

**IMPROVING STUDENTS' WRITING SKILL ON DESCRIPTIVE TEXT
BY USING DUAL MEANING PICTURE OF ELEVENTH
GRADE AT SMA NEGERI 4 PALOPO**



IAIN PALOPO

A THESIS

*Submitted to the English Study Program of SITarbiyah and Teacher Training
Faculty of the State of Institute for Islamic Studies of Palopo
in the Partial Fulfillment of Requirement for the
Degree of S. Pd in English Study Program*

By.

**HARDIYANTI
Reg. Num. 14.16.3.0041**

**ENGLISH STUDY PROGRAM
TARBIYAH & TEACHER TRAINING FACULTY
THE STATE INSTITUTE FOR ISLAMIC STUDIES PALOPO
2018**

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- 1. Dr. Rustan S, M.Hum**
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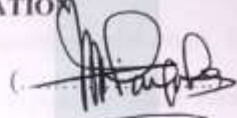





**ENGLISH STUDY PROGRAM
TARBIYAH & TEACHER TRAINING FACULTY
THE STATE INSTITUTE FOR ISLAMIC STUDIES PALOPO
2018**

THESIS APPROVAL

This thesis entitled "*Improving Students' Writing Skill on Descriptive Text By Using Dual Meaning Picture Of Eleventh Grade At SMA Negeri 4 Palopo .*", which is written by **Hardiyanti**, Reg. Num.14.16.3.0041, S1 English Study Program of Tarbiyah and Teacher Training Faculty of Institute For Islamic Studies (IAIN) Palopo, and has been examined and defended in Munaqasyah session which is carried out on Sunday, **11th of December 2018**, coincided with **11th Rabiul Akhir 1440 H**, it is authorized and acceptable as partial fulfillment for S.Pd degree in English language teaching.

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4th Rabiul Akhir 1440 H


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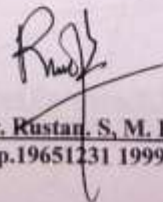
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Palopo,

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ABSTRACT

Hardiyanti, 2018. Improving Students' Writing Skill on Descriptive Text by Using Dual Meaning Picture of Grade At SMA Negeri 4 Palopo.
Thesis, English Education Study Program Tarbiyah and Teachers Training Faculty State Islamic Institute of Palopo.
Supervised by: (1) Dr. Rustan S, M. Hum and (2) Dewi Furwana S. Pd. I., M. Pd.

Key words: Writing Skill, Descriptive Text, Dual Meaning Picture

This thesis dealt with improving students' writing skill on descriptive Text by using dual meaning picture at the eleventh grade of SMA Negeri 4 Palopo. The problem statement of this thesis is Can the use of Dual Meaning Picture improve students' ability in writing descriptive text of the eleventh grade at SMA Negeri 4 Palopo. The objective of the research was to find out whether or not Dual Meaning Picture can improve students' ability in writing descriptive text at the eleventh grade SMA Negeri 4 Palopo.

This research used Quasi experimental method with pre-test and post-test design. The pre-test was given to know the students' writing skill before given treatment. The post-test was given to know the students' improvement in writing skill after given the treatment, and researcher as teaching dual meaning picture media. The population of this research was the eleventh grade students of SMAN 4 Palopo. The number of population was 40 students. The sampling technique in this research was purposive sampling. The sample were class XI IPA 3 consisted of 20 students as experimental group and class XI IPS 4 consisted of 20 students as control group. The instrument of the research was writing test. The researcher gave pretest and posttest to the students.

The result showed that the students' mean score of posttest in experimental group was 82.40 and 68.00. The Pretest was The mean score of posttest is higher than the mean score of pretest ($82.40 > 68.00$). While the mean score of posttest in control class was 68.00 and the mean score of pretest was 59.65. The mean score of posttest was higher than the mean score of pretest ($68.00 > 59.65$). The result of statistical analysis the experimental group for level of significance 0.05 with degree of freedom ($df = 19$); the probability value was smaller than $\alpha 0.00 < 0.5$ and the result of statistical analysis the control class in which the probability value was lower than $\alpha 0.00 > 0.05$. As a result, there is a significant difference in writing achievement between the students who are taught by using dual meaning picture and those who are taught without using dual meaning picture. Based on the result of this research, the researcher concluded that dual meaning picture can improve the students' writing ability in describ.

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CHAPTER I

INTRODUCTION

This chapter deals with background, problem statement, objective, significance and scope of the research.

A. Background

Writing is one of four basic skill in English. Writing is different from other language skills. In listening and reading, the students receive a message that is formulated by another. Whereas in speaking, the students communicate using their own ideas and feeling that sometimes involves on interlocutor, so there are collocations among them in conversation. On the other hand, communication through the written word needs real proficiency from the writer in order to be effective. They, writing is one of the language skills that should be mastered by students.

