative Learning in Enhancing Students' Ability on Writing Descriptive Text at The Tenth Grade of SMA PMDS Putri Palopo."

B. Problem Statement

Referring to the background above, the researcher formulated this research problem statement as follow:

Is using photographs through collaborative learning effective in enhancing the students' ability to write descriptive text at the tenth grade SMA PMDS Putri Palopo?

¹⁶ Marjan Laal and Mozhgan Laal, *Social and Collaborative Learning : What Is It ?*, 31, no. 2011 (Iran: Tehran University of Medical Sciences 2012): 491–495, <http://dx.doi.org/10.1016/j.sbspro.2011.12.092>.

C. Objective of The Research

The purpose of this research is to find out the effectiveness of using photographs through collaborative learning in enhancing students' ability on writing descriptive text at the tenth grade of SMA PMDS Putri Palopo.

D. Significance of The Research

There are two significances of the research they are theoretical significant and practical significant:

1. Theoretical Significant

The research gives the solution to find out the appropriate method in teaching writing descriptive text.

2. Practical Significant

a. For Teachers

The results of this study are expected to motivate teachers to create interesting ones by times that produce active and creative students and provide understanding to students in the learning process of English that will have good writing skills.

b. For Students

The results of this study are expected to help students foster interest in English learners by using photographs, one of which is to improve writing skills in writing text.

c. For other Researchers

This research is expected to provide more information about other research leaders for further research on this issue. This research is also helpful to add insight, especially for writers and some for future research.

E. Scope of Research

The scope of the research focuses on using photographs through collaborative learning to enhance students' writing ability on the descriptive text at the tenth grade of SMA PMDS Putri Palopo. In addition, the research focuses on describing people and animals based on original pictures of photographs.

F. Definition of Terms

1. Collaborative Learning

Collaborative learning is a learning method by working together or collaborating with other students. It is helpful to stimulate logic and thinking ability. Collaborative learning also contains an element of character education that instills a caring willingness to share and help others.

2. Writing Descriptive text

Writing descriptive text is a kind of text to provide information. The context of this kind of text is to describe certain things: our pets or people we know well. The social function of descriptive texts is to describe certain people, places, or objects. Writing description text is an activity carried out by the

writer to describe an object such as a concrete object such as a person, animals, plants, things, and so on.

3. Photographs

Photographs are pictures of objects such as people, places, and everything.

Students can take photographs everywhere in daily life for their memories.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Studies

There have been some studies on using photographs to enhance writing descriptive text. The researchers summarized previous studies related to this research in this section.

Dewi's (2020) research entitled "Enhance Students' Writing in Descriptive Paragraph by Using Instagram Personal Photograph." The research was a classroom action research method for the students of SMP Negeri 3 Sungguminasa in the 2019/2020 academic year. The result of the study showed that the student's cycle test I and cycle II had significantly different scores. The findings indicated an improvement in the students' "writing descriptive paragraphs from cycle I to cycle II, whereas in cycle I, students' achievement in writing the descriptive text was 71.12, but after evaluating cycle II the students' writing skill became 82.76.¹⁷ The relationship of this photograph research is the researcher has the same of writing descriptive text and using the photograph media, but Dewi's used specific media of photograph that is the Instagram personal photograph. The differences between Dewi's research are classroom action research (CAR) as method research and objective and place of the research for Junior High School.

¹⁷ Nurul Aulia Dewi, *Improving Students' Writing on Descriptive Paragraph Through Instagram Personal Photography* (Makassar: English Education Department Faculty of Teacher Training and Education Muhammadiyah University of Makassar, 2020).

Yana's research (2019) entitled "Effectiveness by using Photographs on students' Writing Ability and Learning Motivation of MA Muslimat NU Palangka Raya." The research method was quantitative experimental of tenth-grade students at MA Muslimat NU Palangka Raya. The result showed that there was significant effect of photographs towards students' learning motivation for the tent grade at MA Muslimat NU Palangka Raya, it was found the observed of the research was greater than the table at 5% and 1% significance level or $1.99 < 2.802 > 2.67$, it meant H_a2 was accepted, and H_02 was rejected; and (3) The result was showed there was no interaction between photographs towards students' writing ability and learning motivation of tenth grade of MA Muslimat NU Palangka Raya, it was found the observed of the research was lower than the table at 5% and 1% significance level or $1.99 < .279 > 2.67$, it means H_a3 was rejected, and H_03 was accepted.¹⁸ The similarity between Yana's research is using photograph media. Although it has differences, those are the previous study using recount text and a quasi-experimental research method.

Utami (2020) conducted a quasi-experimental titled "The Effectiveness of Blended Learning on Students' Ability in Writing Descriptive Text by Using Whatsapp Messenger." The study used a Quasi-Experimental method at Student Tenth Grade of SMAN 05 Kembang Mumpo in Academic Year 2019/2020). The results are as follows: First, the pretest score showed the average score of the experimental class was 54,889, and the control class was 56,370. After being given

¹⁸Umi Yana, *The Effect of Photographs Towards Students' Writing Ability And Learning Motivation At Ma Muslimat Nu Palangka Raya* (Palangka Raya: State Islamic Institute of Palangka Raya Faculty of Educational and Teacher Training Language Education Department, 2019).

help, a post-test is given. The post-test results show the average value of the experimental class is 82.074, and the control class is 72.333. In this case, the increase in the score of the experimental class is 27.185, and the control class is 15.9626. Second, the sample score of the independent T-test shows the significant value (2 tailed) is 0,000 <0.05. In other words, H_0 was rejected, and H_a was accepted. In short, it can be announced that students who write descriptive texts using WhatsApp in Blended Learning are more effective than those not using WhatsApp. So, it can be concluded that WhatsApp in Blended Learning positively influences tenth-grade students at SMAN 5 Kembang Mumpoin the academic year 2019/2020.¹⁹ The relevance of this research is the researcher has used writing descriptive text. The differences between Utami's research are a Quasi-Experimental method of research and the WhatsApp application as media learning.

Nawira's research (2020) entitled "Improving Students' Writing Descriptive Text by Using Instagram (A Pre-Experimental Research at The Tenth Grade of Senior High School 2 Wajo)". The result of the data indicated that the student's "mean score of post-test was (79.36), was greater than the mean score of pre-test (66.84). Based on the data analysis, the t-test was valued higher than the t-test table value ($11.050 > 1.711$) at the level of significance of 0.02 with a degree of freedom (df) = 24. It means that there was a significant difference. Therefore, H_0 was rejected, and H_1 was accepted. It can be concluded that using Instagram in process learning teaching can improve students' writing skills" in descriptive text.²⁰

¹⁹Utami, *The Effect of Using WhatsApp in Blended Learning On Students' Ability on Writing Descriptive Text* . (Bengkulu: IAIN Bengkulu, 2020) p.8."

²⁰Nawira Ayu Insani, *The Use of Instagram To Improve Students' Writing Skills in Descriptive Text (A Pre-Experimental Study at the Tenth Grade of SMAN 2 WAJO)* " (2020).

The similarities of this research are writing descriptive text, a pre-experimental research method, and having the same class in the tenth grade. The difference of this research is the Instagram application as the media teaching.

Aswin's research (2018) entitled "Increasing Students' Ability in Writing Descriptive Text by Using Poster Comment at The Second Grade of SMKN 8 Bulukumba" indicated a significant difference between students' post-tests in experimental and control classes. The mean score of the post-test (4.82) in the experimental class was classified better than the mean score of the post-test (3.8) in the controlled class. Therefore, the mean score of the experimental class was greater than the control class's mean score. From the t-test, the researcher found that the value of the t-test (4.453) was greater than the t-table (2.00) because the t-test 4.453 is higher than the t-table, 2.00 ($4.453 > 2.00$).²¹ The relevant aspect of Aswin's research is writing descriptive text. The differences in his research are the first poster as media learning, the second a quasi-experimental as method research, and the last objective and place of the research for Vocational High School.

Akbar's research (2018), entitled "Implementation of Collaborative Learning Approach through Making Video of Islamic Subject." The method research used the qualitative method. The results show that the application of the collaborative learning approach through video making can be used in the subjects of Islamic Religious Education. It can be seen from the results of interviews, observations, and documentation conducted by researchers with students: 1) A collaborative learning

²¹Aswin Arisandi Putra, *The Use Of Poster Comment In Increasing Students' Ability To Write Descriptive Text At The Second Grade Of SMKN 8 Bulukumba* (Makassar: English Education Department Tarbiyah and Teaching Science Faculty UIN Alauddin Makassar, 2018).

approach through video creation makes it easier for students to understand and practice lessons. 2) Learning with a collaborative approach makes learning easier and more fun. 3) Creating videos enables learners to increase the activity and spirit of students in learning.²² The similarity between Akbar's research is using collaborative learning and population focus for senior high school. In addition, the differences are method research and media in teaching-learning

B. Some Pertinent Ideas

In research, theories are needed to explain some concept or term applied in the research concerned. Some terms are used in this research and be theoretically explained.

1. Writing

a. Definition of Writing

Writing is one of the language skills besides speaking, listening, and reading. Writing has always occupied a place in most English language courses²³. The teacher needs the concept to start writing, which is considered communicative.

According to Mayers, writing is a way to produce language that the writers do naturally when they speak. Writing is speaking to others on paper or a computer

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²³Fauziah Wati. E, *Teaching English as a Foreign Language (TEFL)*(Surakarta: Era Pustak, 2000).

screen. Writing is also an action or a process of discovering and organizing ideas, putting them on paper, and reshaping and revising them.²⁴

Furthermore, according to Mc. Donald et al. state that writing is one of four main skills in English. It is one of the ways to produce a language²⁵. By doing the writing, students can express their ideas in the form of words and sentences. Richards states that writing is the most difficult skill foreign language learners should master. They must combine each paragraph's correct grammatical, coherence, and cohesion in writing.²⁶

According to Brown, writing is the process of putting ideas down on paper to transform thoughts into words, sharpen main ideas, and give them a structure of the coherent organization. While converting ideas from the brain into written form, the teacher must ensure all of his students pass the criteria of good writing.²⁷

Based on the definition above, the researcher concluded that writing is one way to give readers information. Besides that, writing is also one way to express the idea of what is in the writer's mind into media such as paper, computers, gadgets, and others that can interpret by themselves and the reader. In addition, a writer must use imagination to prepare a piece of writing easily.

b. Components of Writing

²⁴Mayers Alan, *Gateways to Academic Writing: Effective Sentences, Paragraphs, and Essay*, (New York: Longman, 2005).

²⁵Christina Russell and Robert L. Mc. Donald Mc. Donald, *Teaching Writing*. Landmarks and Horizon. (USA: Southern Illinois University, 2002).

²⁶Jack C. Richards, "Methodology in Language Teaching, An Anthology of Current Practice. New York: Cambridge University" (2002).

²⁷Brown H.D, *Language Assessment Principles and Classroom Practices*, (New York: Longman, 2004).

In improving writing skills, there are five components: content, organization, vocabulary, language used, and mechanics.²⁸

1) Content

The content of the writing must be easy so the reader can understand the information. The content must have a complete composition that is coherent, sustainable, and easily understood by the reader.

2) Organization

The writer must organize a message or idea into a sentence. It must be sequential from beginning to end so as form writing that is easy to understand

3) Vocabulary

Vocabulary is one component of expressing words and forming them into sentences. A good vocabulary selection is also very influential in writing because it can help the writer to describe what he wants to make it easier to understand.

4) Grammar

Grammar in writing has a very important role. Grammar determines whether the sentence is true or false so that the writer is more careful in writing and also helps the writer to use formal language.

5) Mechanics

There are two parts of mechanics, namely capitalization and punctuation. The function can clarify the meaning of the writing. Capitalization functions to

²⁸J.B. Heaton, *Writing English Language Test*, New Edition (Longman Inc: New York, 1998), 135.

define capital letters in writing. Mechanics are also used to distinguish formal sentences and certain other things.

c. The Process of Writing

According to Richard, the process of writing occurs in several stages:

1) Planning

Planning was an important stage in management, especially in-class activities, to encourage students to always feel their thoughts. Therefore, students are expected to be able to express their ideas and the ability to write.

2) Drafting

At this stage, researchers focus on the effectiveness and fluency of students in writing, not only focusing on grammar but must pay attention on the neatness of handwriting. One good writing unit is the ability of researchers to visualize the audience.

3) Revising

When students revise, the researcher reviews the feedback from the respondent. Learners re-examine what was written to witness and communicate meaning effectively to the reader. Revising is not only checking but is done to improve global content and organizational errors in writing ideas, so the writer intends to explain to the reader.

4) Editing

At this stage, students compile texts when students prepare the final draft for the evaluation of instructors. Students can edit the work of their own or their

counterpart's grammar, spelling, punctuation, diction, sentence structure, and supporting accuracies, such as quotes and the like²⁹.

d. Kinds of Writing

There are kinds of writing:³⁰

- 1) The narrative is a text that narrates a world event, which can have the character informative or entertaining
- 2) A recount is a text that contains a sequence of activities or events in the past.
- 3) The description is a text. The content description object
- 4) An exposition is a text that is content with an argument, point of view, problem, or particular thing.
- 5) The procedure is a text that contains the way of sequence action to something.

e. The Characteristics of Good Writing

Good writing has all the components and must be easily understood by the reader, have meaning, and follow grammatical rules. The reader must be able to get the purpose of the writing without having to re-read the paper. Here are some characters that are good and right, according to Crushing.³¹

- 1) Good writing has an idea or ideas that are clear and easy to understand.
- 2) Has clear goals and intentions.

²⁹Jack c Ricard willy A Renandya, *Methodology in Language Teaching and Anthology of Current Practice*, Longman Dictionary of Language Teaching and Applied Linguistics (2002), 315.

³⁰Pardiyono, *12 Writing Clues for Better Writing Competence*, (Penerbit Andi),163.

³¹Sara Ceigle Cushing, "Assessing Writing, Cambridge: Cambridge University Press" (2002).

- 3) The grammar and punctuation are good, right, and grammatically appropriate.
- 4) Process information specifically and not complicated.
- 5) Has settlement at the end of the writing and the paper's closing.

f. The Teaching of Writing

Seow gives some pointers for teachers in implementing teaching writing. These are (1) teacher modeling, (2) relating process to product, (3) working within institutional constraints, (4) catering to diverse students' needs, and (5) exploiting the use of computers in process writing.³²

- 1) Teacher modeling means that the teacher should model the writing process at every stage and teach specific writing strategies to students through meaningful classroom activities.
- 2) The relating process to product means that the teacher guides students in achieving specific writing goals. Although students have to make a different draft from the earlier draft because of revision, they will begin to understand the result expected in every stage.
- 3) Working within institutional constraints means teaching the process skill can be done through stages such as planning, drafting, responding, revising, or editing within a regular two-period composition lesson. Process skill can be repeated until it reaches an improvement.

³²W. A. (Eds). J. C. and Renandya, "Methodology in Language Teaching: An Anthology of Current Practice. Cambridge: Cambridge University Press" (2002).

4) Catering to diverse students' needs means that the teacher should implement a flexible program to cater to different student needs. During a writing session, the teacher may also decide to have students enter into other writing groups as planners, drafters, responders, revisers, or editors. A student may be with the planners for one writing task but move to be with the editors later for the same or another task, according to their need or developmental stage in writing.

5) Exploiting the use of computers in process writing means that the teacher can use computers and OHP teaching writing in the responding or editing stage. Using computers, students will easily delete and replace the wrong words without writing other terms in a text anymore.

In teaching writing, the teacher should be able to make the students write their ideas well. The teacher should consider writing skills that the students have to master. In this case, Brown classified writing skills into six micro-skills and six macro skills as the following quotes:³³

Micro skills:

1. Produce graphemes and orthographic patterns of English.
2. Produce writing at an efficient rate of speed to suit the purpose
3. Produce an acceptable core of words and use appropriate word order patterns.

³³Douglas Brown, "Language Assessment: Principles and Classroom Practices. New York: Longman.Com" (2004).

4. Use good grammatical systems (e.g., tense, agreement, pluralization), patterns, and rules.
5. Express a particular meaning in different grammatical forms. 6) Use cohesive devices in written discourse.

Macro Skills:

1. Use the rhetorical forms and conventions of written discourse.
2. Appropriately accomplish the communicative functions of written texts according to form and purpose.
3. Convey links and connections between events, and communicate such relations as the main idea, supporting the idea, new information, given information, generalization, and exemplification.
4. Distinguish between literal and implied meanings when writing.
5. Correctly convey culturally specific references in the context of the written text.
6. Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

2. Descriptive Text

a. Definition of Descriptive Text

Haines stated that the description is an account that creates a vivid mental image.³⁴ Accurately describing people, places, or objects is a useful life skill for Oshima and Hogue.³⁵ According to Zemach and Rumisek, the descriptive text explains how someone or something looks or feels and a process to explain how something is done.³⁶

The primary purpose of descriptive writing is to describe a person, place, or thing so that the picture is formed in the readers' mind, Hammoud.³⁷ In other words, the descriptive text deals with describing a certain thing based on someone's point of view.

According to the Abid choir, Fikri from Hegarty stated that descriptive text was one of the texts to describe the object in detail to the reader so that the reader got information about the thing being described.³⁸

Based on the RegaDita Pratiwi, descriptive text was used to describe animals, people, and certain objects.¹⁵ In other words, descriptive text is the text that aims to provide detailed descriptions and information about the place or person to be explained.³⁹

³⁵A. And Houge. A Oshima, "Introduction to Academic Writing (Third Edition). New York: Pearson Education, Inc." (2007).

³⁶L.A. Zemach, D.E. and Rumisek, "Academic Writing: From Paragraph to Essay. New York: Oxford: Macmillan Publisher Ltd" (2005).

³⁷Y.M Hammoud, "Creative Writing. Riyadh: Zahrat Al-Sahraa International School" (2010).