In writing skill, the students have to master vocabulary and know how to use grammar in making texts or sentences. It is an important skill because it will be applied in many aspect of life. Through writing, people are supposed to be able to express their ideas in writing form. There are many ways to express writing and one of them is through a text. Writing is a medium of human communication that represents language and emotion with signs and symbols. In most languages, writing is a complement to speech or spoken language.

Harmer states “Writing is frequently useful as preparation for some other activity, in particular when students write sentence as a preamble to discussion activities”. And Ulquhart and Mcler states “writing is a recursive process. Student should learns strategies for invention and discovery”. According to Hyland writing is learned, rather than taught, and the teacher’s best method are flexibility and support. In teaching and learning English, there are many strategies to teach students according to the materials or

potencies of the students. The students who learn English will be successful if the learning sources or strategies are relevant with the students need.¹

In teaching English, there some technique should be used by the teacher, so that English learning process can be successful. One of the techniques is the use of media. Media is used to deliver messages, stimulate brain, feelings and desire of the student also becomes a creative learning process. One of media is pictorial poster. The researcher use picture as media in teaching English because pictorial poster as instructional media can explain information idea and so on without using verbal language but gives more impression. The research is going to fix it by Dual meaning picture that is appropriate for the tenth grade at SMA Negeri 4 Palopo.

Based on the observation on 23th April 2017 by the interviewing with the student at the SMA Negeri 4 Palopo and one of the teacher from that school. Some students at SMANegeri 4 actually have difficulties in writing part. Besides, they are difficult in comprehending English and low interest to English writing. According to one English language teacher. ‘‘He said that learning writing in the classroom has not been applied because English learning is more focused on speaking and reading. As for the obstacles that is still less spirit students to write and not yet motivated to write in english.’’ In the activity of writing it needs special skill. This is because students not only should learn about structure, but also they should know how to describe their opinion. It is hard for the students to write coherently and simply. The students sometimes use lots of sentences to make one point but the readers cannot understand what the students wrote. Therefore, to be good writer the student must understand about the rule of writing or what are the steps to write. Thus, it is very important to formulate certain strategy in order for the students easy to express their ideas through writing. Based on the background above, I was interested in carrying out an experiment research on the title of Improving Students’ Writing skill of Descriptive text By Using Dual Meaning Picture of SMA Negeri 4 Palopo.

B. Problem Statement

¹Jeremy Harmer, *How to Teach English* (2nd Edition, China: Pearson Education Limited:2007),p.112.

Based on the explanation on background the researcher formulated the research question: Can the use of Dual Meaning Picture improve students' ability in writing descriptive text of the eleventh grade at SMANegeri 4 Palopo?

C. Objective of The Research

In accordance with problem statements above, the objective of the research is stated as follows To find out whether or not the use of using Dual Meaning Picture can improve student's ability in writing descriptive text.

D. Significance of The Research

The significance of the research is expected to have both academic and practical contributions.

- 1). Theoretically, this research can contribute to the development of teaching writing in school.
- 2). Practically, the result of this research will be as media learn to helpfully easy to students' and teacher in to process learn. Both for students and teacher to reduce the problem in teaching and learning English in writing skill.

E. Scope of The Research

The scope of the research is limited improving writing skill. By discipline, this research is under applied linguistics. By an activity, the researcher will employ dual meaning picture in teaching writing. By

content, this research will focus on the word level and sentence level at grammatical units, number of paragraphs, punctuation and cohesion and coherence as mechanics of writing.

F. Operational Definition

1. Writing is one of the language skills that should be taught besides the other skills.
2. Descriptive Text is kind of text with a purpose to give information. Kind of text is description of particular things, person, place, picture, etc.
3. Dual Meaning Picture is the media that teacher use in teaching in order to improve student's writing skill.

CHAPTER II

PREVIEW AND RELATED RESEARCH

This chapter deals with previous research finding, and some pertinent ideas, theoretical framework and hypotheses of the research.

A. *Previous Related Research Findings*

1. Jusmaniar, conducted research under the title Building up students English Speaking Ability Through Dual Meaning Picture. The research found that the use of dual meaning picture can build up students' English speaking ability.²
2. Idul Rahmat, conducted research under the title Improving the students' in writing at the third years students of SMP Negeri 8 Palopo through describing pictures in Paris. The researcher found that the use of describing pictures in Paris can improve students' in writing.³
3. Hartawati, conducted research under the title Developing students' writing ability through picture at the eleventh years students of SMA Negeri 4 Palopo. The research found that the use of picture can develop students' writing ability.⁴
4. Harnengsi, conducted research under the title The Use Of Wordless Picture In Improving Students Writing Skill at The Fourth Semester Students' of IAIN Palopo. The research found that the use of Wordless Picture can improve Students Writing Skill.⁵

²Jusmaniar, *Building up students English Speaking Ability Through Dual Meaning Picture SMA Negeri 2 Watansoppeng*. (Unpublished Thesis S2 UNM Makassar, 2012).