³⁸Choirul Fikri, *The Effectiveness of Dictogloss Technique on Students' Writing of Descriptive Text* (UIN Syarif Hidayatullah Jakarta 2016).

³⁹Rega Dita Pratiwi, *The Impact of Team Pair Solo Technique and Round Robin Technique on Students Ability in Writing Descriptive Text*, Journal of English Language Teaching 2 (2013), 1–8.

Furthermore, the generic structure of descriptive text consists of identification and description. Wardiman et al. specified the generic form of descriptive text into two parts. The first is the introduction which is the part of a paragraph that introduces the character, and the second is the description which is the part of a paragraph that introduces the character. This indicates that a descriptive text has two elements: one to identify a phenomenon (identification) and another (description) to portray parts, qualities, or characteristics. The students make a descriptive text based on details and rules of generic structure.⁴⁰

To make a good descriptive text, the students have to understand the parts of the descriptive text itself. First, the students must find general information, and second, the students must find specific details, for example, the characteristics of the topic being discussed. Based on those two parts of descriptive text, the students must be able to decide which one is the general and specific information.

b. The Purpose of Descriptive

According to Dietsch, there are three general purposes of Description, namely:⁴¹

- a. To create imagery, a mood, or an aura of a place.
- b. To stimulate understanding and convince.
- c. To urge the listener to action

⁴⁰et al Wardiman, “Descriptive Text in Teaching English” (2010), [Http://teachingenglish4all.wordpress.com/2010/06/28/descriptive-text/](http://teachingenglish4all.wordpress.com/2010/06/28/descriptive-text/) .

⁴¹M Dietsch, Betty, “Reasoning and Writing Well: A Rhetoric, Research Guide, Reader, and Handbook. Ohio: Graw Hill Marion Technical College” (2006).

c. Kinds of Descriptive

According to Luber stated, the descriptive has three parts kinds, namely:⁴²

a) Description of a People

People are different, and writing descriptions of people are other. Let's examine each:

1) Identification

Identification consists only of certain specific information (height, weight, age), visible characteristics (color of hair, skin, and eyes), and recognizable marks (scars, birthmarks).

2) Impression

Unlike identification, the impression may not identify a person, but it does deliver an overall idea of someone. The writer has a general feeling about the subject. Although the appearance is usually less complete than identification, it may be more effective in capturing an individual's striking or distinctive traits.

3) Character Sketch

More complete descriptions of people are usually called character sketches; they may also be called profiles, literary portraits, and biographical sketches. A character sketch is like a type rather than an individual, revealing the characteristics of the members of a group, such

⁴²Juliant Luber, "Descriptive Text" (2016),
<http://juliantluber.blogspot.com/2014/04/descriptive-text.html>.

as campus jocks, cheerleaders, art students, religious fanatics, and television devotees.

b) Description of Place

Unlike a chronologically developed paragraph, there is no set pattern for arranging sentences in descriptive text. Therefore, it is unnecessary, to begin with one area and proceed to another one. Nevertheless, the sentences should not be randomly arranged.

The description must be structured, so the reader can imagine the scene being described. To make the paragraph more interesting, you can add the main idea that states an attitude or impression about the place. And then, the arrangement of the details in your description depends on your subject and purpose.

c) Description of Thing

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

1) Using Proper Noun

In addition to filling our descriptive writing with concrete details and figures of speech, we might also want to include several proper nouns, which, as we know, are the names of particular persons, places, and things.

2) Using Proper Noun

In addition to filling our descriptive writing with concrete details and figures of speech, we might also want to include several proper nouns, which, as we know, are the names of particular persons, places, and things.

3) Using Effective Verb

Effective verbs can add much to a piece of description. Writers use verbs to make reports more specific, accurate, and interesting.

3. Generic Structure of Descriptive Text

According to Gero and Wignell in Ummu Kalsum research, the generic structure and language features of descriptive text are as follows:⁴³

- a) The generic structure of a descriptive text
 - 1. Identification: identifies the phenomenon to be described.
 - 2. Description: describes features in order of parts, qualities, and characteristics.
- b) The language features of descriptive text
 - 1. Use of simple present tense.
 - 2. Frequent use of epithets and classifiers in nominal groups.
 - 3. Use of linking verbs or relating verbs for the identification and showing qualities.

⁴³Ummu Kalsum, *The Effectiveness of Using Picture in Teaching Writing of Descriptive Text at the Eighth Grade Students of MtsN Purworejo in the Academic Year of 2015/2016* (Purworejo: English Education Program. Universitas Muhammadiyah Purworejo, 2016), 34–35.

4. Use of attributive verbs to give a detailed description of the object's features.
5. Use action verbs related to the topic, especially when describing behaviors or personalities (for person).

d. The Characteristics of Descriptive Text

Some characteristics of description text set it apart from other types of text.

Ahmad Thommy divides the characteristics of description text into three major categories, which are as follows:⁴⁴

- 1) The use of the simple present tense. This tense is used in almost every sentence. It means that descriptive text depicts the real subject or object from the writer's perspective. Its goal is to make the readers imagine the presence of something described.
- 2) The descriptive text frequently discusses a specific object. It means that no human participants are required for the reader. It concentrates its description on the topic being explained.
- 3) The descriptive text paints a vivid picture of a person, thing, or location. This text typically employs an adjective phrase to depict the object at hand.

Based on the explanation above, it is possible to conclude that descriptive text characteristics are simple present tense. It describes humans and some objects and uses the adjective phrase to visualize a person, a place, or a thing.

⁴⁴Ahmad Thommy, *Writing Genre in English* (Surakarta: Era Intermedia, 2008), 15.

1. Photograph

a. Definition of Photograph

According to Yudhi Soerjoatmodjo, photography is a medium of communication and a tool of dialogue that can serve as documentation, information, and art.⁴⁵ Besides, Komang state that the photographs media is one of those that convey messages or ideas to others.⁴⁶

In addition, Portrait photography is one of the streams in the field of photography. The subject's face and expression are focused on the picture, in which case the whole body and background can be included in the picture. The subject of portrait photography is not only a single subject, but it can be a group of people. The purpose of portrait photography is the subject's appearance, personality, and mood so that an appreciated image or connoisseur can help to feel the state of the subject's soul in the picture.⁴⁷ In other words, the photograph is an artistic produced by a camera or something. However, the result of the photograph can make people express themselves and be tattered when viewing it.

Photography is one of the visual aids that can be used in writing. It makes something clearer. It also can be used to create situations for writing classes more clearly. Besides that, the pictures have the power to evoke, inform and inspire

⁴⁵ Soerjoatmodjo Yudhi, *IPPHOS Indonesia Press Photo Service Remastered Edition*, Galeri Jurnalistik, (Jakarta: 2013)

⁴⁶ I Komang Sudarma, *Fotografi*, Graha Ilmu, (2005)

⁴⁷ Nurul Afifah, *Portrait Photography dengan Teknik Slow Synchroniation Flash dalam Pemotretan Tari Balet Klasik*, (Bandung: Universitas Pasundan, 2014), 9.

Ingledew. In this context, a photograph becomes a medium to communicate and tell a story.⁴⁸

According to Aswat et al., photography is an easy aim for learning media made in the digital era. Various gadgets around us usually have camera features that allow us to create photographic pictures. In addition, photography is directly the real object image, situation, or event, and then it is a medium of image learning that is very realistic.⁴⁹

One kind is that it tells us a simple and obvious story. Sudjana and Rivai state that a photograph is a flat opaque picture including picture and printed painting." The photograph belongs to visual or two-dimensional media, which can also be transferred into a transparent picture using an opaque projector.⁵⁰

Hikmah, Minor states that photography is a two-dimensional visual representation of person, place, and things. The photograph may not only be worth a thousand words but also a thousand years and miles. A photograph is also simple in that it can be drawn, printed, or photographically processed, and it can also be mounted for preservation for use in the future.⁵¹

Furthermore, according to Mawaddah. Photograph or real picture is one of the visual aids that can be used in teaching and learning English. It creates the

⁴⁸John Ingledew, *Photography*, (London: 2005), 12.

⁴⁹U. M Aswat, H., Basri, M., Sofyan, A., Sastra, F., & Indonesia, *Pembelajaran Menulis Karangan Deskripsi Menggunakan Media Gambar*, (Program Studi Pendidikan Bahasa Dan Sastra Indonesia Fakultas Sastra, Universitas Muslim Indonesia), 10.

⁵⁰Nana and Ahmad Rivai Sudjana, "Media Pengajaran. Bandung: Sinar Baru Algensindo" (2007).

⁵¹Hikmah, *Pictures as a Means of Teaching Writing to the Second Year Students of SMAN 1 Weleri Kabupaten Kendal in the Academic Year of 2006/2007* (English Department of UNNES: Unpublished, 2007).

situation for learning classes, and, interestingly, the ultimate of writing is to allow the students to express their ideas clearly, using patterns they have learned. Two kinds of pictures can be used as teaching media: the original image and the picture illustration. The original photograph shows the concrete shapes of the object or person related to the discussed topic. Graphics, on the other hand, are made to display a situation or an object needed for teaching activities, such as the illustration of a conversation between a mother and father in a dining room.⁵²

b. Genre of Photography

There are several genres of photography;

1. Portrait Photography

Portrait photography is a photo that uses a person's face as the object of the photo. Even so, photo portrait is not just a photo that physically captures a person's face as the object of the photo considered for its artistic merit.

2. Fashion Photography

Fashion photography is a genre of photography devoted to displaying clothing and other fashion items. At a glance, fashion photography and portrait photography can be seen have similarities, both the subject of the photo is the dominant person, and both types of photos are trying make the photo look attractive. However, there are many basic differences between portrait photography and fashion photography. Fashion photography aims

⁵²Diana Fauzia Sari Mawaddah, Sofyan A. Gani, *A Study on Photographs in Teaching Writing Recount at SMA Negeri 1 Trienggadeng* (Banda Aceh: Syiah Kuala University, 2016), 85.

to make the costumes that are designed look attractive so that people want to buy, while portrait photographers aim to highlight the character and personality of the subject of the photo.

3. Food Photography

Food Photography in accordance with the term food photography displays food photo objects in various types, and sometimes also included in the food and beverages genre. Initially, this flow or genre of food photography was part of still life photography, which eventually became developed for commercial use, with the aim of producing visible food photographs delicious and also attractive for advertising purposes to be used as part of the packaging design, or as a visual support in a menu book or poster.

4. Fine Art Photography

Fine art photography, this type of photography usually contains a vision or concept of the photographer, usually contains messages or intentions that are not necessarily direct conveyed when the observer sees the photo. One of the comments about this fine art is photo works that are quite a lot of the objectivity of the photographer.

5. Landscape Photography

Landscape Photography is one of the long-known streams in the field of photography that in his work perpetuating the existing nature, with all its general advantages displays a fairly wide part of a location

6. Wildlife Photography

Wildlife Photography is a type of photography that specifically records the activities of animals especially wild animals, which require considerable time and effort, especially if forests or to the desert.⁵³

Based on the genres above the researcher chose portrait photograph as a learning media and photograph is the original picture and visual media useful in writing text. Photography usually captures past events, and photography surely can help students remember details about people, places, and events. In short, they can be powerful sources of text.

Besides, a photograph is worth a thousand words because one picture can tell students something and even have sequences of the story behind it. It is appropriate to write descriptive text because it is used to reconstruct present experiences by retelling events and incidents in the order in which they have occurred. So, the researcher chooses photographs as visual media to help students find ideas to write the text and also motivate students in learning foreign languages, and can also help improve the writing ability of descriptive text of students SMA PMDS Perti Palopo.

c. The Advantages of Photograph Media

According to Sudjana, the advantages of using Photograph media in teaching are:⁵⁴

⁵³ Agnes Paulana Gunawan, *Genre Photografi yang diminati oleh Fotografer di Indonesia*, (Jakarta Barat: Binus University, 2014)

⁵⁴ Sudjana. N, *Media Pengajaran*. Sinar Baru Algesindo, (Bandung: 2005)

a. To motivate and attract students to learn. Photo is interesting because it is full of colors; students will be interested in learning when they use a photo full of colors.

b. It can help students in developing language skills and writing. The photo is full of information such as vocabulary and ideas. So Personal Photograph media can help students develop their vocabulary and express their ideas.

c. It can help students to interpret and remember the images from the textbook. The students will have a chance to think critically about interpreting the events in images and write about those ideas.

Thus, the researcher is interested in using photographs as the media in teaching learning because it appeals to the students visually and makes it easier to express their ideas in the form of writing. Their piece of writing will be better organized. Moreover, the students are not bored but will enjoy the lesson and make them more creative.

d. The Benefits of Photographs

According to Rimes on Yana's research, the photograph is an available resource as it provides:

- a) Shares experience in the classroom.
- b) A need common language form reuses in the classroom
- c) a variety of tasks d. a focus of interest for students

, in addition, Heinich et al. on the Yana's research, explained

that photograph as one of the still pictures most commonly used in instruction is categorized into non-projected visuals that give some benefits as follows:

- a) Non-projected visuals are easy to use because they do not require any equipment.
- b) They are relatively inexpensive. Many can be obtained at little or no cost
- c) They can be used in many ways at all levels of instruction and in all disciplines.
- d) You may also use them to stimulate creative expression, such as telling or writing stories or composing poetry.

e. **Teaching With Photograph**

According to Maulida, in teaching descriptive text using photographs, the teacher uses a variety of strategies to describe the elements of a descriptive paragraph. It is best for all processes to be modeled a few times and for the information to be displayed in the class. Some of these ways will be possible to prove a photograph. Students close their eyes as the teacher reads a short passage for students to visualize, open their eyes without talking, take a picture using as much detail as possible, and add a few words if necessary. Next, the teacher will read a well-written descriptive passage, and students will do the same exercise as above. After the visualization process, the teacher will begin discussing explanatory and how a good description allows readers to visualize a photograph in their heads. The teacher will compare the differences and show how the less descriptive passage

did not give the students enough details to create a good picture in their minds, while the other passage allowed them to create a vivid picture.⁵⁵

Furthermore, Ellen's book *Teaching with photographs* follows the same three basic steps used in teaching with objects: description, classification, and interpretation. There are some important differences in how these steps are carried out, though, based on the special value that photographic images can convey and the immediate sense of identity that comes from looking at other people's photographs.⁵⁶

1) Description

As with objects, observation based on the evidence of the senses is the basis for photographic description. With photographs, however, we have two sources for proof: the physical photo (photographic print) and the image. Elements of description include:

a) Material:

Photo. This category is especially relevant for original photos (rather than photos found in books or other reproduced forms), as it can be a clue to the age of the photograph. Most photographs are printed on standard photo paper, but past forms include cards and postcards, and 19th-century photographs were sometimes made on metal sheets and other materials. Image. Material is not usually very relevant to the image, except when it affects the printing (such as highly textured paper).

⁵⁵Restu Dessy Maulida, *Frontloading Strategy to Improve EFL Junior High School Students' Descriptive Text Reading Skill*, (Universitas Pasundan, 2016).

⁵⁶S. H Ellen Sieber, *Teaching With Objects and Photographs*, (Indiana: Trustees of Indiana University Mathers Museum of World Cultures Indiana University, 2012), 19–20.

b) Subject:

Image. The subject is, of course, the most compelling aspect of a photograph.

What is shown in the image? People, objects, buildings, and landscapes, can all be described in words, though the effort required to do so can be surprising.

Describing photo images can be an excellent exercise in developing observation and word skills and demonstrating an understanding of spatial relations.

c) Age:

Photo. Evidence for the age of a photo can be found in its technology:

1. Is the image printed on something other than paper?
2. Does the photo exhibit the sepia tones characteristic of many 19th-century photo prints?
 1. Is it in color or black and white?
 2. Does it appear to have faded with time?

Photographs sometimes have a studio or photographer's name stamped on the photo or its holder, which can be clues to date. Other evidence can include handwritten identifications on the back, which may include a date. Further clues can also exist, such as indications that a photo was once pasted into an album; the thick black paper was a standard for photo albums throughout the early and middle 1900s, and this leaves traces on photos that have been removed from such albums.

Image. There is a wealth of dating information found within photographic images. Clothing styles, hairstyles, buildings, objects, writing, or advertising included in the image are all good dating sources.

d) Place of Origin

Photo. Once again, photographers' stamps can help establish a place of origin for the photo, as can handwritten information on the back or in the margins.

Image. The same clues dating photo images can also establish a place of origin: clothing, hair, buildings, and other landmarks can identify a particular area or culture.

2) Classification

Photographic classifications use the categories established during description: technology, subject, date, and place of origin. The criteria for classification will depend on what your curriculum demands:

1. Suppose you are studying historical change in one area by using a set of photographs. In that case, it is good first to use photo technology and data to establish a chronology, then analyze the subject matter to look for trends over time.
2. If studying a particular topic spanning several cultures and periods, sort photographs by place and time before comparing and contrasting their content.

3) Interpretation

There are many possibilities for interpreting photographs, including the two strategies suggested above. Whatever the immediate topic, however, it is always important to ask:

1. Why was this photo taken?
2. What did the photographer mean to convey?

It is only after answering these questions that we can fruitfully ask:

1. What can we learn from the subject of this photo?

4. Collaborative Learning

a. Definition Collaborative Learning

There are some experts explain about collaborative learning. According to Nunan, collaborative learning is an approach that entails students working together to achieve common learning goals.⁵⁷ It indicates that collaborative learning is an approach that the students work and discuss together in a group.

Similarly, Smith and MacGregor collaborative learning is an umbrella term for various educational approaches involving a joint intellectual effort by students or teachers. Usually, students work in groups of two or more, mutually searching for understanding, solutions, or meanings or creating a product. Collaborative learning activities vary widely, but most center on students' exploration or application of the course material, not simply the teacher's presentation or explication.⁵⁸

Collaborative learning is a process of learning in groups, where each student conveys and shares information, experience, attitudes, opinions, abilities, and skills to improve the understanding of the entire group jointly. According to Campbell, collaborative learning is based on the premise that learning should encourage and help students engage directly and build knowledge to achieve a deep

⁵⁷ David Nunan, *Collaborative Language Learning and Teaching*, (Cambridge: Cambridge University, 1992), p. 3

⁵⁸ Smith, B.L. and MacGregor, J.T, *What is Collaborative Learning*, (Pennsylvania State University, 1992), 233.

understanding.⁵⁹ Besides that, Lin states that collaborative Learning provides students with opportunities to get new ideas from their peers, thereby establishing mutual interaction in the learning process. The more beneficial interaction occurs, the more development the students can attain. Peer interaction is also said to be able to" promote learners' ZPD, and it has a valuable role in a language learning situation.⁶⁰ The researcher concluded that collaborative learning is when students closely interact with friends, is thought to be teamwork, and are thought to reason with one another.

The purpose of collaborative learning is to increase student interaction in understanding a task. Active learning are; a) each student obtained instructional methods that engage students in classroom activities rather than passively listening to lectures, b) classroom assessment involves a variety of activities ranging from designing tests, pencils, paper, and performance measurement to voting, communicating the results of the assessment, and use it when making decisions, c) effectively designed to monitor and influence the development of students' thinking processes, inquiry skills, attitudes towards science and learning behavior which requires on-going assessment forms that are integrated into everyday life.

b. Types of Collaborative Learning

⁵⁹ L. Campbell. M, *Metode Praktis Pembelajaran: Berbasis Multiple Intelligences*. (Depok: Instuisi Press, 2001).

⁶⁰ Lin, L. Exploring Collaborative Learning: Theoretical and Conceptual Perspectives. *Investigating Chinese HE EFL Classroom*, (Berlin: Springer-Verlag, 2015), 11

Learning through learning together in a group is not merely learning in a group discussing some issues or topics in the group. Nunan stated that there are several types of group learning that can bring a maximum result if the technique is implemented in an effective way.

1. Role-play

That role-play is an excellent activity for speaking in the relatively safe environment of the classroom. Role-play gives learners practice speaking in the target language before they must do so in a real environment. In the role play, students are given particular roles in the target language.

2. Simulation

Simulation is more elaborate than role-play. In a simulation, props and document provide a realistic environment for language practice.

3. Discussion

Discussion involves opportunities for students to express their own opinion about topics.

4. Jigsaw

Jigsaw is one of the variations of information gap. Jigsaw activities are a bidirectional or multidirectional information gap. Each person in a pair or group has some information the other persons need. The learners must use the target language to share the information.

5. Pair and group work

Pair and group work are a hallmark of the communicative classroom. In pair or group work, the teacher first presents the task, then divides students and

sets a time limit for completion of the task. Pair and group work culminate in a reporting stage, with students from each group sharing their ideas or solutions with the rest of the class.

Based on the types above the researcher choose discussion as a collaborative learning, it could be express ideas and improve writing skill.⁶¹

c. Principles of Collaborative Learning

There are some basic principles that should be perceived for successful collaborative learning. They are:

1. Positive interdependence: gains for one person are associated with gains for others; can be attained through structuring the goals, rewards, roles, materials, or rules.
2. Accountability: every person is accountable through individual grading and testing; the group is accountable through group grade; improvement scores are possible.
3. Team formation: teams are formed in various ways-randomly; by students' interest; by the teacher using specific criteria (heterogeneously or homogeneously).
4. Team size: group of smaller than 7 members usually work best.
5. Cognitive development: this is often viewed as the main goal of cooperative learning.

⁶¹ David Nunan. *Practical English Language Teaching*. First Edition, (New York: McGraw-Hill/Contemporary Inc, 2003).

6. Social development: development of social skills such as turn taking, active listening, and so forth can be as important as cognitive development.⁶²

d. The Advantages of Collaborative Learning

There are several advantages of collaborative learning:

1. Students can get better understanding when they work in-group, discussing and sharing their ideas. Damon et al argues, “Students will learn from one another because in their discussions of the content, cognitive conflict will arise, inadequate reasoning will be exposed, and higher-quality understandings will emerge.”
2. The materials that the students have learned can retain in their memory because they discuss and share them with others.⁶³

Besides that, collaborative learning classes are frequently more enjoyable and comfortable than conventional classes. This produces a positive learning condition. As a result, academic achievement increases for all students.

e. The Disadvantages of Collaborative Learning

Although there are several disadvantages of collaborative learning, there are some disadvantages of collaborative learning:

⁶² Rebecca L.Oxford, *Cooperative Learning, Collaborative Learning, and Interaction: Three Communication Strands in the Language Classroom*, The Modern Language Journal, Vol. 81 No.4 (1997), p.445

⁶³ Robert E Slavin. *Cooperative Learning (Theory, Research, and Practice)*, Second ed, (Massachussets: Allyn and Bacon, 1995) p.18

1. It takes much time to organize the group. The teacher should maximize the groups that combine all the students that have different culture, educational background, and motivation.
2. Students are not all involved or on task, teacher should assign specific task to all students.
3. Groups are too noisy. Have students move closer together.
4. Members act out. Use motivation to hold each person responsible for his action, for example, remind students that their participation in the group and their individual work are both being graded
5. Work is slow or incomplete work with students to set specific goals each day; have students to create a timeline for their project and stick it out.

f. Teacher's Role in Collaborative Learning

1. The teacher as a Facilitator.

The teacher provides guidance and assistance for the students. The teacher helps students to understand the materials and to develop their skill.⁶⁴

Vygotsky suggests that the teacher acts as a facilitator and provides assistance that can help students develop their languages and cultural skills.²⁶ Teacher is prepared to step aside to give the learner a more meaningful role. Effective facilitators are prepared to intervene and to assist in the problem-solving process. They support and encourage learner's desire to learn.

⁶⁴ Rebecca L.Oxford, *Cooperative Learning, Collaborative Learning, and Interaction: Three Communication Strands in the Language Classroom*, The Modern Language Journal, Vol. 81 No.4 (1997), p. 448

2. The teacher as an Observer.

Observation is an integral part of the teaching learning process. There is an opportunity for teacher to observe the students in teaching learning process.

3. The teacher as a Creator

Keys for a successful collaborative learning classroom are found in creating the social climate, setting goals, planning, and structuring the task, establishing the physical arrangement of the classroom, assigning students to groups and roles, and selecting materials and time.

g. Collaborative Learning in Teaching

Lai states that the teachers should also monitor and regulate student interaction.⁶⁵ In addition, students might lose ideas about what to discuss next. The teacher's presence could stimulate and trigger a temporally-blank situation to be active again. Teachers could encourage the students to give new ideas or provide groups with feedback; thus, the discussion will be more fruitful.

The techniques to arrange and organize collaborative learning activities can be various. One example is reciprocal teaching which Palincsar describes as an interactive teaching procedure in which the teacher and students collaborate in the joint construction of text.⁶⁶ In reciprocal teaching, two people or groups agree to help each other. In the context of teaching and learning activities in class, teachers

⁶⁵ Lai, Emily. *Collaboration: A Literature Review*. Pearson. (2011)

⁶⁶ Palincsar, A. S. *Collaborating for Collaborative Learning of Text Comprehension*. Paper presented at the annual meeting of the American Educational Research Association, (Washington, D.C.).

and students change roles as “leaders” and “respondents.” At first, the teacher can assume being the leader to give students the example of how to administer the learning. Lai recommends employing several strategies to direct discussion by asking questions, summarizing responses, clarifying misunderstandings, and supporting predictions about upcoming text content.⁶⁷ After the students’ experience is the “respondent,” they will be able to recognize how to act as the “leader” and then take the role of it.

h. Collaborative Learning by Using Photographs

For this approach to teaching research methods to work successfully, each group of students must work efficiently as a collaborative team. The teacher begins the course with class instruction on group processes that lead to cohesive team collaboration. According to Solomon & Finch (1998), The class focuses on group roles, leadership, communication skills, and conflict resolution. The teacher incorporates this information into short role-playing exercises to provide students with opportunities to practice these skills in a non-threatening environment. This introduction helps to prepare students for the drastic change they may experience when moving from the more familiar and comfortable text-lecture-exam format to a group-project format⁶⁸. Besides, Savin-Baden & Major (2004) stated that this change in teaching format is stressful for some students, and instructors must provide outlets for students to air or resolve worries as they arise. The role-playing

⁶⁷ Lai, Emily. *Collaboration: A Literature Review*. Pearson. (2011)

⁶⁸ Solomon, P., & Finch, E., *Teaching & Learning in Medicine*, A qualitative study identifying stressors associated with adapting to problem-based learning, 10, (1998), 58.

exercises provide one such outlet, as do open communication channels between the instructors and students.⁶⁹

Although, Photograph or real picture is one of the visual aids that can be used in teaching and learning English. It created the situation for learning classes interesting. Kreidler (1968) states that the ultimate of writing is to allow the students to express their ideas clearly, using patterns they have learned⁷⁰. A photograph can also be used as teaching media. Many teachers who use the photograph as media enthusiastically think that photographs can lead to numerous creativities if used by teachers and students Brown (2006)⁷¹.

According to Maulida (2016), in teaching descriptive text using photographs, the teacher uses a variety of strategies to describe the elements of a descriptive paragraph. It is best for all processes to be modeled a few times and for the information to be displayed in the class. Some of these ways will be possible to prove a photograph. Students close their eyes as the teacher reads a short passage for students to visualize, open their eyes without talking, take a picture using as much detail as possible, and add a few words if necessary. Next, the teacher will read a well-written descriptive passage, and students will do the same exercise as above. After the visualization process, the teacher will begin discussing explanatory and how a good description allows readers to visualize a photograph in their heads.

⁶⁹ Savin-Baden, M. & Major, C. H., *Foundations of problem-based learning*. Berkshire, (England: Open University Press, 2004)

⁷⁰ Kreidler, Carol, *Visual Aids for Teaching English to the Speakers of other Language* Washington D.C. Center for Applied Linguistics.(1965)

⁷¹ Brown, H. D, *Principle of Language Learning and Teaching*, Englewood Clifft, (NJ: Prentice Hall, 1987)

The teacher will compare the differences and show how the less descriptive passage did not give the students enough details to create a good picture in their minds, while the other passage allowed them to create a vivid picture.⁷²

C. Conceptual Framework

The researcher designs the conceptual framework to conduct the writing of the descriptive text. This research aims to determine the students' ability to write a descriptive text with collaborative learning. The conceptual framework can be seen in the diagram below:

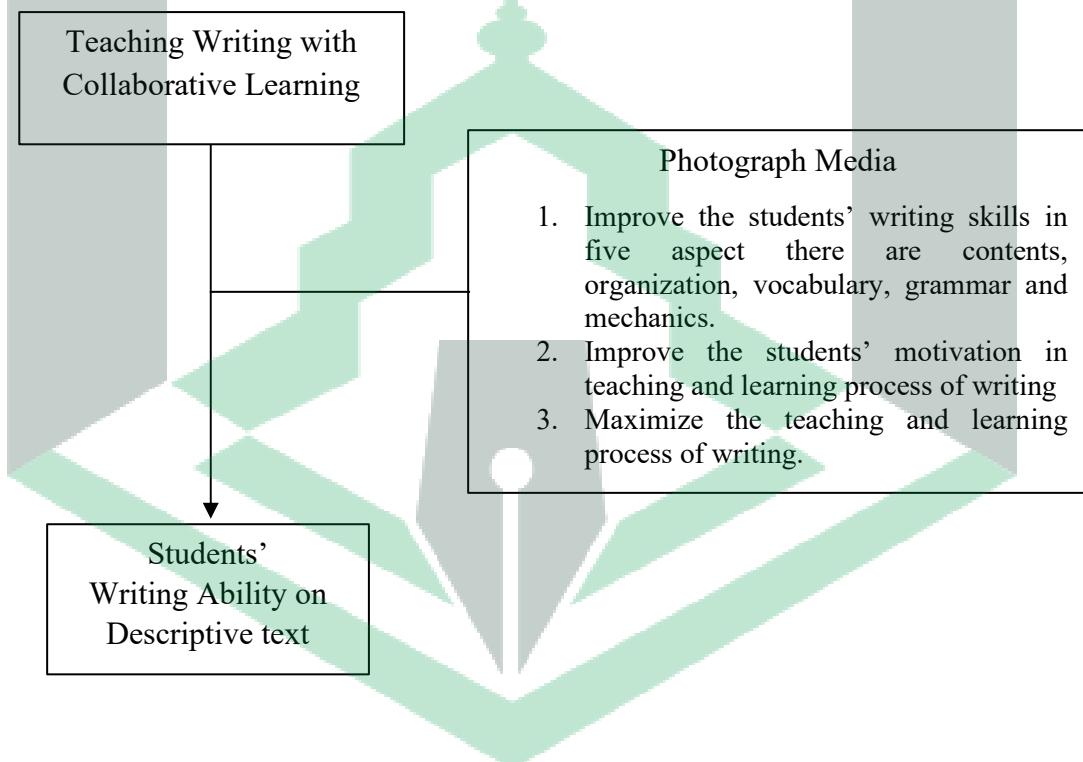


Figure. 2.1: Conceptual Framework

In this research, the researcher wanted to find empirical evidence of the students' improvement in writing descriptive text with collaborative learning and

⁷²Restu Dessy Maulida, *Frontloading Strategy to Improve EFL Junior High School Students' Descriptive Text Reading Skill*, (Universitas Pasundan, 2016).

how significant the effectiveness of teaching writing descriptive text through collaborative learning is by using the photograph of the tenth-grade students of SMA PMDS Putri Palopo. Writing is one of the English skills besides listening, reading, and speaking. It is also called productive skill. Writing is more than a medium of communication that transmits information about expressing thoughts, feelings, or ideas. But it is also a way people think and remember because writing is a complex process.

The descriptive text describes the characters of someone, something, an animal, or a place. Students still found difficulties in learning descriptive text. For example, in writing descriptive text, the students needed to broaden their ideas and imagination to make the descriptive text. Meanwhile, stimulating the students' brains to produce ideas and creativity cannot merely be used as a whiteboard and as a teaching aid marker.

The teacher needs another teaching aid to develop the students' imagination to solve this problem with collaborative learning. In this case, the researcher suggests using the picture with collaborative learning to write a descriptive text. By using that media, the students will have fun and learn it more easily. Also, a photograph can develop the students' understanding of the material. So, using the picture in the descriptive text is useful for the teacher or students. Besides that, the students can improve their writing, especially in descriptive text.

D. Hypothesis

Based on the above-stated theory, the hypothesis of this research is formulated as follows.

1. H_a : Using photographs is effective in enhancing students' ability on writing descriptive text with collaborative learning at the tenth grade of SMA PMDS Putri Palopo.
2. H_0 : Using photographs is not effective in enhancing students' ability on writing descriptive text with collaborative learning at the tenth grade of SMA PMDS Putri Palopo

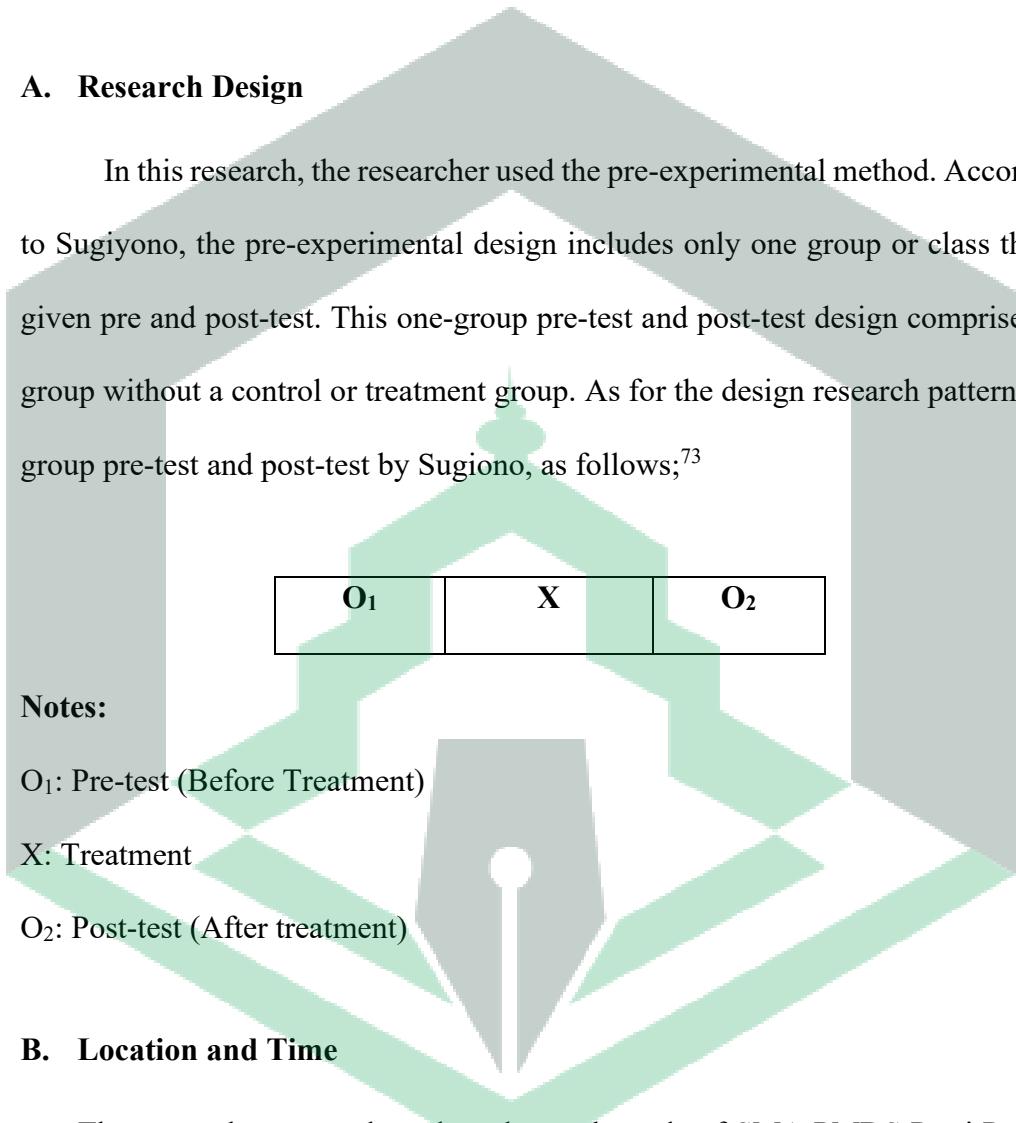


CHAPTER III

THE RESEARCH METHOD

A. Research Design

In this research, the researcher used the pre-experimental method. According to Sugiyono, the pre-experimental design includes only one group or class that is given pre and post-test. This one-group pre-test and post-test design comprise one group without a control or treatment group. As for the design research pattern, one group pre-test and post-test by Sugiono, as follows;⁷³



B. Location and Time

The research was conducted on the tenth grade of SMA PMDS Putri Palopo, located at Jln. H.M. Daud No. 5, Tompotika, Wara, Kota Palopo, Sulawesi Selatan. This research was conducted in May 2022

⁷³Sugiyono, *Statistik untuk Penelitian* (Bandung: Alfabeta, 2010).