³Idul Rahmat "improving the students' in writing at the third years students of smp negeri 8 palopo through describing pictures in Paris" (Unpublished Thesis S1 IAIN Palopo, 2011).

⁴Hartawati "Developing students' writing ability through picture at the eleventh years students of sma negeri 4 palopo" (Unpublished Thesis S1 IAIN Palopo, 2011).

⁵Harnengsi, "The Use Of Wordless Picture In Improving Students Writing Skill at The Fourth Semester Students' of IAIN Palopo" (unpublished Thesis S1 IAIN Palopo, 2017).

5. Kurnia, conducted research under the title *Improving Students Writing Skill by Using Picture at the Twelfth years Students of Sma Pesantren Moderent Datok Sulaiman Putra Palopo*. The research found that the use picture can improve students writing skill.⁶
6. Rusnaeni, conducted research under the title *The Effectiveness of Using Picture in Improving Students' Ability in Writing Procedure Text to The Ninth Year Of SMP N 8 palopo*. The research found that the used Picture can improving Students Writing Skill.⁷

Some researches above is relevant to this research writing skill through guided of descriptive text. The differences from the sixth researcher focuses on building up students English speaking ability skill through picture, improving writing ability through picture analysis, improving writing through describing picture, *The Use Of Wordless Picture In Improving Students Writing Skill*, *The Use Of Wordless Picture In Improving Students Writing Skill at The Fourt Semester Students' of IAIN Palopo* and *The Effectiveness of Using Picture in Improving Students' Ability in Writing Procedure Text*.

B. Some PartinentIdeas

1. Definition Writing

According to Brown , writing is a thinking process. Furthermore, he states that writing can be planned and given with an unlimited number of revisions before its release.⁸Linse also stated that writing is a combination of process and product of discovering ideas, putting them on paper and working with

⁶Kurnia, *Improving Students Writing Skill by Using Picture at the Twelfth years Students of Sma Pesantren Moderent Datok Sulaiman Putra Palopo*''.(unpublish Thesisi S1 IAIN Palopo, 2015).

⁷Rusnaeni, *The Effectiveness of Using Picture in Improving Students' Ability in Writing Procedure Text to The Ninth Year Of SMP N 8 palopo*''.(unpublish Thesisi S1 IAIN Palopo, 2010).

⁸Brown, H. Douglas. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. (Great Britain: Longman, 2001), p. 1992.

them until they are presented in manner that is polished and comprehensible to readers. Thus, it is stated that writing is a thinking process of discovering ideas then written on the paper.⁹

According to Hornby in Oxford dictionary, writing is the activity or occupation of writing for instance books, stories, and article.¹⁰ Furthermore, according Pradiyono basically, in learning English just there are majors of language skill to become target of the successful end, they are (1) able to speak and (2) able to write. Speaking acquisition is skill that the most primary to reach, and then followed by the writing acquisition.

According to Bello, writing as a productive language skill, plays an essential role in promoting language acquisition as learners experiment with words, sentence, and large chunks of writing to communicate their ideas effectively the grammar and vocabulary they learn in class.¹¹

The primary purpose of writing is communication. Some expert who write some books in English about writing have describe and make definitions it us writing can be said to be the act of forming the symbol: making marks on a flat surface of some kinds. But writing is clearly much more than the production of sounds.¹²

According to that statement above the researcher conclude that researcher is an activity to write down something, but the student have to think deeply about what are going to write. And also they have to think creative in write. In writing the students have to know the way how to write their own thinking.

⁹Linse, Caroline T. *Practical English Language Teaching : Young Learners*. (NY: Mc Graw Hill, 2006), p.2507.

¹⁰Hornby, A.S. *Oxford Advanced Learner's Dictionary of Current English*. (Fifth edition; New York: Oxford University Press, 1995), p. 1383.

¹¹Bello, T. *Writing Topic for Adult ESL Students*. Paper presented at the 31st Annual Teachers of English to Speakers of Other Language Convention, Orlando, FL, USA. 1997.

¹²Don Byrne, *Teaching Writing Skills New Edition* , (London and New York: Longman Publisher, 1988), P.1

a. Reason for Writing

Writing is an activity that produces something from mind become meaningful a text of the sentence. Make a good writing by arranged sequence sentence. Shortly, writing skills are specific abilities which help writer put their thoughts into words in a meaningful form and mentally interact with the message.

There are many reasons for getting students to write, both in and outside class. Firstly, writing gives them more 'thinking time' than they get when they are spontaneous conversation. This allows them more opportunity for language processing - that is thinking about the language - whether they are involved in study or activation. When thinking about writing, it is helpful to make a distinction between writing-for-learning and writing-for-writing. In the case of the former, writing is used as an aide memoire or practice tool to help students practice and work with language they have been studying. We might, for example, ask a class to write five sentences using a given structure, or using five of the new words or phrases they have been learning. Writing activities like this are designed to give re-inforcement to students. This is particularly useful for those who need a mix of visual and kinesthetic activity.