C. Variables of Research

The variable of this research consisted of two variables, namely:

1. Independent Variable: The use of photographs
2. Dependent Variable: Students' ability in writing descriptive text

D. Population and Sample

1. Population

The population in this research was the students of the tenth grade at SMA PMDS Putri Palopo. The total population was approximately 200 students.

2. Sample

The sample of this research was X IPA 3 class at SMA PMDS Putri Palopo, with a total of 27 students. The researcher determines the purposive sampling technique used in this research. According to Sugiyono, purposive sampling was a data sampling technique based on certain considerations.⁷⁴ Various factors led to the researcher's decision to use this technique. Because the teacher suggested that the class for the research is class IPA 3 in the tenth grade, on the other hand, many students in this class lacked writing abilities, vocabulary, and grammar structure.

⁷⁴Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D*. Bandung: Alfabeta, CV.” (2017).

E. Instrument of The Research

Writing test, in the form of descriptive text used as the research instrument before and after treatment. The test aimed to gather information on the students' abilities to write a descriptive text with collaborative learning. Before beginning the treatment, the researcher gave a pre-test to determine their past expertise in writing descriptive language. After the treatment, post-tests were used to assess the students' ability to write a descriptive text.

F. Procedure for Collecting Data

1. Observation

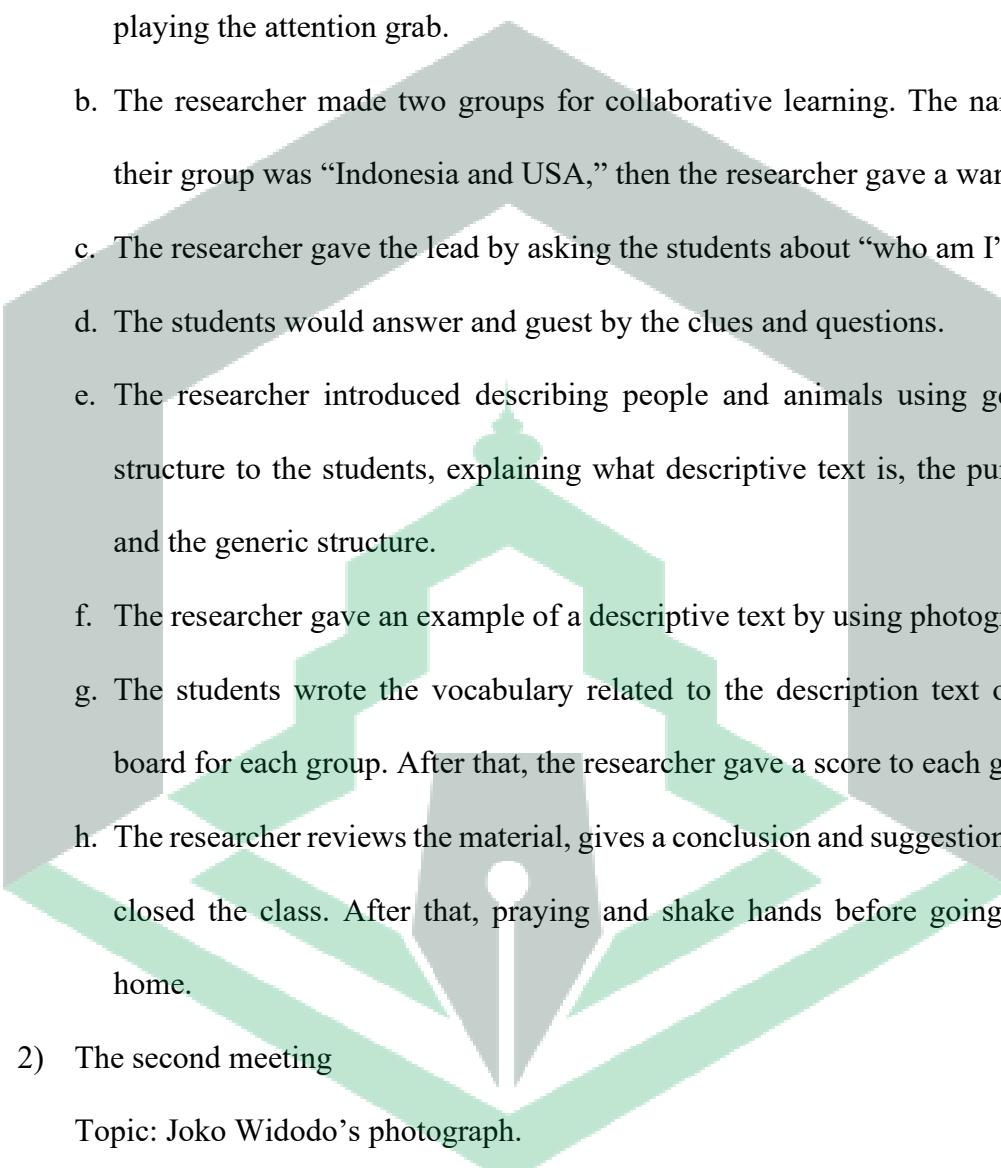
Before conducting the research, the research location and population was observed at SMA PMDS Puti Palopo.

2. Giving Pre-test

The researcher gave the students a pretest of writing descriptive text by theme describing people that was Susi Pudjiastuti's photograph. Then students wrote a descriptive text based on the theme.

3. Giving Treatment

The researcher provided treatment after the pre-test. The treatment was executed for six meetings. Therefore, the researcher prepared several steps to encourage students' writing descriptive with collaborative learning, and the steps were the following:



- 1) The first meeting

- a. The researcher greets the students, asking for news, pray, checking the attendance list, and explaining how to play the attention grab and then playing the attention grab.
 - b. The researcher made two groups for collaborative learning. The name of their group was “Indonesia and USA,” then the researcher gave a warm-up
 - c. The researcher gave the lead by asking the students about “who am I”.
 - d. The students would answer and guest by the clues and questions.
 - e. The researcher introduced describing people and animals using generic structure to the students, explaining what descriptive text is, the purpose, and the generic structure.
 - f. The researcher gave an example of a descriptive text by using photographs.
 - g. The students wrote the vocabulary related to the description text on the board for each group. After that, the researcher gave a score to each group.
 - h. The researcher reviews the material, gives a conclusion and suggestion, then closed the class. After that, praying and shake hands before going back home.

- 2) The second meeting

Topic: Joko Widodo’s photograph.

- 3) The third meeting

Topic: Najwa Shihab’s photograph.

- 4) The fourth meeting.

Topic: Ustadz Maulana’s photograph.

5) The Fifth Meeting

Topic: Cat photograph.

6) The sixth meeting

Topic: Giraffe photograph.

4. Giving Post-Test

This test would be known the effectiveness of using photographs in teaching writing descriptive text. In this post-test, the researcher gave a photograph of Oki Setiana Dewi then the students wrote a descriptive text based on the theme.

G. Technique of Data Analysis

The researcher must define the scoring rubric for examining the data, which includes content, organization, vocabulary, grammar, and mechanics. The Heaton assessment model was used to tabulate the pre-test and post-test scores.

1. Tabulating Students' Score

The objective score is classified into five scales and the components involved.

- a. *Content* is the substance of writing, the idea expressed.
- b. *The organization* is the purpose of organization material in writing which happens from beginning to end.
- c. *Vocabulary* is all the words used by the students.
- d. *Grammar* is the correct use of syntactic patterns and structural words.

e. *Mechanics* is the use of the graphic convention of the language.⁷⁵

Table 3.1. Scoring of Content

No	Score	Classification	Criteria
1	27-30	Very Good	Clear, focused, and interesting detail, complete, rich, well focused, the main idea stands out, and secondary ideas do not usurp too much attention
2	15-26	Good	Clear the focus, even though the overall result may not be especially captivating. Support is attempted, but it may be limited or obvious, insubstantial, too general
3	12-14	Fair	Lack of logical sequence and development ideas confusing or disconnected, lacking purpose or theme
4	9-11	Poor	Not fluent, does not communicate, information is very limited
5	5-8	Very Poor	No organization, not enough to evaluate because there is no meaningful

Table 3.2. Scoring of Organization

No	Score	Classification	Criteria
1	18-20	Very Good	Fluent expression, ideas clearly stated. Supporter logical sequencing, well-organized, means the order structure or presentation is compelling and moves the reader through the text. Good introduction, good placement of detail, and a strong conclusion
2	15-17	Good	The reader can readily follow what's being said, but the overall organization may sometimes be ineffective poor to obvious, or the main idea stand out logical be incomplete sequencing

⁷⁵J. B. Heaton, “Ok-Writing-English-Language-Tests-j-b-Heaton.Pdf, Ed. Jeremy Harmer and Roy Kingsbury. (United State of America)” New Editio (1975).

3	12-14	Fair	Lack of logical sequencing and the development not fluent. The writing lacks direction, with ideas, detail
4	9-11	Poor	No communication and transition is very weak, leaving the connection between ideas fuzzy, incomplete or bewildering
5	5-8	Very Poor	No organization, not enough to evaluate, confusing sender

Table 3.3. Scoring of Vocabulary

No	Score	Classification	Criteria
1	18-20	Very Good	Effective words, choice, and usage, specific and accurate
2	15-17	Good	Adequate range occasional error of word/idiom, choice, and usage. Language communication rarely captures the reader's imagination; while the overall meaning is quite clear, some words may lack precision
3	12-14	Fair	The writer struggle with eliminating vocabulary, grouping words
4	9-11	Poor	Many errors of words/ idiom, choice, and usage. Language is so vague and abstract, so redundant, devoid of detail that only the broadest, many repetitions, often words simply do not fit the text: verb are weak and view in number: is, are, was, were, and dominated
5	5-8	Very Poor	Almost the words used are wrong, colorless, not enough to evaluate, and much wrong spelling

Table 3.4. Scoring of Grammar

No	Score	Classification	Criteria
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1	23-25	Very Good	Effective complex construction few errors of agreement, tense, number, word, order/function pronoun, preposition
2	20-22	Good	Effective but simple construction minor problem in complex construction several errors of tense, word error, function, pronouns, and prepositions but meaning seldom cored
3	16-19	Fair	A significant problem in simple construction frequent errors of hostile, agreement, tense, word, order/function, pronouns, preposition, and fragment. Does not communication
4	9-15	Poor	Dominated by error grammar. Cannot understand and evaluate
5	5-8	Very Poor	Virtually not the master of sentence construction rules

Table 3.5. Scoring of Mechanics

No	Score	Classification	Criteria
1	5	Very Good	Demonstration of mastery of convention, not problems of spelling, punctuation, capitalization, paragraph
2	4	Good	Few errors of spelling, punctuation, capitalization, paragraphing
3	3	Fair	Some errors in spelling, punctuation, capitalization, paragraphing
4	2	Poor	Many errors in spelling, functions, capitalization, paragraphing
5	1	Very Poor	Illegible writing

2. Classifying The Students' Score

The score of the students was classified into five levels, as follows:

Table 3.6. Scoring Classification

No	Classification	Score
1	Very Good	90 – 100
2	Good	70 – 89
3	Fairly	50 – 69
4	Poor	30 – 49
5	Very Poor	1 – 29

3. Scoring Students' Writing from The Pre-Test and Post-Test

After getting the students' writing points pre-test and post-test, the researcher used the following formula:

$$\text{Score} = \frac{\text{students' correct answer}}{\text{the total of number item}} \times 100$$

4. Calculating The Percentage of The Students' Score

The researcher used the following formula to compute the frequency of the rate percentage:

$$P = \frac{F}{N} \times 100$$

Where :

P = Percentage

F = Frequency

N = the number of samples (total respondents)⁷⁶

⁷⁶Ridwan, *Dasar-Dasar Statistika* (Bandung: Alfabeta, 2003), 41.

5. Statistical Analysis

Using SPSS version 22 as an application for data processing, to find out the mean and standard deviation of students, the paired sample statistic, and paired sample correlation of pre-test and post-test, as well as the paired sample t-test and paired sample statistic.

6. Hypothesis Testing

This research used the t-test and t-table as the test of data analysis. The t-test is one of the statistical tests used to test the hypothesis's truth or falsity, which states that between the two mean samples taken.⁷⁷ Furthermore, the hypothesis test used the test of average test results with the hypothesis test formula as follows:

- a. If $t_0 \geq t_t$, it means that the null hypothesis is rejected
- b. If $t_0 \leq t_t$, it means that the null hypothesis is accepted⁷⁸

H. Validity of Instrument

In this research, before the researcher conducted research at class X IPA 3, the researcher made an aspect of feasibility to the validity of the instrument of the test. And then, the researcher asked two experts to give a correction and fill in the element of feasibility (The writing lecture and the English Teacher of PMDS Putri Palopo).

⁷⁷Anas Sudjono, *Pengantar Statistik Pendidikan* (Jakarta: Raja Grafindo, 2010)

⁷⁸Anas Sudjono, *Pengantar Statistik Pendidikan* (Jakarta: Raja Grafindo, 1995), 289.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The statistical analysis and tabulation of the data will be presented in this chapter. Pre-test and post-test scores categorization and the average and standard deviation of pre-test and post-test scores were included in the research.

1. Analysis of Students' Scores in The Pre-Test and Post-Test

In this section, the researcher shows the complete student score at the pre-test and post-test in writing descriptive text covering five aspects: Content, Organization, Vocabulary, Grammar, and mechanics displayed on the table, the average deviation of standard grades, and the average deviation student value by using the SPSS 22 program. It is shown in the following table in this way.

a. The students' results from Pre-Test

Table 4.1
The Students' Pre-Test Score

No	Sample	Five aspects of writing assessment					pre-test Score	Classification
		Content	Organization	Vocabulary	Grammar	Mechanics		
1	S1	10	9	8	9	2	38	Poor
2	S2	9	12	9	7	2	39	Poor
3	S3	9	9	10	9	2	39	Poor
4	S4	9	9	8	9	2	37	Poor
5	S5	9	9	8	8	2	36	Poor
6	S6	10	9	9	8	2	38	Poor
7	S7	9	9	9	8	2	37	Poor
8	S8	9	9	9	9	2	38	Poor

9	S9	9	9	9	8	2	37	Poor
10	S10	9	8	9	8	2	36	Poor
11	S11	11	14	10	9	2	46	Poor
12	S12	10	10	9	9	2	40	Poor
13	S13	11	14	11	9	2	47	Poor
14	S14	9	9	9	9	2	38	Poor
15	S15	9	9	9	8	2	37	Poor
16	S16	5	5	6	7	1	24	Very Poor
17	S17	5	5	5	7	1	23	Very Poor
18	S18	6	5	6	7	1	25	Very Poor
19	S19	5	5	5	7	1	23	Very Poor
20	S20	5	5	7	7	1	25	Very Poor
21	S21	11	12	12	9	2	46	Poor
22	S22	11	11	9	9	2	42	Poor
23	S23	9	10	9	9	1	29	Very Poor
24	S24	11	10	11	9	2	43	Poor
25	S25	10	10	10	8	2	40	Poor
Total							903	
Mean							36.12	

Table 4.1 displays the results of students' pre-test scores before being given treatment by the Researcher. The grades have been categorized based on five writing assessments: Content, Organization, Vocabulary, Grammar, and Mechanics. As shown in the tables below, the mean scores for each student writing descriptive text are displayed to the Researcher and put into the table as follows:

1) Content

To see the average content of pre-test students', the Researcher used the SPSS 22 Program. The following descriptive table statistics can be used to present the result:

Table 4.2 Descriptive Statistics Content

	N	Minimum	Maximum	Mean	Std. Deviation
Content	25	5	11	8.80	2.000
Valid N (listwise)	25				

Table 4.2 shows that the maximum content score for students' is 11, and the minimum is 5. In addition, the Content on pre-test results showed that the average score for students was 8.80 with a standard deviation of 2.000.

The Content score is shown in a table of rate percentage scores. The table below shows it:

Table 4.3
The criteria and percentage of the students' content in the pre-test

No	Classification	Score	Frequency	Percentage
1	Very Good	27-30	0	0%
2	Good	15-26	0	0%
3	Fair	12-14	0	0%
4	Poor	9-11	20	80%
5	Very Poor	5-8	5	20%
Total			25	100%

Table 4.3 shows that the pre-test criteria and percentage of students' content show that there were no students who got very good, good, and fair scores, and there were 20 students (80%) who got poor scores and 5 students (20%) got very poor.

2) Organization

To see the average organization pre-test students', the Researcher used the SPSS 22 Program. The following descriptive table statistics can be used to present the result:

Table 4.4 Descriptive Statistics Organization

	N	Minimum	Maximum	Mean	Std. Deviation
Organization	25	5	14	9.04	
Valid N (listwise)	25				2.557

Table 4.4 shows that the maximum content score for students is 14, and the minimum is 5. In addition, the Organization on pre-test results showed that the average score for students was 9.40 with a standard deviation of 2.557.