Another kind of writing for learning occurs when we have students write sentences in preparation for some other activity. Writing-for-writing, on the other hand, is directed at developing the students' skills as writers. In other words, the main purpose for activities of this type is that students should become better at writing, whatever kind of writing that might be. There are good 'real-life' reasons for getting students to write such things as emails, letters and reports. And whereas in writing-for-learning activities it is usually the language itself that is the main focus of attention, in written -for-writing we look at the whole text. This will include not just appropriate language use, but also text construction, layout, style and effectiveness. It is clear that the way we organize our students' writing - and the way we offer advice and correction - will be different, depending on what kind of writing they are involved in.¹³

b. Teaching strategi writing

¹³Jeremy Harmer, *How to Teach English* (new edition, England: Longman, 2007), p.112.

Writing is an activity that produces something from mind become meaningful a text of the sentence. Make a good writing by arranged sequence sentence. Shortly, writing skills are specific abilities which help writer put their thoughts into words in a meaningful form and mentally interact with the message.

Tarigan stated that writing can be interpreted as ideas for activities or ideas by using written language as a medium conveys. Urquhart and Mciver states "Teaching writing is unique. It benefits both teacher and the students, serving as communication vehicle, assessment tool, and intellectual exercise". To teach writing description text needs something that can make students feel fun and have a good impression, so that the students will always remember what they have got from their teacher's explanation. Based The psycholinguist Eric Lenneberg once noted, in a discussion of "species-specific" human behavior, that human being universally learn to walk and to talk, but that swimming and writing are culturally specific, learned behavior.¹⁴

c. Process in Writing Something

When students are writing-for rating, we will want to involve them in the process of writing. In the 'real world', this typically involves planning what we are going to write, drafting, reviewing and editing what we have written and then producing a final (and satisfactory) version. Many people have thought that this is a linear process, but a closer examination of how writers of all different kinds are involved in the writing process suggests that we do all of these things again and again, sometimes in a chaotic order. Thus we may plan, draft, replace, draft, edit, re-edit, and re-plan, etc. before we produce our final version. We will need to encourage students to plan, draft and edit in this way, even though this may be time-consuming and may meet, initially, with some resistance on their part. By doing so, we will help them to be better writers both in exams, for example, and in their post-class English lives.

¹⁴Muhammad Najib Ali. *Improving the Student ritig Skill on Descriptive Text By using Think, Talk, Writing At MTsN Tunggangri.* (Tulungagung: IAIN Tulungagung, 2014).

When students write something they have to know the process in writing, in order to their writing is good and arranging. So that is why there is some way before students write something such as:

1. Planning

Planning is the process of researchers plan what they are going to write. Before starting to write, they try and decide what it is they are going to say. For some researcher this may involve making detail notes as their structure in writing. In planning, there are three items that has to be considered by the researchers. The purpose of their writing consist of language whom they use and information whom they choose, the researchers have to consider the audience they are writing for (how it is laid out, how the paragraph are structured and content structure talk about how best to sequence the fact, ideas or arguments).

2. Drafting

In this process, the researcher will revise about the order of the information is not clear. Perhaps the way something is written is ambiguous or confusing etc. So the reflecting and revising process are often help by the other readers or editors who comment and make suggestion.

3. Final version

When the researchers have edited their draft, making the changes they consider to be necessary, they produce their final version. This may look considerably different from both the original plant and the first draft, because things have changed in the editing process. Even when they get to what they think is their final draft they may find themselves changing their mind and Planning drafting or editing.¹⁵

- d. The component of writing

¹⁵Harmer, *How to Teach Writing*, (England: Pearson Education Limited, 2008),p.4

In improving Writing skill, there are five component of wrirting namely content, organization, vocabulary, languange use, and mechanic.¹⁶

1. Content

The content of writing should be clear to readers so that the reader can understand the message conveyed and gain from it, there are at last think that can be measure in connecting with component, the composition shoul contain one sentral purpose ony have unity, coherence, continiue, and should beadequately developed.

2. Organization

In organization of writing contents with the way he writes arrange and organized the ideas or the messages in the writing the purpose of the organizing materials. In writing involves coherence order of important general to specific general chronological order of which happened from the beginning to the and

3. Vocabulary

Vocabulary is one of components of writing to express ideas, we always deals with vocabulary. The luck of vocabulary makes someone fails to compose what they are going to say, because she/hefeels difficult to choose what appropriate will help the writers to compose that writing and also make readers easy to understand.

4. Languange use

Languange use in writing desription and other from writing involves correct languange point of grammar should be one that capable of procuding grammar, we should not be able to do anything more thant utter seperate fuction. And also grammar can help students improve the use of formal language.