The Organization score is shown in a table of rate percentage scores. The table below shows it:

Table 4.5

The criteria and percentage of the students' organization in the pre-test

No	Classification	Score	Frequency	Percentage
1	Very Good	18-20	0	0%
2	Good	15-17	0	0%
3	Fair	12-14	4	16%
4	Poor	9-11	15	60%

5	Very Poor	5-8	6	24%
	Total		25	100%

Table 4.5 shows that the pre-test criteria and percentage of students' organization show that there were no students who got very good and good scores. There were 4 students (16%) who got a fair score, 15 students (60%) got students poor, and 6 students (24%) who got very poor.

3) Vocabulary

To see the average vocabulary pre-test students', the Researcher used the SPSS 22 Program. The following descriptive table statistics can be used to present the result:

Table 4.6 Descriptive Statistics Vocabulary

	N	Minimum	Maximum	Mean	Std. Deviation
Vocabulary	25	5	12	8.64	1.753
Valid N (listwise)	25				

Table 4.6 shows that the maximum content score for students is 12, and the minimum is 5. In addition, the Vocabulary on pre-test results showed that the average score for students was 8.64 with a standard deviation of 1.753.

The Vocabulary score is shown in a table of rate percentage scores. The table below shows it:

Table 4.7
The criteria and percentage of the student's vocabulary in the pre-test

No	Classification	Score	Frequency	Percentage
1	Very Good	18-20	0	0%
2	Good	15-17	0	0%
3	Fair	12-14	1	4%
4	Poor	9-11	16	64%
5	Very Poor	5-8	8	32%
Total			25	100%

Table 4.7 shows that the criteria and percentage of students' vocabulary in the pre-test show that there was 1 student (4%) who got a fair score, 16 students (64%) got poor, and 8 students (32%) who got very poor.

4) Grammar

To see the average grammar pre-test students', the researcher used the SPSS 22 Program. The following descriptive table statistics can be used to present the result:

Table 4.8 Descriptive Statistics Grammar

	N	Minimum	Maximum	Mean	Std. Deviation
Grammar	25	7	9	8.24	.831
Valid N (listwise)	25				

Table 4.8 shows that the maximum content score for students is 9, and the minimum is 7. In addition, the Grammar on pre-test results showed that the average score for students was 8.24 with a standard deviation of 0.831

The Grammar score is shown in a table of rate percentage scores. The table below shows it:

Table 4.9
The criteria and percentage of the students' grammar in the pre-test

No	Classification	Score	Frequency	Percentage
1	Very Good	23-25	0	0%
2	Good	22-20	0	0%
3	Fair	16-19	0	0%
4	Poor	9-15	12	48%
5	Very Poor	5-8	13	52%
Total			25	100%

Table 4.9 shows that the pre-test's criteria and percentage of student grammar show that no students got very good, good, and fair scores. There were 12 students (48%) got poor, and 13 (52%) got very poor.

5) Mechanics

To see the average mechanics pre-test students', the Researcher used the SPSS 22 Program. The following descriptive table statistics can be used to present the result:

Table 4.10 Descriptive Statistics Mechanics

	N	Minimum	Maximum	Mean	Std. Deviation
Mechanics	25	1	2	1.76	.436

Valid N (listwise)	25
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Table 4.10 shows that the maximum content score for students is 2, and the minimum is 1. In addition, the Mechanics of pre-test results showed that the average score for students was 1.76 with a standard deviation of 0.436

The Mechanic score is shown in a table of rate percentage scores. The table below shows it:

Table 4.11

The criteria and percentage of the students' mechanics in the pre-test

No	Classification	Score	Frequency	Percentage
1	Very Good	5	0	0%
2	Good	4	0	0%
3	Fair	3	0	0%
4	Poor	2	19	76%
5	Very Poor	1	6	24%
Total			25	100%

Table 4.11 shows that the pre-test's criteria and percentage of students' mechanics show that no students got very good, good, and fair scores. There were 19 students (76%) who got poor and 6 (24%) who got very poor.

In addition, the student's scores in the pre-test of the information provided in the form of a table rate percentage score are as follows:

Table 4.12
The Rating Percentage of Students' Scores in Pre-Test

No	Classification	Score	Frequency	Percentage
1	Very Good	90 – 100	-	0%
2	Good	70 – 89	-	0%
3	Fair	50 – 69	-	0%
4	Poor	30 – 49	19	76%
5	Very Poor	1 – 29	6	24%
25				

Table 4.12 show that in the classification above, the students did not get (0%) very good, good, and fair. 19 students (76%) got poor, and 6 (24%) got very poor.

b. The students' results from Post-Test

Table 4.13
The Students' Post-Test Score

No	Sample	Five aspects of writing assessment					Score post-test	Classification
		Content	Organization	Vocabulary	Grammar	Mechanics		
1	S1	9	9	12	10	2	42	Poor
2	S2	19	18	15	15	3	70	Good
3	S3	19	19	15	15	3	71	Good
4	S4	15	17	15	12	3	62	Fair
5	S5	10	10	11	10	2	45	Poor
6	S6	15	12	15	10	2	54	Fair
7	S7	15	14	15	16	3	63	Fair
8	S8	10	10	9	10	2	41	Poor
9	S9	20	19	20	17	4	80	Good
10	S10	20	15	16	16	3	70	Good
11	S11	12	14	20	10	3	59	Fair
12	S12	18	16	15	17	3	69	Fair
13	S13	20	18	20	18	4	80	Good
14	S14	18	16	14	16	3	67	Fair
15	S15	21	17	15	18	3	74	Good

16	S16	17	17	16	16	3	69	Fair
17	S17	12	12	11	11	2	48	Poor
18	S18	12	13	12	9	2	48	Poor
19	S19	15	15	18	17	3	68	Poor
20	S20	15	12	12	15	3	57	Fair
21	S21	18	17	14	16	3	68	Fair
22	S22	10	15	20	10	3	58	Fair
23	S23	14	14	11	13	2	54	Fair
24	S24	15	15	14	16	3	63	Fair
25	S25	18	17	14	16	3	68	Fair
Total							1548	
Mean							61.92	

On the other side, the researchers formulated scores for students' writing skill, which was treated by using the photograph as a media learning. It was provided in the form of frequency distribution and percentage table, as seen in the table below:

1) Content

To see the average content post-test students', the Researcher used the SPSS 22 Program. The following descriptive table statistics can be used to present the result:

Table 4.14 Descriptive Statistics Content

	N	Minimum	Maximum	Mean	Std. Deviation
Content	25	9	21	15.48	3.630
Valid N (listwise)	25				

Table 4.14 shows that the maximum content score for students is 21, and the minimum is 9. In addition, the Content on post-test results showed that the average score for students was 15.48 with a standard deviation of 3.630.

The Content score is shown in a table of rate percentage scores. The table below shows it:

Table 4.15**The criteria and percentage of the students' content in the post-test**

No	Classification	Score	Frequency	Percentage
1	Very Good	27-30	0	0%
2	Good	15-26	17	68%
3	Fair	12-14	4	16%
4	Poor	9-11	4	16%
5	Very Poor	5-8	0	0%
Total			25	100%

Table 4.15 shows that the criteria and percentage of students' content in the post-test show that no students got very good, good, or very poor scores. There were 17 students (68%) who got good scores, 4 students (16%) got fair, and 4 students (16%) got poor.

2) Organization

To see the average organization post-test students', the Researcher used the SPSS 22 Program. The following descriptive table statistics can be used to present the result:

Table 4.16 Descriptive Statistics Organization

	N	Minimum	Maximum	Mean	Std. Deviation
Organization	25	9	19	14.84	2.824
Valid N (listwise)	25				

Table 4.16 shows that the maximum content score for students is 19, and the minimum is 9. In addition, the Organization on post-test results showed that the average score for students was 14.84 with a standard deviation of 2.824.

The Organization score is shown in a table of rate percentage scores. The table below shows it:

Table 4.17

The criteria and percentage of the students' organization in the post-test

No	Classification	Score	Frequency	Percentage
1	Very Good	18-20	4	16%
2	Good	15-17	11	44%
3	Fair	12-14	7	28%
4	Poor	9-11	3	12%
5	Very Poor	5-8	0	0%
Total			25	100%

Table 4.17 shows that the criteria and percentage of students' organization in the post-test show that there were no students who got very poor scores. There were 4 students (16%) who got very good, 11 students (44%) got good, 7 students (24%) who got fair, and 3 students (12%) who got poor.

3) Vocabulary

To see the average vocabulary post-test students', the researcher used the SPSS 22 Program. The following descriptive table statistics can be used to present the result:

Table 4.18 Descriptive Statistics Vocabulary

	N	Minimum	Maximum	Mean	Std. Deviation
Vocabulary	25	9	20	14.76	3.059
Valid N (listwise)	25				

Table 4.18 shows that the maximum content score for students is 20, and the minimum is 9. In addition, the Vocabulary on post-test results showed that the average score for students was 14.76 with a standard deviation of 3.059.

The Vocabulary score is shown in a table of rate percentage scores. The table below shows it:

Table 4.19**The criteria and percentage of the student's vocabulary in the post-test**

No	Classification	Score	Frequency	Percentage
1	Very Good	18-20	5	20%
2	Good	15-17	9	36%
3	Fair	12-14	7	28%
4	Poor	9-11	4	16%
5	Very Poor	5-8	0	0%
Total			25	100%

Table 4.19 shows that the criteria and percentage of students' vocabulary in the post-test show that there were no students who got very poor scores. There were 5 students (20%) who got very good scores, 9 students (36%) got good, 7 students (28%) who got fair, and 4 students (16%) got poor.

4) Grammar

To see the average grammar post-test students', the Researcher used the SPSS 22 Program. The following descriptive table statistics can be used to present the result:

Table 4.20 Descriptive Statistics Grammar

	N	Minimum	Maximum	Mean	Std. Deviation
Grammar	25	9	18	13.96	3.062
Valid N (listwise)	25				

Table 4.20 shows that the maximum content score for students is 18, and the minimum is 7. In addition, the Grammar on post-test results showed that the average score for students was 13.96 with a standard deviation of 3.062

The Grammar score is shown in a table of rate percentage scores. The table below shows it:

Table 4.21
The criteria and percentage of the students' grammar in the post-test

No	Classification	Score	Frequency	Percentage
1	Very Good	23-25	0	0%
2	Good	22-20	0	0%
3	Fair	16-19	12	48%
4	Poor	9-15	13	52%
5	Very Poor	5-8	0	0%
Total			25	100%

Table 4.21 shows that the criteria and percentage of students' grammar in the post-test show that no students got very good, good, or very poor scores. There 12 students (48%) got fair, and 13 (52%) got poor.

5) Mechanics

To see the average mechanics post-test students', the Researcher used the SPSS 22 Program. The following descriptive table statistics can be used to present the result:

Table 4.22 Descriptive Statistics Mechanics

	N	Minimum	Maximum	Mean	Std. Deviation
Mechanics	25	2	4	2.80	.577
Valid N (listwise)	25				

Table 4.22 shows that the maximum content score for students is 4, and the minimum is 2. In addition, the Mechanics of post-test results showed that the average score for students was 2.80 with a standard deviation of 0.677.

The Mechanic score is shown in a table of rate percentage scores. The table below shows it:

Table 4.23
The criteria and percentage of the students' mechanics in the post-test

No	Classification	Score	Frequency	Percentage
1	Very Good	5	0	0%
2	Good	4	2	8%
3	Fair	3	16	64%

4	Poor	2	7	28%
5	Very Poor	1	0	0%
	Total		25	100%

Table 4.23 shows that the criteria and percentage of students' mechanics in the post-test show that no students got very good or very poor scores. There were 2 students (8%) who got good, 16 students (64%) got fair, and 7 students (28%) who got the poor score.

In addition, the student's scores in the post-test of the information provided in the form of a table rate percentage score are as follows:

Table 4.24
The Rating Percentage of Students' Score in Post-Test

No	Classification	Score	Frequency	Percentage
1	Very Good	90 – 100	-	0%
2	Good	70 – 89	6	24%
3	Fair	50 – 69	13	52%
4	Poor	30 – 49	6	24%
5	Very Poor	1 – 29	-	0%
			25	

Table 4.24 show that in the classification above, the students did not get (0%) very good and very poor. There were 6 students (24%) who got good, 13 students (52%) got fair, and 6 students (24%) who got poor.

2. The Comparison Students' Score of Writing Skill in The Pre-Test and Post-Test

The researcher compared the mean score results and standard deviation values in the pre-test and post-test after obtaining a mean score of writing (Content, Organization, Vocabulary, Grammar, and Mechanics) in the pre-test and post-test. The outcome shown in the descriptive statistic table is as follows:

Table 4.25
The Mean Score and Standard Deviation in
Pre-Test (T₁) and Post-Test(T₂)

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	25	23	47	36.12	7.213
Posttest	25	41	80	61.92	11.056
Valid N (listwise)	25				

According to table 4.25 sample statistics, the standard deviation in the pre-test was 7.213 and 11.056 in the post-test. It also revealed that the mean pre-test score of students was 36.12, and the mean post-test score was 61.92. According to the data in the table above, the mean score of students in the post-test was higher than that of students in the pre-test. It was determined that the user of the photograph was effective in teaching writing descriptive text.

The researcher used test analysis and calculated it using SPSS 22 to determine whether the pre-test and post-test were significantly different, as well as the acceptability of the hypothesis of this research. The outcome could be displayed in a table of paired sample statistics, paired sample correlations, and paired sample tests. It is shown in the tables below:

Table 4.26
The Paired Samples Statistics of Pre-test and Post-test

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	36.12	25	7.213	1.443
	Posttest	61.92	25	11.056	2.211

According to Table 4.26 samples statistics of pre-test and post-test above, the standard deviation in the pre-test is 7.213 and 11.056 in the post-test. Furthermore, the pre-test standard deviation error is 1.443, and the post-test standard deviation error is 2.211. The table above also showed that the mean score in the pre-test is 36.12, and the post-test is 61.92. It concluded that the students' scores improved from 36.12 to 61.92.

Table 4.27
The Paired Samples Correlation of Pre-test and Post-test

		N	Correlation	Sig.
Pair 1	Pretest & Posttest	25	.283	.170

It paired samples Table 4.27. The correlation of the students' ability before and after treatment is .283, according to the pre-test and post-test correlations presented above. There was a significant relationship between students' ability to write descriptive text before and after treatment.

3. The t-test of Students' Writing Achievement Scores

The hypothesis was tested using inferential statistics. In this case, the researcher uses a t-test (significance test) with a paired sample t-test, namely the test, to determine the significant difference between students' mean scores on the pretest

and posttest. Besides, assuming a significance level of $\alpha = 0.05$, what is needed is; degrees of freedom (df) = $N - 1$, where $N = 15$, then the t-test is presented in the following table.

Table 4.28
Paired Samples Test

		Paired Differences						df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		T		
Pair	Pretest - Posttest	-25.800	11.361	2.272	Lower	Upper	-11.354	24	.000
1									

According to table 4.28, the paired sample test showed t_0 (count) = 11.354 and df (degree of freedom) = 24. Based on the table distribution of t (table) = 2.064, it was the standard of significant 0.05 with a degree of freedom (df) = 24. Based on the analysis result, the researcher concluded that t_0 (count) was higher than t (table).

$$11.354 > 2.064$$

Based on the result t_0 (count) > t (table), the H_0 null hypothesis was rejected, and the H_1 alternative hypothesis was automatically accepted. Photographs effectively improved writing descriptive text with collaborative learning in class X IPA 3 at SMA PMDS Putri Palopo.

B. Discussion

Based on the research results above, the researchers found that using photographs with collaborative learning effectively increases students' writing skills. The results of the data analysis showed that the mean pre-test score of students was 36,12, and the mean post-test score was 61,92. The data t-count is 11,354 higher than t-table is 2.064, it means that using photographs with collaborative learning in writing descriptive text can improve students writing skill.

On the results of data analysis, the researchers found an increase in students' writing skill of using the photograph as media for learning. The standard deviation of the pretest was 7.213, and the standard deviation of the posttest was 11.056. It means that using photographs with collaborative learning in writing descriptive text can improve and develop student achievement.

Based on the explanation above, the researcher concludes that one of the important things that the teacher should give much attention to and understanding students' potential, especially in writing skill. Therefore, teachers can use one of these media in teaching writing, especially in writing or developing ideas, which can greatly facilitate students generating and expressing their opinions.

Based on the collecting data, using the photograph as media in teaching writing can improve students' writing skills in five components: content, organization, vocabulary, grammar, and mechanics. Besides that, the photograph used in the descriptive text can also increase students' learning motivation. That is evidenced by the students' scores on each focus component. In addition, collaborative learning

as the learning method makes it easier for students to interact, exchange opinions, and build teamwork.

In the pretest, there are several students weaknesses in this process, such as the mechanic's point. At this point, most students have low scores. That is evidenced by the pretest scores on this test's five components, including content, organization, vocabulary, grammar, and mechanics. The students have many mistakes in grammar to express their ideas. They lack vocabulary, so they have difficulty with grammar. Besides that, many students cannot express their ideas because of a lack of vocabulary, so the students are confused in exploring their own opinion.

Similarly, on the posttest, the student's weakness has been reduced. After the treatment, students tried to express their ideas or opinions based on the photograph shown in this final test. It can be seen by looking at students' scores on the post-test that most students experienced an increase in their scores for each component.

Based on the treatment in the class, the researcher found that using the photograph with collaborative learning as a learning media significantly improves writing skills. The students become enthusiastic about paying attention and understanding the material provided because a photograph can stir the students' imagination based on the paper that students have seen.

The researcher believed that writing descriptive text using photographs with collaborative learning is effective in improving students writing ability. Yana (2019) stated that the photograph was more effective towards students' writing

ability than teaching writing without giving photograph media.⁷⁹ Besides, according to Dewi et al. (2022), photography is one of the media that English teachers can use to improve the amount of text in their students, especially descriptive text. It is used as a medium for exercising their writing ability. Using photographs in this case, prospective students are asked to provide comments, ideas, discussion, explanations, or short stories.⁸⁰ In addition, the use of the photograph facilitates the visual of students in writing. So that students can more easily write their ideas

Thus, Akbar (2018) stated that with collaborative learning methods and strategies, good learners could learn easily and take pleasure in following the lesson. It is common for a learner to grasp the subject material easily during the study and enjoyable.⁸¹

In summary, the researcher asserted that using photographs with collaborative learning undoubtedly benefited students' effective writing ability on the descriptive text at the tenth grade of SMA PMDS Putri Palopo.

⁷⁹ Umi Yana, *The Effect of Photographs Towards Students' Writing Ability and Learning Motivation at MA Muslimat NU Palangka Raya*, (IAIN Palangka Raya: 2019)

⁸⁰ Dewi, N.A., Atmowardoyo, H., & Salija, K. "The Implementation of Personal Photographs as Media in Writing Descriptive Text at SMP Negeri 3 Sungguminasa, Celebes Journal of Language Studies (2022). 53

⁸¹ Muhammad Nurudin Akbar, *Implementation of Collaborative Learning Approach Through Making Video of Islamic Subject*, (Jakarta: UIN Syarif Hidayatullah Jakarta, 2018), ii

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the findings and discussion in the previous chapter, the researcher concluded that using photographs with collaborative learning as a learning media effectively improved students' writing skills in class X IPA 3 at PMDS Putri Palopo. Results of this research, the researcher obtained that the data t_0 (count) = 11.354 higher than t_t (table) = 2.064, and df (degree of freedom) = 24. The significance value = 0.00 ($p < 0.05$). On the pre-test, the mean score of students was 36.12, and post-test, the mean score of students was 61.92. It means the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_1) is accepted. The results of the pre-test and post-test experienced have significant changes.

B. Suggestions

Success in teaching depends not only on the lesson program but, more importantly, how the teacher presents the lesson and uses various methods or media to make the class livelier and more fun. However, this media and learning method also helps teachers and provides many opportunities for students to be active in teaching and learning. Regarding teaching writing, the researcher gives some suggestions for teachers and students as follows:

1. For teachers

For the teacher can use leaning methods with collaborative learning. Although, using this method in the classroom is not monotonous so that the students don't get bored while studying. Using the photograph with collaborative learning can improve students' writing skill and become an alternative to improve classroom management in the learning process. It means this media and method learning can be continuous. However, the media can improve the digital media and continuously to teach.

2. For students

class X IPA 3 of PMDS Putri Palopo, this research is expected to stimulate their motivation in learning English, especially in writing English, and they are not afraid to make mistakes when writing. Students must pay attention to the teaching material the teacher has explained and prepared.

3. For future researchers

The researcher hopes to complete and improve this research because photograph media is very interesting as media learning and suggestion. In addition, the photograph as learning media can be continued by application or digital media. Before deciding on the thesis title, the next researchers should observe and determine the student's needs in learning media and methods. After obtaining what students need, a researcher can determine a thesis title based on the curriculum and syllabus.

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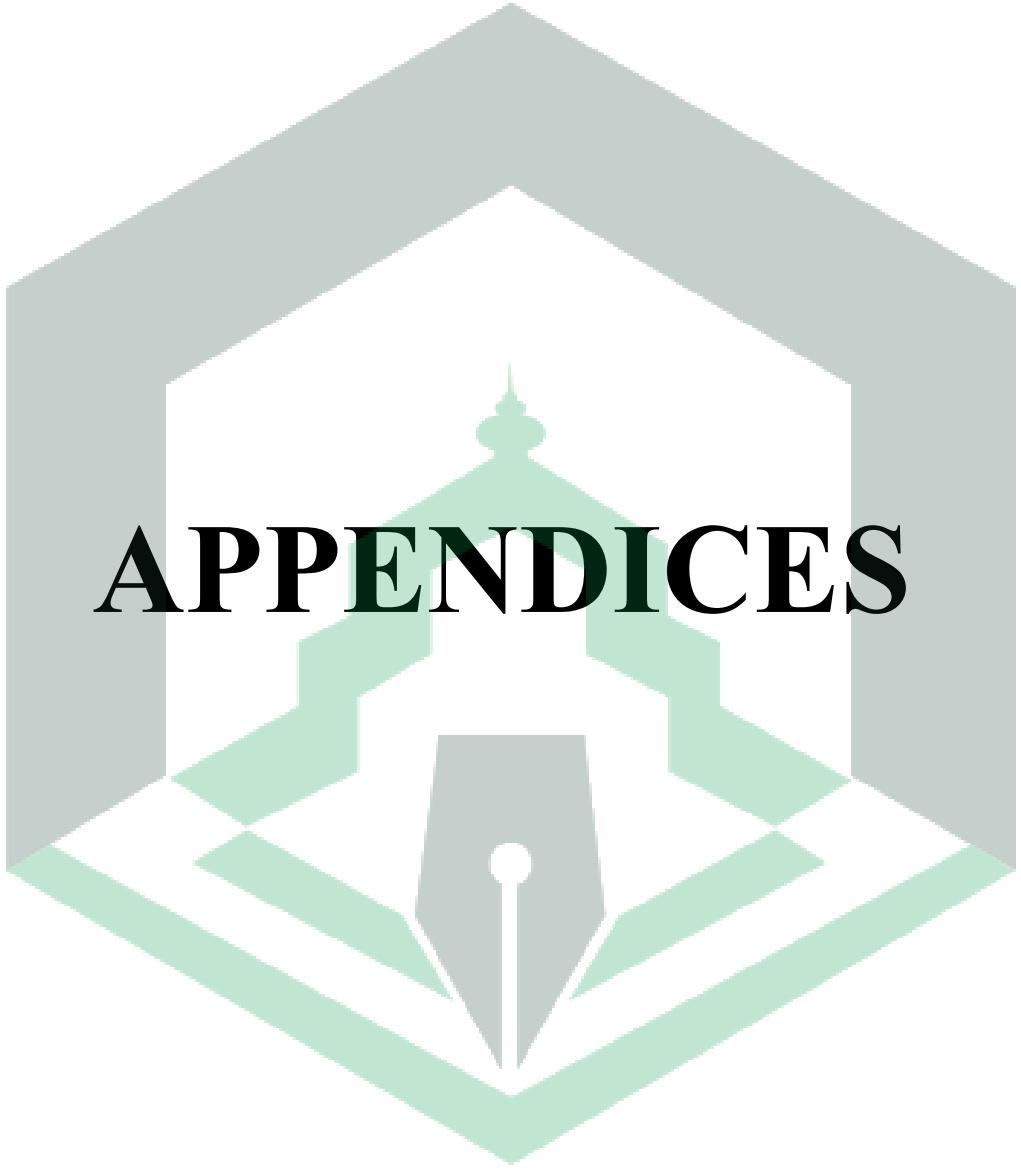
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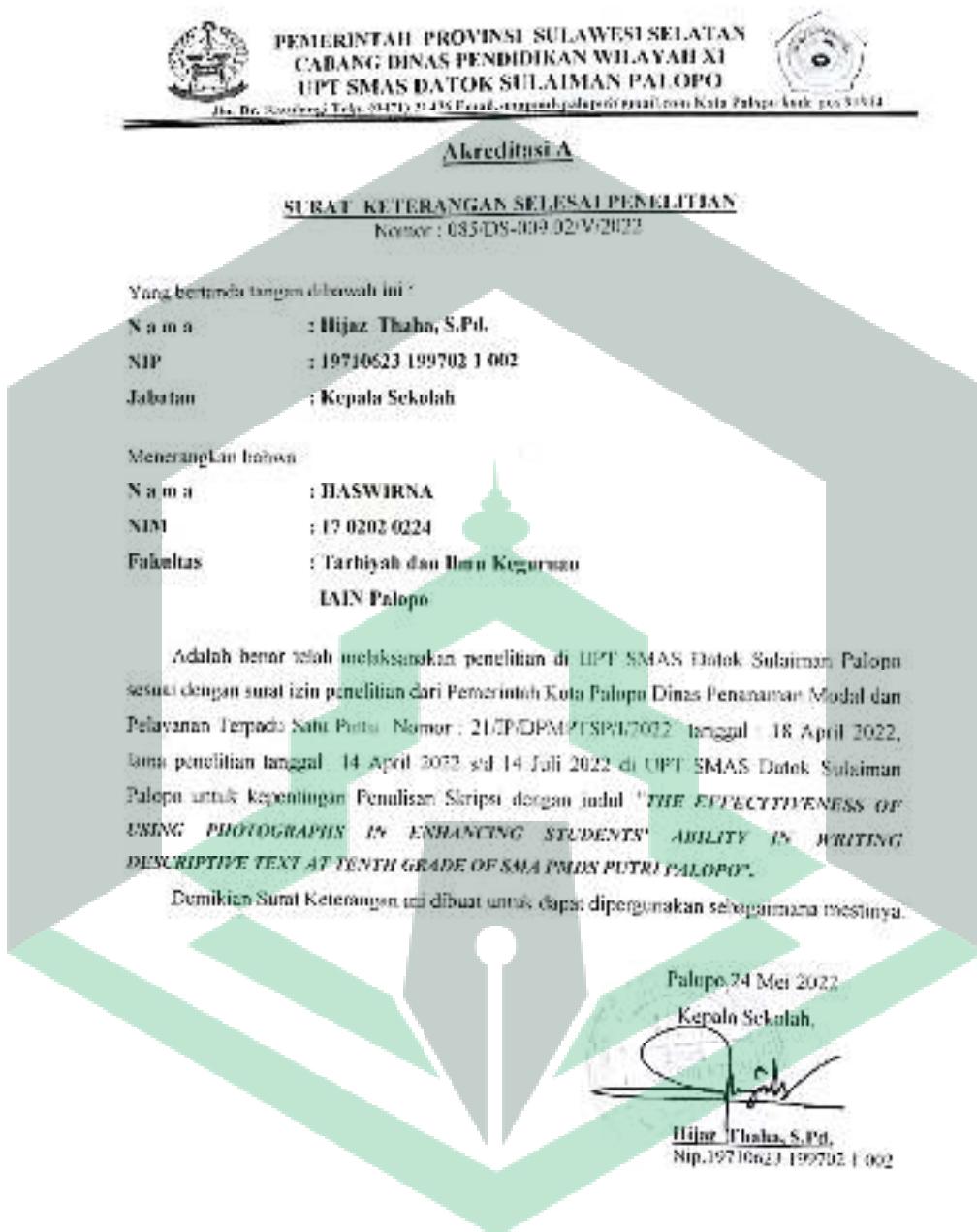


APPENDICES

Appendix 1: Surat izin penelitian



Appendix 2: Surat keterangan selesai penelitian



Appendix 3: Instrument Pre-test Paper and Post-test

PRE-TEST

Name : _____

Class : _____

Day and Date : _____

School : _____

Material: Describing People

Instruction:

1. Identify and write a descriptive text based on photograph below!
2. Pay attention to the generic structure and language features of your descriptive text!
3. Develop and complete the content of the text!
4. Please do it by yourself!



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POST-TEST

Name : _____

Class : _____

Day and Date : _____

School : _____

Material: Describing People

Instruction:

1. Identify and write a descriptive text based on photograph below!
2. Pay attention to the generic structure and language features of your descriptive text!
3. Develop and complete the content of the text!
4. Please do it by yourself!



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Appendix 4: Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : PMDS Putri Palopo	Kelas/ Semester : X IPA 3/ 2
Mata Pelajaran : Bahasa Inggris	(Genap)
	Alokasi Waktu : 2 X 35 Menit

Materi Pokok : *Introduction of descriptive text*

Kompetensi dasar: 3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaanya.

4.7 Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

A. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Menyusun tesk deskripsi tentang orang dan hewan

B. Media Pembelajaran, Alat/Bahan & Sumber Belajar

- **Media:** photograph paper
- **Alat/Bahan:** spidol, papan tulis, Laptop dan gajet
- **Sumber Belajar:** Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris, Kelas X, Kemendikbud, Revisi Tahun 2017, youtube, google

C. Kegiatan Pembelajaran

Kegiatan pendahuluan (20 menit)

1. Guru mengucapkan salam dan menanyakan kabar siswa serta perkenalan antara siswa dan guru.
2. Guru mengarakan seseorang untuk memimpin berdoa.
3. Guru mengabsen siswa
4. Guru membentuk 2 kelompok dengan menyebut “*Indonesia and USA*” secara bergantian,
5. Siswa mencari teman kelompoknya berdasarkan kata yang telah disebut.
6. Siswa *warm up* sebelum pelajaran dimulai
7. Guru memberikan *Lead in* dan menebak “*who am I*”, setelah itu guru menyuruh siswa menebak materi yang akan dipelajari.

Kegiatan Inti (40 Menit)

1. Guru menjelaskan tentang mendeskripsikan orang dan hewan, pengertian, struktur text descriptive dan tujuan serta memberikan contoh.
2. Siswa menerima arahan dari guru untuk melakukan *attention grab*

3. Siswa menulis kosa kata yang berkaitan dengan text deskriptif di papan tulis berdasarkan grup secara bergantian
4. Guru memeriksa pemahaman siswa apa saja yang akan dilakukan, setelah itu guru akan memberikan penilaian

Kegiatan Penutup (10 Menit)

1. Guru mereview materi yang telah dipelajari serta memberikan saran
2. Guru mengakhiri pembelajaran dengan ucapan doa dan salam.

D. PENILAIAN PEMBELAJARAN

1. PENILAIAN SIKAP (observasi)

- ✓ Observasi selama proses pembelajaran

2. PENILAIAN PENGETAHUAN: (tes tulis)

- ✓ Peserta didik mengerjakan tugas yang ada dibuku bahan ajarnya.

3. PENILAIAN KETERAMPILAN: (tes pratek)

- ✓ Peserta didik mendeskripsikan orang baik secara individu ataupun kelompok

Mengetahui,



Kepala Sekolah

Hijaz Thaha, S.Pd

NIP. 19710623 199702 1 002

Palopo, 14 Mei 2022

Peneliti

Haswirna

NIM. 17 0202 0224

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : PMDS Putri Palopo	Kelas/ Semester : X IPA 3/ 2
Mata Pelajaran : Bahasa Inggris	(Genap)
	Alokasi Waktu : 2 X 35 Menit

Materi Pokok : *Joko Widodo (descriptive text of people)*

Kompetensi dasar: 3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.

4.7 Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

A. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Menyusun tesk deskripsi tentang orang

B. Media Pembelajaran, Alat/Bahan & Sumber Belajar

- **Media:** photograph paper
- **Alat/Bahan:** spidol, papan tulis, Laptop, gajet
- **Sumber Belajar:** Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris, Kelas X, Kemendikbud, Revisi Tahun 2017, youtube, google

C. Kegiatan Pembelajaran

Kegiatan Pendahuluan (15 menit)

1. Guru mengucapkan salam dan menanyakan kabar siswa.
2. Guru mengarakan seseorang untuk memimpin berdoa.
3. Guru mengabsen siswa
4. Guru membentuk 2 kelompok dengan menyebut “*president and society*” secara bergantian, s
5. Siswa mencari teman kelompoknya berdasarkan kata yang telah disebut.
6. Siswa *warm up* sebelum pelajaran dimulai
7. Guru memberikan *Lead in* dan menyebutkan “*the part of face shapes*”, setelah itu guru menyuruh siswa menebak materi yang akan dipelajari.

Kegiatan Inti (45 Menit)

1. Guru menjelaskan pengertian serta penggunaan struktur text descriptive
2. Siswa menerima arahan dari guru untuk melakukan *attention grab*
3. Siswa mengerjakan lembar kerja yang akan dideskripsikan
4. Guru *cheking understanding* siswa apa saja yang akan dilakukan
5. Siswa berdiskusi dan mengerjakan tugas kelompok mereka
6. Setelah itu guru mengarahkan siswa untuk memilih salah satu teman kelompoknya untuk presentasikan hasil mereka.
7. Guru mengoreksi hasil kerja kelompok siswa.

Kegiatan Penutup (10 Menit)

1. Guru mereview materi yang telah dipelajari serta memberikan saran
2. Guru mengakhiri pembelajaran dengan ucapan doa dan salam.

D. PENILAIAN PEMBELAJARAN

1. PENILAIAN SIKAP (observasi)

- ✓ Observasi selama proses pembelajaran

2. PENILAIAN PENGETAHUAN: (tes tulis)

- ✓ Peserta didik mengerjakan tugas yang ada dibuku bahan ajarnya.

3. PENILAIAN KETERAMPILAN: (tes pratek)

- ✓ Peserta didik mendeskripsikan orang baik secara individu ataupun kelompok

Mengetahui,

Kepala Sekolah

Palopo, 14 Mei 2022

Peneliti



Hijaz Thaha, S.Pd

NIP. 19710623 199702 1 002



NIM. 17 0202 0224

The 2nd meeting

Name :
Class :
Day and Date :
School :

Material: Describing People

Instruction:

1. Identify and write a descriptive text based on photograph below!
2. Pay attention to the generic structure and language features of your descriptive text!
3. Develop and complete the content of the text!



RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : PMDS Putri Palopo	Kelas/ Semester : X IPA 3/ 2
Mata Pelajaran : Bahasa Inggris	(Genap)
	Alokasi Waktu : 2 X 35 Menit

Materi Pokok : *Najwa Shihab (descriptive text of people)*

Kompetensi dasar: 3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.