5. Mechanics

There are two parts of mechanics in writing, namely function and capitalization. Function important as the way to clarify meaning. In English writing capital latter have to participation

¹⁶J. B. Heaton, *Writing English Languange Test*, (New york: Longman, 1988),p.146

first they used to distinguish between particular and thing second, it used adjective, act. This aspect is very important since it leads reader understanding or recognize immediately what writer means to express definitely.¹⁷

e. The importance of writing

The researcher has found some references of the the importance of the writing activities states, there are a lost the reason why the writing is very important, as follows:

1. Writing help us to organize our ideas, we can arrange them into the coherent form.
2. Writing down ideas allows us to distance ourselves when we write the topic.
3. Writing is a tool of discovery, we stimulate our though process by act of writing into impormation and image who have our unconscious mind.
4. Writing can generate new ideas by helping us to make connecting and relationship.¹⁸

f. The form of writing

In Goerge Wishon and Julia Burks, there are five types generally referring to:

1. Narration

Narration is the expression of sequel action in word. It is story telling and usually thought as a piece of writing that will usually be related to historical events, biographical information, or personal data.

2. Description

A description writing is a word picture. Through description, writer is able to reveal a person, a since or an object. In the process of writing an effect description, the writer needs to explore both the details and the feelings related to the experience.

3. Exposition

¹⁷Heaton, *Writing English Language Tast*, (New York language : 1998), p.148.

¹⁸Suriani Banna, *Teaching Simple past Tense at the Tenth Year students of PMDS Putri Through Writing Personal Experience*, (Unpublished Thesis S1: STAIN Palopo, 2011), p.26-27.

Exposition explains a process, state an opinion, or state definition. Most explanatory paragraphs are factual, base on real subjects in explaining a process. The explanation may tell hoe to do something or how to make something. In the other words, the writer needs to explain step by step in natural time order such as reason, advantages, prove, or weaknesses.

4. Persuasion

Persuasive writing aims is trying to persuade others that the people ought to believe or act. In the process of writing persuasive paragraphs, the writer should state some supporting facts acts tool to persuade reader such as reason,advantages, prove, or weakness.

5. Argumentation

Argumentation writing aims is trying to make a case or prore or disapprove a statement or proposition. It is closely related to exposition and is of ten found combined with it.¹⁹

g. The principle of teaching writing

There are five principle that every teacher consider while planning a course in teaching writing.

1. Understand your student's reason for writing

The grates diststisfaction with writing instruction comens when the teacher's goals do not match the students or when the teacher's dissagoal do not match those of the schooll or institution in which the student work. It is important to understand both and to convey goals to students in ways that make sense to them.

2. Provide many opportunities for students to write

Writing almost always improves with practice. When practice writing sessions are integrated regulary into your syllabus, students will become more commfortable with the act of writing, practice writing shoul provie students with different types of writing as well.

3. Make feedback helpful and meaningful

¹⁹George E. Wishon and Julia M. Buurks, *Let's Write English* : Revised Edition. (New York: Litton Educational Publishing, 1980), p.387.

Students crave feedback on their writing, yet it doesn't always have the intended effect, feedback need not always be written in the margins. We can experiment with different forms feedback should not entail correcting a students you can provide summary comments that instruct students to look problems and correct then their own.

4. Clarify for your self and for your students how their writing will be evaluated

Student often fell that the evaluation of their writing is completely subjective.

5. Classrom techniques and tasks

This section presents a few techniques and tast you can use to teach writing. All of this part of what has been called the process approach or process writing. These types of activities encourage the idea that learning to write is more than creating a finl product; it is the learning of aseries of skills to that product.²⁰

h. Writing Assessment

Table of scoring writing strategy

Score	Level	Criteria
Content	30-27	Excellent to very good: Knowledgeable, substantive, thorough development of thesis, relevant to assigned topic.
	26-22	Fair to poor: limited knowledge of subject, little substance, inadequate development of topic.
	21-17	Fair to poor: limited knowledge of subject, little substance, inadequate development of topic.
	16-13	Very poor: does not show knowledge of subject, non-substantive, not pertinent, OR not

²⁰David Nunan, *practical English Language teaching*, Ed. International.,p.92

		enough to evaluate.
Organization	20-18	Excellent to very good: fluent expression, ideas clearly stated/supported, well-organized, logical sequencing, cohesive.
	17-14	Good to average: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.
	13-10	Fair to poor: non-fluent: ideas confused or disconnected: lacks logical sequencing and development.
	9-7	Very poor: does not communicate, no organization, OR not enough to evaluate.
vocabulary	20-18	Excellent to very good : sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register
	17-14	Good to average: adequate range, occasional error of word/idiom form, chooses, usage but meaning not obscured.
	13-10	Fair to poor : limited range: frequent errors of word/idiom form, choice, usage: meaning confused or obscured.
	9-7	Very poor : essentially translation ; little knowledge of English vocabulary, idioms, word firm; OR not enough to evaluate.
Language Use	25-22	Excellent to very good : effective complex constructions: few errors of agreement, tense, number, word order function, articles, pronouns, prepositions.
	21-18	Good to average : effectife but simple constructions; minor problem in complex constructions; several errors of agreement,

		tense, number word order function, articles, pronouns, prepositions but meaning seldom obscured.
	17-11	Fair to poor: major problem in simple/complex construction; frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/ or fragments, run-ons, deletions; meaning confused or obscured.
	10-5	Very poor : virtually no master of sentence constructions rules; dominated by errors; does not communicate; OR not enough to evaluate.
Mechanics	5	Excellent to very good: demonstrates mastery of conventions; few errors of spelling, punctuation, capitalization, paragraphing.
	4	Good to average: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured
	3	Fair to poor : frequent errors of spelling, punctuation, capitalization, paragraphing; poor handwriting; meaning confused or obscured
	2	Very poor: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing; hand writing illegible; OR not enough to evaluate.

(Jacob
in

Hughes, 2008)

2. Definition of Descriptive Text

Kane states “Description is about sensory experience how something looks, sounds, tastes. Mostly is about visual experience, but description also deals with other kinds of perception.”Gerot and Wignell define “descriptive text is kind of text which is aimed to describe a particular person, place or things. It can be conclude that descriptive text is a text for describe person, place or a thing by visual xperience. It is used to create a visual image of people, place, even of time days or season. It may also be used to describe the outwards appearance people. It may tells about their traits of character and personality.”²¹

Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. As Barbara Fine Clouse said in her book, *The Student Writer*, “Description adds an important dimension to our lives because it moves our emotion and expands our experience” .²²

1. Social Function of Descriptive Text

The social function of descriptive text is to describe a particular person,place or thing.

2. Generic Structure of Descriptive Text

Gerot and Wignell state that the Generic structure of descriptive writing are:

- a) Identification which identifies phenomenon that will be describe.
- b) Description which describe parts, qualities, or characteristics of something or someone in detail.²³

3. Grammatical Features of Descriptive Text

²¹Kane, Thomas. S. (2000). *The Oxford Essential Guide to Writing*. [Online]. Available in http://en.wikipedia.org/wiki/Text_linguistics.

²²Barbara fine Clouse, *The Student Write* , (McGraw-Hill Companies, Inc., 2004), p.142

²³Gerrot, Linda., & Wignell Peter *Making Sense of Functional Grammar*. (Sydney: Antepodean Educational Enterprises, 1995), p.123

Knapp and Watkins write there are several grammatical features of descriptive writing as the following:

- a) In descriptive text, the present tense is predominantly used
- b) Although present tense may be used in literary description, it is past tense that tends to dominate.
- c) Relational verbs are used when classifying and describing appearance/qualities and parts/function of phenomenon.
- d) Action verbs are used when describing behaviors/ users.
- e) Mental verbs are used when describing feeling in literary descriptions.
- f) Adjective are used to add extra information to nouns and may be technical, everyday, or literally, depending on the text.
- g) Personal and literary description generally deal with individual things.²⁴

3. Kinds of Descriptive Text

There are three kinds of describing in text is describing place, people and thing. So, it normally takes on three forms, they are:

a. Description of a people

Description of people is a text that describes that people looks, such as the face, body etc. People are different, and writing description of people is different. You are probably already aware of some of the complications because you have often been asked, "What's so-and-like?" You might resort to identification, an impression, or a character sketch, depending on the situation. Let's examine each.

b. Description of a place

²⁴Knapp, Peter., & Megan Watkins. *Genre, Text, and Grammar*. (Sidney: University of New South Wales, 2005), p.1125.

Description of place is a text that describes the place looks, such as the condition, the situation etc. In describing a place for example a room, what should you describe first? The walls, The Floor, unlike a chronologically developed paragraph, there is no set pattern for arranging sentences in descriptive paragraph. It is not necessary to begin with one area and then proceeds to another one. Nevertheless, the sentences should not be randomly arranged. The description must be organized so that the reader can vividly imagine the scene being described. To make the paragraph more interesting, you can add a controlling idea that states an attitude or impression about the place being described. And the arrangement of the details in your description depends on your subject and purpose.²⁵

c. Description of thing

Description of thing is a text that describes the things looks, such as the conditions, functions etc. To describe a thing the writer must have a good imagination about that thing that will be describe. Besides, to make our subjects as interesting and as vivid to our readers as they are to us: using proper nouns and effective verbs. In addition to filling our descriptive writing with concrete details and figures of speech, we might also want to include a number of proper nouns, which, as we know, are the names of particular persons, places, and things.