4.7 Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

A. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Menyusun teks deskripsi tentang orang

B. Media Pembelajaran, Alat/Bahan & Sumber Belajar

- **Media:** photograph paper
- **Alat/Bahan:** spidol, papan tulis, Laptop, gajet
- **Sumber Belajar:** Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris, Kelas X, Kemendikbud, Revisi Tahun 2017, youtube, google

C. Kegiatan Pembelajaran

Kegiatan pendahuluan (15 menit)

1. Guru mengucapkan salam dan menanyakan kabar siswa.
2. Guru mengarakan seseorang untuk memimpin berdoa.
3. Guru mengabsen siswa
4. Guru membentuk 2 kelompok dengan menyebut “reporter and presenter” secara bergantian
5. siswa mencari teman kelompoknya berdasarkan kata yang telah disebut.
6. Siswa melakukan *warm up* sebelum pelajaran dimulai
7. Guru memberikan *Lead in* dan menanyakan “*what does a reporter do?*”, setelah itu guru menyuruh siswa menebak materi yang akan dipelajari.

Kegiatan Inti (45 Menit)

1. Guru menjelaskan pengertian serta penggunaan struktur text descriptive
2. Siswa menerima arahan dari guru untuk melakukan *attention grab*
3. Siswa mengerjakan lembar kerja yang akan dideskripsikan

4. Guru memeriksa pemahaman siswa apa saja yang akan dilakukan
5. Siswa berdiskusi berdasarkan kelompoknya serta mengerjakan materi yang diberikan
6. Setelah itu guru mengarahkan siswa untuk memilih salah satu teman kelompoknya untuk presentasikan hasil mereka.
7. Siswa mempresentasikan dari hasil diskusi kelompok masing-masing
8. Guru mengoreksi hasil kerja kelompok siswa.

Kegiatan (Penutup 10 Menit)

1. Guru mereview materi yang telah dipelajari serta memberikan saran
2. Guru mengakhiri pembelajaran dengan ucapan doa dan salam.

D. PENILAIAN PEMBELAJARAN

1. PENILAIAN SIKAP (observasi)

- ✓ Observasi selama proses pembelajaran

2. PENILAIAN PENGETAHUAN: (tes tulis)

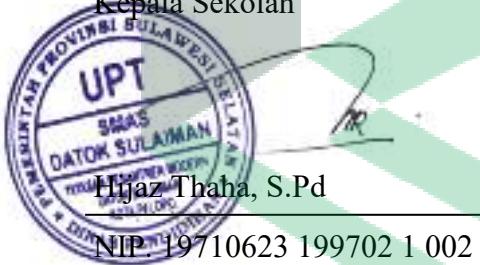
- ✓ Peserta didik mengerjakan tugas yang ada dibuku bahan ajarnya.

3. PENILAIAN KETERAMPILAN: (tes pratek)

- ✓ Peserta didik mendeskripsikan orang baik secara individu ataupun kelompok

Mengetahui,

Kepala Sekolah



Hijaz Thaha, S.Pd

Palopo, 17 Mei 2022

Peneliti

Haswirna

NIM. 17 0202 0224

The 3rd meeting

Name :
Class :
Day and Date :
School :

Material: Describing People

Instruction:

1. Identify and write a descriptive text based on photograph below!
2. Pay attention to the generic structure and language features of your descriptive text!
3. Develop and complete the content of the text!



RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : PMDS Putri Palopo	Kelas/ Semester : X IPA 3/ 2
Mata Pelajaran : Bahasa Inggris	(Genap)
	Alokasi Waktu : 2 X 35 Menit

Materi Pokok : *Ustadz Maulana (descriptive text of people)*

Kompetensi dasar: 3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.

4.7 Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

A. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Menyusun teks deskripsi tentang orang.

B. Media Pembelajaran, Alat/Bahan & Sumber Belajar

- **Media:** photograph paper
- **Alat/Bahan:** spidol, papan tulis, Laptop, gajet
- **Sumber Belajar:** Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris, Kelas X, Kemendikbud, Revisi Tahun 2017, youtube, google.

C. Kegiatan Pembelajaran

Kegiatan pendahuluan (15 menit)

1. Guru mengucapkan salam dan menanyakan kabar siswa.
2. Guru mengarakan seseorang untuk memimpin berdoa.
3. Guru mengabsen siswa
4. Guru membentuk 2 kelompok dengan menyebut "*preacher and jamaah*" secara bergantian
5. Siswa mencari teman kelompoknya berdasarkan kata yang telah disebut.
6. Siswa melakukan *warm up* sebelum pelajaran dimulai
7. Guru memberikan *Lead in* dan melakuakan gerakan pantomim berdasarkan karakter tema, setelah itu guru menyuruh siswa menebak materi yang akan dipelajari.

Kegiatan Inti (45 Menit)

1. Guru menjelaskan pengertian serta penggunaan struktur text descriptive
2. Siswa menerima arahan dari guru untuk melakukan *attention grab*
3. Siswa mengerjakan lembar kerja yang akan dideskripsikan berdasarkan

<p>kelompok masing-masing</p> <ol style="list-style-type: none"> 4. Guru memeriksa pemahaman siswa apa saja yang akan dilakukan 5. Siswa berdiskusi dan mengerjakan materi kelompok masing-masing 6. Guru memilih nama secara acak berdasarkan kelompoknya untuk presentasikan hasil mereka. 7. Siswa mempresentasikan hasil diskusi kelompok. 8. Guru mengoreksi hasil kerja kelompok siswa.
Kegiatan Penutup (10 Menit)
<ol style="list-style-type: none"> 1. Guru mereview materi yang telah dipelajari serta memberikan saran 2. Guru mengakhiri pembelajaran dengan ucapan doa dan salam.

D. PENILAIAN PEMBELAJARAN

1. PENILAIAN SIKAP (observasi)

- ✓ Observasi selama proses pembelajaran

2. PENILAIAN PENGETAHUAN: (tes tulis)

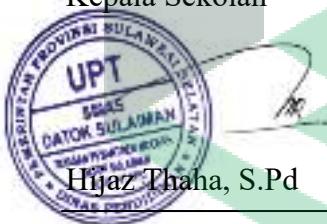
- ✓ Peserta didik mengerjakan tugas yang ada dibuku bahan ajarnya.

3. PENILAIAN KETERAMPILAN: (tes pratek)

- ✓ Peserta didik mendeskripsikan orang baik secara individu ataupun kelompok.

Mengetahui,

Kepala Sekolah



Hijaz Thaha, S.Pd

NIP. 19710623 199702 1 002

Palopo, 21 Mei 2022

Peneliti

Haswirna

NIM. 17 0202 0224

The 4th meeting

Name :
Class :
Day and Date :
School :

Material: Describing People

Instruction:

1. Identify and write a descriptive text based on photograph below!
2. Pay attention to the generic structure and language features of your descriptive text!
3. Develop and complete the content of the text!



RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : PMDS Putri Palopo	Kelas/ Semester : X IPA 3/ 2
Mata Pelajaran : Bahasa Inggris	(Genap)
	Alokasi Waktu : 2 X 35 Menit

Materi Pokok : *Cat (descriptive text of thing)*

Kompetensi dasar: 3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.

4.7 Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

A. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Menyusun tesk deskripsi tentang hewan

B. Media Pembelajaran, Alat/Bahan & Sumber Belajar

- **Media:** photograph paper
- **Alat/Bahan:** spidol, papan tulis, Laptop,, gajet
- **Sumber Belajar:** Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris, Kelas X, Kemendikbud, Revisi Tahun 2017, youtube, google

C. Kegiatan Pembelajaran

Kegiatan pendahuluan (15 menit)
1. Guru mengucapkan salam dan menanyakan kabar siswa. 2. Guru mengarakan seseorang untuk memimpin berdoa. 3. Guru mengabsen siswa 4. Guru membentuk 2 kelompok dengan menyebut “white and blue” secara bergantian 5. Siswa mencari teman kelompoknya berdasarkan kata yang telah disebut. 6. Siswa melakukan <i>warm up</i> sebelum pelajaran dimulai 7. Guru memberikan <i>Lead in</i> dan memberikan pertanyaan “ <i>who am I</i> ”, setelah itu guru menyuruh siswa menebak materi yang akan dipelajari.
Kegiatan Inti (45 Menit)
1. Guru menjelaskan pengertian serta penggunaan struktur text descriptive 2. Siswa menerima arahan dari guru untuk melakukan <i>attention grab</i> 3. Siswa mengerjakan lembar kerja yang akan dideskripsikan berdasarkan Guru

memeriksa pemahaman siswa apa saja yang akan dilakukan

4. Guru memberi kesempatan siswa untuk berdiskusi dan mengerjakan tugas kelompok mereka
5. Setelah itu guru mengarahkan siswa untuk memilih salah satu teman kelompoknya untuk presentasikan hasil mereka.
6. Guru mengoreksi hasil kerja kelompok siswa.

Kegiatan Penutup (10 Menit)

1. Guru mereview materi yang telah dipelajari serta memberikan saran
2. Guru mengakhiri pembelajaran dengan ucapan doa dan salam.

D. PENILAIAN PEMBELAJARAN

1. PENILAIAN SIKAP (observasi)

- ✓ Observasi selama proses pembelajaran

2. PENILAIAN PENGETAHUAN: (tes tulis)

- ✓ Peserta didik mengerjakan tugas yang ada dibuku bahan ajarnya.

3. PENILAIAN KETERAMPILAN: (tes pratek)

- ✓ Peserta didik mendeskripsikan orang baik secara individu ataupun kelompok

Mengetahui,

Kepala Sekolah



Palopo, 24 Mei 2022

Peneliti

Haswirna

NIM. 17 0202 0224

The 5th meeting

Name :
Class :
Day and Date :
School :

Material: Describing People

Instruction:

1. Identify and write a descriptive text based on photograph below!
2. Pay attention to the generic structure and language features of your descriptive text!
3. Develop and complete the content of the text!



RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : PMDS Putri Palopo	Kelas/ Semester : X IPA 3/ 2
Mata Pelajaran : Bahasa Inggris	(Genap)
	Alokasi Waktu : 2 X 35 Menit
Materi Pokok : <i>Giraffe (descriptive text of animal)</i>	

Kompetensi dasar: 3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.

4.7 Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

A. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Menyusun teks deskripsi tentang hewan

B. Media Pembelajaran, Alat/Bahan & Sumber Belajar

- **Media:** photograph paper
- **Alat/Bahan:** spidol, papan tulis, Laptop, gajet
- **Sumber Belajar:** Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris, Kelas X, Kemendikbud, Revisi Tahun 2017, youtube, google

C. Kegiatan Pembelajaran

Kegiatan Pendahuluan (15 menit)
1. Guru mengucapkan salam dan menanyakan kabar siswa. 2. Guru mengarakan seseorang siswa untuk memimpin berdoa. 3. Guru mengabsen siswa 4. Guru membentuk 2 kelompok dengan menyebut “ <i>neck and long</i> ” secara bergantian 5. Siswa mencari teman kelompoknya berdasarkan kata yang telah disebut. 6. Siswa melakukan <i>warm up</i> sebelum pelajaran dimulai 7. Guru memberikan <i>Lead in</i> dan memberikan klu, setelah itu guru menyuruh siswa menebak materi yang akan dipelajari.
Kegiatan Inti (45 Menit)
1. Guru menjelaskan pengertian serta penggunaan struktur text descriptive 2. Siswa menerima arahan dari guru untuk melakukan <i>attention grab</i> 3. Siswa mengerjakan lembar kerja yang akan dideskripsikan berdasarkan

kelompoknya.

4. Guru memeriksa pemahaman siswa apa saja yang akan dilakukan
5. Siswa berdiskusi berdasarkan kelompoknya.
6. Setelah itu guru mengarahkan siswa untuk memilih salah satu teman kelompoknya untuk presentasikan hasil mereka.
7. Guru mengoreksi hasil kerja kelompok siswa.

Kegiatan Penutup (10 Menit)

1. Guru mereview materi yang telah dipelajari serta memberikan saran
2. Guru mengakhiri pembelajaran dengan ucapan doa dan salam.

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1. PENILAIAN SIKAP (observasi)

- ✓ Observasi selama proses pembelajaran

2. PENILAIAN PENGETAHUAN: (tes tulis)

- ✓ Peserta didik mengerjakan tugas yang ada dibuku bahan ajarnya.

3. PENILAIAN KETERAMPILAN: (tes pratek)

- ✓ Peserta didik mendeskripsikan orang baik secara individu ataupun kelompok

Mengetahui,

Kepala Sekolah



Hijaz Thaha, S.Pd

NIP. 19710623 199702 1 002

Palopo, 28 Mei 2022

Peneliti



Haswirna

NIM. 17 0202 0224

The 6th meeting

Name : _____

Class : _____

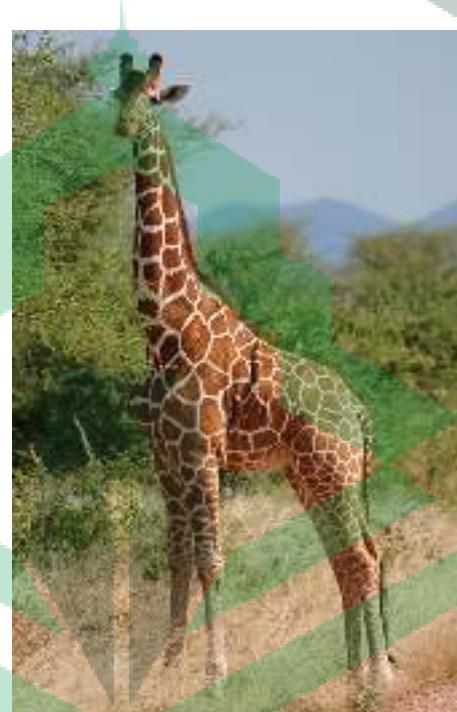
Day and Date : _____

School : _____

Material: Describing People

Instruction:

1. Identify and write a descriptive text based on photograph below!
2. Pay attention to the generic structure and language features of your descriptive text!
3. Develop and complete the content of the text!



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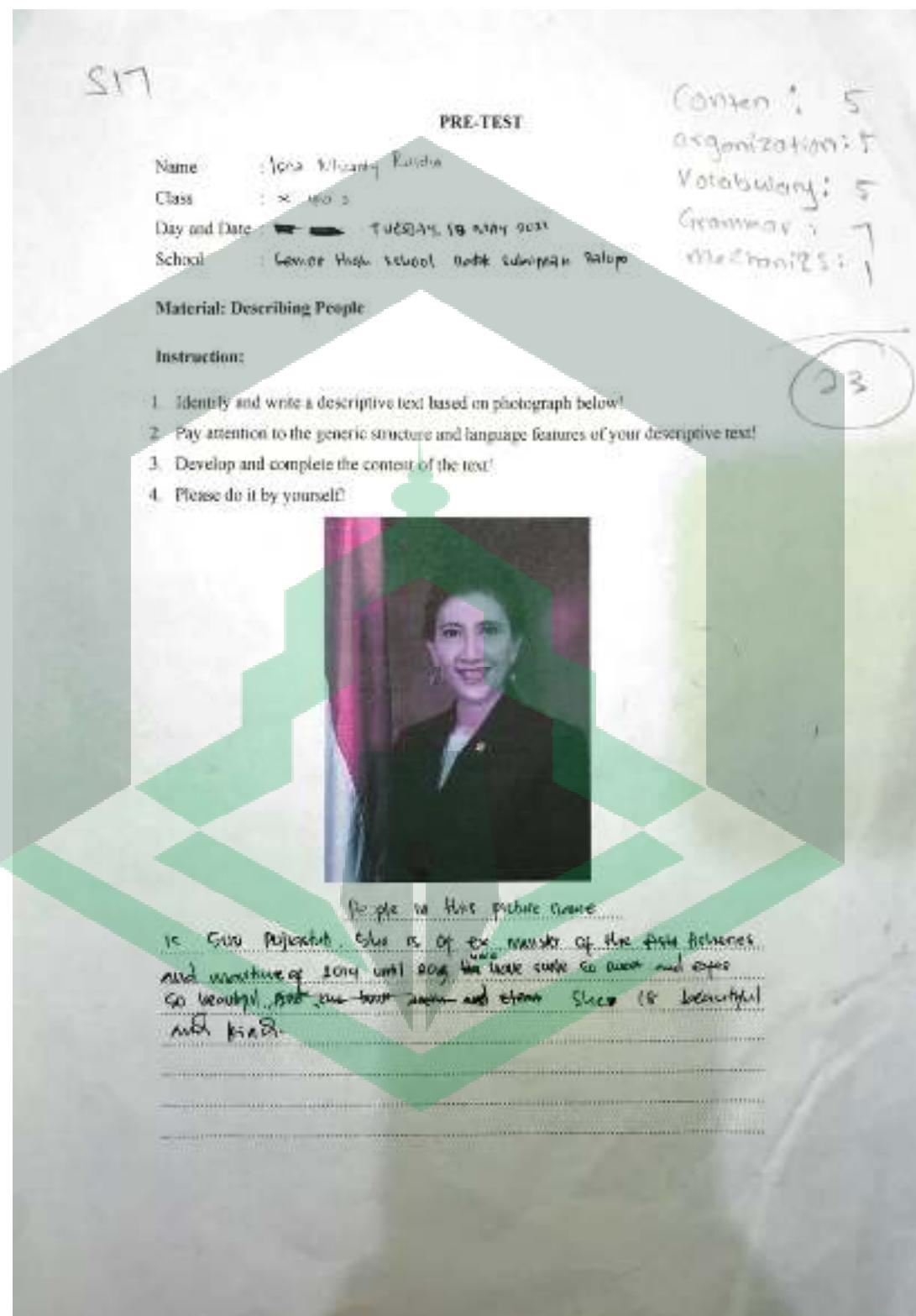
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Appendix 5: Handout Pre-test and Post-test



513

Content : 11
organization : 14
vocabulary : 11
grammar : 9
methods : 2

47

PRE-TEST

Name : Ika Andriyani Sariwulan
Class : X. 10. 3
Day and Date : Tuesday, 10 May 2022
School : Sekolah Tinggi Arsitektur Sulawesi

Material: Describing People

Instructions:

1. Identify and write a descriptive text based on photograph below!
2. Pay attention to the generic structure and language features of your descriptive text!
3. Develop and complete the content of the text!
4. Please do it by yourself!



by Miss. Mrs. Bulungan
She is Minister of Fisheries and Maritimes of 2014 until 2019.
She is very smart, resolute and no compromise. She has a
perfect smile and a long hair that always broad allured.
She has beautiful eyes and also good personality. She is
identified with "keppelamahan" word is the last strange
book in ocean. She has a pointed happy nose. She is
the best minister in Indonesia, all people love her.