3. Media

a. Definition of media

Association for education and communication technology (AECT) defines that is all the forms of utilized to process of information channeling.²⁶ While educational association (NEA) defines that media is an art of things which can be manipulated, seen, listened and can read with

²⁵Regina L. Smalley and Mary K. Rotten, *Refining Composition Skill*, (New York: International Thompson Publishing Company, 4th Edition), p.69

²⁶James M. McCrimmon, *Writing With a Purpose*. (eighth edition : 1984), p.10

instrument is use appropriately in teaching learning process, so it can influence the effectiveness of istructional program.²⁷

b. The function of Media

At the first media only server as tool in teaching and learning activities that in the form of facilitiets that can provide a visual experience to students in order to encourage motivation to learnt, clarify and simplify, the complex an abstract concept become more simple, concrete and easily understood.²⁸

c. Kinds of media

According to Hamalik asnawir that media classified into four kinds namely:

- 1) Visual, for exsample: film, strip, micro projection, blackboard, and picture.
- 2) Audio Visual, for exsample ;film and Tv.
- 3) Dramatize, for exsample; role-play, socio drama, pantomime, and soon.
- 4) Audio, for exsample; photograph, recorder, electronic, and radio.²⁹

Seels and Glasgow in Arsyad divided media into two categories, namely: traditional media and moderent media as follow:

a) Traditional media

1) Silent visual which is projected

- Opaque proyeksi
- Overhead proyeksi
- Slinder
- Film strips

2) Visual non projected

²⁷Asnawir and Basyiruddin Usman, *Media Pembelajaran*, (cet. 1 ; Jakarta : Ciputan Pres, 2002), p.11.

²⁸Azhar Arsyad, *Media Pembelajaran*, (cet. 1 : Grafindi Persada, 2007), p.21.

²⁹Asnawir and Basyiruddin Usman, *op.Cip.p.29*.

- Picture, Poster
- Picture
- Charts, graphic, diagram
- Show

3) Audio

- Record
- Casselle, reel, cartridge

4) Multimedia show

- Slide voice(tape)
- Multi-image

5) Dynamics visual projected

- Film
- Tv
- Video

6) Printed

Text books

Module, program text

Workbook

Scientific newspaper

Hand out

7) Player

- Puzzle
- Simulation
- Board player

8) Realita

- Model
- Specimen (sample)
- manipu

b) Modernt media

1. Media based of telecommunication

- Teleconference
- Study of fair distance

2. Media based of microprocessor

- Computer-assosted instruction
- Computer tutor system
- Intelligent tutor system
- interactive
- hypermedia
- compact (video) disc³⁰

4. The concept of Picture

a. Definition of picture

Picture is visual tool that effective because it can be describe something that can be explained to be more concrete and realistic.³¹

Picture is media able to distribute student imagination to pour their ideas in oral tset and writing form.³² And then stated that picture can be board drawing magazine, picture and

³⁰Azhar Arsyad, *Media Pembelajaran*, (Cet. XV; Raja Grapindo Persada, 2011).p.33-35.

³¹Asnawir and Basyiruddin Usman, *Media Pembelajaran*, op.cit., p.42.

any other non technical visual representation, picture can be used to explain the meaning of vocabulary items, teacher can draw things on the board or bring in picture just as easily as hats, coats, walking, animals and so on.³³

b. The reason of Using picture

Picture is important to use in teaching writing. Especially in teaching writing. Can motivate and make clear when the students see the picture.³⁴

Use picture can help teacher to get instructional aims, because picture as media that very easy and available to use in teaching learning process. It means that to make high value in learning with picture, the students experience and their understanding is target clear in it is not easy to forget and more concrete in memorizing and the association for the student.³⁵

Picture can be found where because it can describe what message of the picture or what is the picture mean automatically, when the student see it, they will guess well. Because they can show the picture, so, with picture the student understanding is well and enjoyable when they are studying.³⁶

c. The advantages of using picture

States that picture provides as share experience for students in class as a common based that leads to variety of language activities. State that advantage of using picture as a media in instructional process to delivery about information, idea and without using much verbal language, but more give impression.

The other advantages of using picture namely:

³²<https://www.google.com/search?output=search&media+gambar+hastuti>, Accessed on 25 of October 2018, 18.00, p.m.

³³Rahma Bulan, *The Effectiveness of Using Picture in Teaching Vocabulary At SDN 9*. (Unpublished Thesis S1 : STAIN Palopo; 2007);p.7-9

³⁴Ahmad Rohani, *Media Pembelajaran*, (Jakarta: Rineka Cipta, 1997), p.76.

³⁵Ahmad Rohani, *Media Instruksional Edukatif*, (Cet. 1; Jakarta: Rineka Cipta, 1997), p. 76.

³⁶Arief S., Sadirman, *All Media Pendidikan*, (Cet. IV; Jakarta: Raja Grafindon Persada, 1996), p. 29.