PERIOD

Language 10

Geography 7

History 9

Science 10

Mathematics 7

39

Name: Ryo Rokko

Class: x. 10C 3

Day and Date: Saturday, 10.05.2014

School: Otočec Elementary School

Material: Describing People

Instructions:

1. Identify and write a descriptive text based on photograph below!
2. Pay attention to the generic structure and language features of your descriptive text!
3. Develop and complete the content of the text!
4. Please do it by yourself!



Her name is Mrs. Radjačić

She is the minister of fisheries and hunting of Croatia. She is brave and kind. She has a beautiful big eyes and beautiful smile too. She is married and we are proud of her and she has black hair.

PRE-TEST

Name : Aulia Nury Shay
Class : X. PA. 5
Day and Date : Tuesday 10 - May 2022
School : PEGANTON MODERN DAIYU SCAFFOLD PALOPO

Materials Describing People

Instruction:

1. Identify and write a descriptive text from photograph below
2. Pay attention to the generic structure and language features of your descriptive text
3. Develop and complete the content of the text
4. Please do it by yourself!



Outline
Orientation
Vocabulary
Grammar
Meaning

36

her hair is very pinkish
she is member of teacher and student club 2019
she is the brown hair smart, popular and beautiful. she is very diligent, she
is following rules, she is a nice person ready to help the less strong
her hair pinkish hair, beauty very like her very much and people call
her teacher

PRE-TEST

Name : Dwi Pratiwi, S.Pd., M.Pd.

Class : X. IPA. 1

Day and Date : 10 - 07 - 2014

School : SMAN 1 Purworejo

Materials: Describing People

Instructions:

1. Identify and write a descriptive text based on photograph below
2. Pay attention to the generic structure and language features of your descriptive text
3. Develop and complete the content of the text
4. Please do it by yourself!



Susi Pudjiastuti

Her name is Susi pudjiastuti. People call her Susi. She is the monitor of English and literature 2014 until 2015. Her have smile is sweet and eyes so beautiful. She is beautiful and kind.

Handout Post-test

51

POST-TEST

Name: Murniawita
Class: X IPA 3
Day and Date: 31 Mei 2022
School:

Material: Describing People

Instruction:

1. Identify and write a descriptive text based on photograph below!
2. Pay attention to the generic structure and language features of your descriptive text!
3. Develop and complete the content of the text!
4. Please do it by yourself!



Content - 9
Organization - 9
Vocabulary - 12
Grammar - 10
Meaning - 2

92

Siti Aisyah Dwi
She is the Siti Aisyah Dwi. Her name is older her age is about 33 years old. She works as a teacher and also a famous YouTuber. She has 4 children. They are Maryam, Khadija, Ibrahim, and Sharmaya. She also has 2 sisters. Name Faridah and Ira Wulandari. She is about 159 cm. She has white skin and beautiful face. She is smart and religious. She looks like her because she often keeps smile to everybody near her. ^_*

POST-TEST

Name : Zatkhia Risky Fasya Amalia
Class : 7-10A 16
Day and Date : 31/3/22
School : Islamic Boarding School Darul Sulthan

Material: Describing People

Instruction:

1. Identify and write a descriptive text based on photograph below!
2. Pay attention to the generic structure and language features of your descriptive text!
3. Develop and complete the content of the text!
4. Please do it by yourself!



Content = 20

Organization = 18

Vocabulary = 20

Grammar = 18

Mechanics = 2

80

Bunda Mbah Sengono Deak Iman and
People usually called her Mbah Mbah. She was born in Banten, Indonesia,
13th 1969. Her age now 45-55 years old. She has 4 children. They are
Muhammad Nurulzulhaq, Khadija Fatima, Norshim Muhammed, and Fikarimah
Mb. She has 2 daughters and 2 sons. She is an active influencer also
preacher. She has a husband his name is Arsy. Verry I-kon. She is
a teacher. She has a beautiful eyes and have a sweet smile.
She is soft and also patient. She also has sisters. They are
dr. Shandy Nurwita and Rica Ricci. Mbah Mbah is a good person and
also used an amazing woman. She also good in public speaking and
she gave all person many inspiration and she also full of admiration of her.

POST-TEST

Name : Ishaan Oberoi - 10th Standard
Class : X - 10A - 2
Date and Date : Saturday, 31 - 03 - 2022
School : Devaruk Gundlupet Government School

Material: Describing People

Instructions

1. Identify and write a descriptive text based on photograph below!
2. Pay attention to the genres structure and language features of your descriptive text!
3. Develop and complete the content of the text!
4. Please do it by yourself!



On Section 244

Her name is Delores Estelle Davis, Peoria, coal town, Illinois. She is a homemaker and nursing teacher. She is around 30 years old. She has two sisters. She appears calm, sweet nature, and benevolent. She has 4 children, three are married, Gladys, Marjorie, and Geraldine. She is [redacted] around 160 cm. She is very sweet and retiring. She works at Presbyterian and other religious institutions like the hospital and home where because she is an elderly lady is a great help there. She likes white person and meditation. She loves her and she is an excellent listener.

POST-TEST

Name: Umugana Ibranda
Class: 11. Vi. 3
Day and Date: 31.02.2021
School: AMES

Material: Describing People

Instructions:

1. Identify and write a descriptive text based on photograph below!
2. Pay attention to the generic structure and language features of your descriptive text!
3. Develop and complete the content of the text!
4. Please do it by yourself!



Review
Organization = 17
Vocabulary = 12
Grammar = 18
Punctuation = 3

74

OK! Let's begin!

This is OKI Ibranda Dewi, her full name is Ibu OKI
Wati Agustina 33 years old. She works at protelgitar and also
members youtuber she has 13 children library one manyaan,
Khadidjah, Daulah, Muza, Raudhah, her children until she is 18
years, and one more has a sister name Sindy and her younger
two less and she is solebagan so she is 36 CM - She has
white skin and brown hair eyes and the smart quick thinking
and she is very smart and religious she looks
humble because she often keeps smile to everybody near
her and she is fashion nature and she live in jacoera
and she has Islamic boarding school name is Mulkunul
Huffaz, and we admire her.

POST-TEST

Name: Naya Shahr
Class: 8-405
Day and Date: Saturday May 3, 2013
School: PMHS P.A.

Material: Describing People

Instructions:

1. Identify and write a descriptive text based on photograph below!
2. Pay attention to the generic structure and language features of your descriptive text!
3. Develop and complete the content of the text!
4. Please do it by yourself!



My name is Oci Setiana Dewi. Her nickname is Oci. She is a protagonist and also a popular youth. She is a mother from 4 children name Maryam, Wardiyah, Yosihim, and Umar. She is also has 2 sister. Her age is about 33 years old. She is about 160 cm. She is a good person. She has white skin, ~~black~~ brown hair and beautiful face. She is smart, kind, and religious. She always smile to everyone. ~~she is a good person~~ ~~she is a good person~~ I like the way she smile, the love so humble. we love her. She is an inspiration of all woman.

Appendix 6: Documentation

1. Giving Post-test



Picture 1: The students focus the explanation to pre-test paper.



Picture 2: Controlling the class so that students focus on their pre-test paper.

2. Giving Treatment



Picture 3: The researcher explains the material



Picture 4: The student present the material by grouping.



Picture 5: The students did discussion based on divide groups to work on treatment

3. Giving Post-test



Picture 6: The researcher giving ice breaking before doing the post-test.



Picture 7: The researcher controlling the students on post-test.



Appendix 7: Instrument validation

Lembar Validasi Instrumen Writing Descriptive Text

LEMBAR VALIDASI

Petunjuk :

1. Bapak/Ibu diminta untuk menyatakan beberapa item yang terdapat dalam aspek tujuan pembelajaran, aspek penilaian materi, aspek penggunaan soal dan tes yang dikembangkan dalam penelitian ini.
2. Pengisian lembar ini dilakukan dengan memberi tanda (✓) pada kolom yang tersedia atau dengan angka yang dipilih sesuai ketentuan sebagai berikut:
1 = Tidak Sesuai
2 = Kurang Sesuai
3 = Sesuai
4 = Sangat Sesuai
3. Bapak/Ibu dimohon kesedianya untuk memberikan saran-saran perbaikan pada bagian akhir lembar ini atau langsung pada naskah yang disertakan pada lembar penilaian ini.

NO	ASPEK YANG DINILAI	PENILAIAN			
		1	2	3	4
1.	Petunjuk instrumen dinyatakan dengan jelas				✓
2.	Kalimat instrumen mudah dipahami dan tidak menimbulkan penafsiran ganda				✓
3.	Kalimat instrumen menggunakan bahasa yang baik dan benar				✓

Komentar dan Saran:

Gunakan tanda tangan w/ intonation sentences:

Kesimpulan:

Berdasarkan penelitian diatas, lembar validitas instrumen dituliskan:

- a. Layak digunakan tanpa revisi
- b. Layak digunakan dengan revisi
- c. Tidak layak digunakan

Palepo, 26 April 2022

Validator:

Q. R. H. Mulyati

St. Hartina, S.Pd., M.Pd
NIP. 19910909 201903 2 021

Lembar Validasi Instrumen Writing Descriptive Text

LEMBAR VALIDASI

Petunjuk :

1. Bapak/Ibu diminta untuk memvalidasi beberapa item yang termuat dalam aspek topik pembelajaran, aspek pemilihan materi, aspek penganganan soal dan tes yang dikembangkan dalam penelitian ini.
2. Pengisian lembar ini dilakukan dengan memberi tanda (✓) pada kolom yang tersedia atau dengan angka yang dipilih sesuai ketentuan sebagai berikut:
1 = Tidak Sesuai
2 = Kurang Sesuai
3 = Sesuai
4 = Sangat Sesuai
3. Bapak/Ibu dimohon kesedianya untuk memberikan saran-saran perbaikan pada bagian akhir lembar ini atau langsung pada naskah yang disertakan pada lembar penilaian ini.

NO	ASPEK YANG DINILAI	PENILAIAN			
		1	2	3	4
1	Petunjuk instrumen dituliskan dengan jelas				✓
2	Kalimat instrumen mudah dipahami dan tidak menimbulkan penafsiran ganda			✓	
3	Kalimat instrumen menggunakan bahasa yang baik dan benar				✓

Komentar dan Saran:

Kesimpulan:

Berdasarkan penelitian diatas, lembar validasi instrument dinyatakan:

- a. Layak digunakan tanpa revisi
- b. Layak digunakan dengan revisi
- c. Tidak layak digunakan

Palopo, 3 Mei 2022

Validator,


Dwi Prasetyo

NIP.

Appendix 8: Lesson Plan Validation

Lembar Validasi Instrumen Penelitian (RPP)

LEMBAR VALIDASI

Petunias

1. Bapak/ibu diminta untuk memvalidasi beberapa item yang terdapat dalam Aspek Tujuan Pembelajaran, Aspek pemilihan Materi, Aspek Penggunaan Soal Penugasan Latihan dan Tes yang dikembangkan dalam penelitian ini.
2. Pengisian lembar ini dilakukan dengan memberi tanda cek (✓) pada kolom angka yang dipilih dengan ketentuan sebagai berikut:

2 = Kurang Baik  4 = Sangat Baik

3. Bapak/Ibu dimohon kesediannya untuk memberikan saran-saran perbaikan pada bagian akhir lembar ini atau langsung pada naskah yang disertakan pada lembar penilaian ini.

No.	Aspek yang dinilai	Penilaian			
		4	3	2	1
1.	Aspek Tujuan Pembelajaran				
1.	Kejelasan instrumen standar kompetensi	✓			
2.	Kesesuaian kompetensi dasar dengan kompetensi inti		✓		
3.	Kejelasan tujuan belajar yang ingin dicapai	✓			
4.	Cakupan dan kedalaman				

	tujuan yang ingin dicapai		✓		
II.	Aspek Pemilihan Materi				
1.	Ruang lingkup materi tergambar jelas dan mudah diikuti	✓			
2.	Urutan pembelajaran jelas dan mudah diikuti	✓			
3.	Kejelasan materi sesuai tujuan belajar	✓			
4.	Manfaat perangkat secara objektif membantu belajar siswa		✓		
5.	Ketepatan memilih materi dan kebenaran konsep				
6.	Kemudahan untuk memahami materi				
III.	Aspek penggunaan Soal penugasan Latihan dan Tes				
1.	Keseimbangan penggunaan materi		✓		
2.	Kejelasan Petunjuk penugasan dalam mengerjakan soal	✓			
3.	Jenis soal dan Tes sesuai				

<input type="checkbox"/>	dengan indikator	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Komentar dan Saran

Perjelas kembali PPP-nya

Kesimpulan

Berdasarkan penilaian di atas, lembar validasi ini dinyatakan:

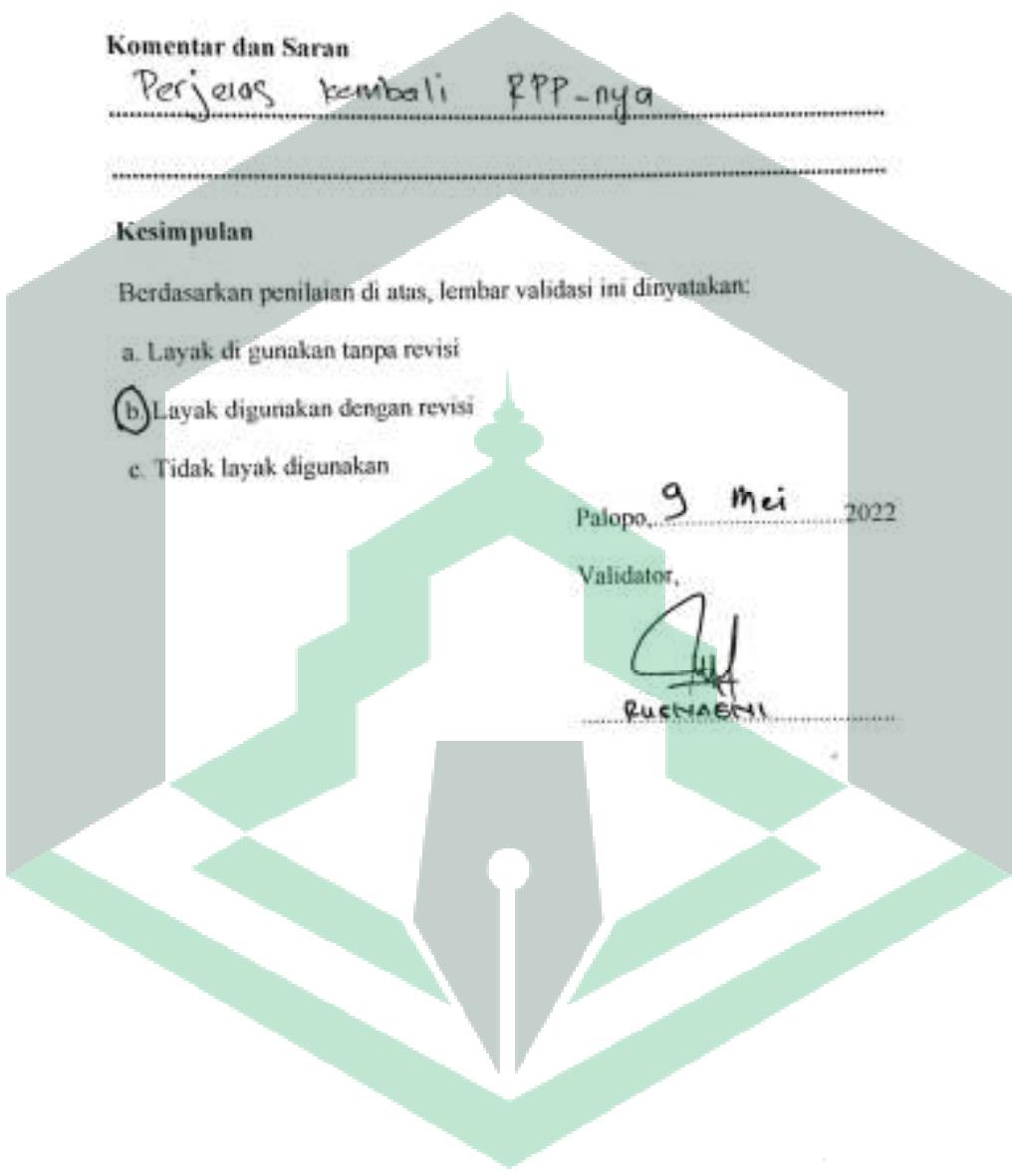
- a. Layak digunakan tanpa revisi
- b) Layak digunakan dengan revisi
- c. Tidak layak digunakan

Palopo, 9 Mei 2022

Validator,



RUCHAEMI



CURRICULUM VITAE



Haswirna, born in Sandakan Malaysia on February 14th, 1993. She is the first child of five children. Her father's name is Sumarang and her mother's name is (the late) Nurwati. Now, the researcher lives in Basseang Village, Lembang Sub-district, Pinrang Regency. Primary education was completed in 2007 at SD Negeri 159 Lembang. Then she continued her education at SMP Negeri 1 Patampanua 2012-2014. The researcher finished high school at SMK Harapan Lamasi in 2017. After graduating from vocational high school, the researcher continued her education in the field which is occupied. Namely, English Language Education Study Program, Tarbiyah and Teacher Training Faculty, State Islamic Institute of Palopo (IAIN Palopo).

Contact personal: wiwehs@gmail.com