1. Picture as stimulate students in learning
 2. The characteristic is picture is concrete. So it is more realistic in showing the important problem that verbal language.
 3. Picture can limit time and room.
 4. Make clear a problem
 5. Picture can explain what we see
 6. Picture are cheap and available
 7. Picture can attract the student attention to guess the meaning of unfamiliar word.
- d. The kinds of picture

There are two kinds of picture as follow:

1. Silent picture

- Picture is the most common media used, the image is common language that can be understood and enjoyed where.
- Sketches is a simple picture or a rough draft that describes the main part with detail.
- Diagram is a simple picture drawing that uses lines and symbols, diagrams or schematic depicting the structure of the object.
- Graphs is a simple image using dots, lines or pictures
- Posters are not only important to convey certain impressions, but also to influence and motivate the behavior of people who see it.
- Maps basically use map servers to present data locations

2. Moving picture

- Film is a huge media capability in helping the learning process
- Television, in addition to film, television is the medium that conveys messages of learning in the audio-visual elements, accompanied by motion

- Video, as an audio-visual media featuring motion, message can be presented fact (events/ important events news) as well as fictional as the story can be informative, educational, or instructional.³⁷

e. Using picture media in writing description learning

The steps used by the students in writing description composition using picture.

- The student picture that pay attention carefully about the picture that given by teacher
- The student determine topic appropriate with the picture
- The students makes design description
- The students write main sentence in every picture
- The students improving the supporting sentence to produce a paragraph.³⁸

Picture also used tools that help write activity and picture help to give inspiration to students.

According on the explanation some except above, it can be seen that write using picture is very important for learning because it is really help to make a good composiion aspecialy for students in writing using picture help to give inspiration to produce a paragrafh. Besides that picture also make into the activity of learning , how to arrage and write description that eassy to understand. Interest for students is needed exsistence media of learning as tools that can help to activity of learning process. Media of learning able to use in learning writing a description is one of picture media.

5. Dual Meaning Picture

³⁷ Azhar Arsyad, *Media Pembelajaran*, (Jakarta: Grafindo Persada, 2007), p.3.

³⁸Risky Septio Aji, *Upaya Meningkatkan Keterampilan menulis Karangan Deskripsi dengan Menggunakan Gambar*, accessed on 29 of Agustus 2018.

According to The Free Dictionary/thesaurus, the definition of dual meaning picture as follows:

- 1) Dual meaning picture is the image that having more than one decidedly dissimilar aspects or qualities
- 2) The dual meaning picture is defined as double or ambiguous signification picture
- 3) Dual meaning picture is picture that having a double sense³⁹

Based on the definition above, the researcher conclude that dual meaning picture is picture that has a different double image in one flat surface, can be both related each other and not.

Teachers can enable learners to present ideas to individual, peers, peer groups and entire classes of students. They can learn to speak on a subject of their own choosing or on teacher's topics assigned.

Teacher effectiveness is not concerned with any particular teaching method. It is concerned in a more general sense with the way in which teachers operate in their classrooms, the decisions they make, the actions they take, their interactions with students, their presentation skills, and the way they manage the group⁴⁰. It means that teacher should choose some materials for teaching in order to make their students feel interested and motivated in study.

Sometimes students are not involved simply because teachers decide that they will use an interactive whiteboard or make their lesson interactive. Students need to pay attention to each other and to the teachers. Teachers may have tried out the script dealing with gaining attention; it is a well-

³⁹The Free Dictionary. 2008. *Picture*, <http://www.thefreedictionary.com/picture>. Retrieved on December 20th, 2017.

⁴⁰Westwood, Peter. *What Teacher Need to Know about Teaching Method*. (Australia: ACER Press, 2008), p.56

known way to involve students, but one worth revisiting. It is complete mystery why teacher are rigorous about gaining attention, then forget some of the basic ideas that they have had about teaching

Learning, especially in English requires learning the basic language skills of reading, writing, listening and speaking. English language students who are speakers of English as a first language face certain specific difficulties when using the receptive language skills of reading and listening or the productive language skills of writing and speaking. Learning English also have four elements that we have to master in order to achieve the successful in English.

In achieving these skills and elements, sometimes the students find some problems. Many things may cause these problems but the most probably problem is the lack of interest and enjoy. Sometimes, they are not able to make their learning enjoy as the result, they cannot achieve learning goal including speaking ability.

Learning is the act of deliberate study of a specific body of material, so that the material can be retrieved at will and used with skill so learning can be thought of as the process of assimilating new information such as facts, procedures, or concepts.

Learning can be a difficult task for teacher and feel interest for students However, it is one that must be mastered in order to provide a successful of education. So often, the students express that they are not interested in what is being taught in the classroom and the teaching media in classroom is not available.

The use of picture in learning is possible for senior high school level because they can form some kind activities to make their learning more interested. There are many kinds of picture in the world and dual meaning picture is one kind of it. Dual meaning Pictures are all around us everyday, in the street, at work, at home and even in our leisure time, so do in the classroom as well. They are enjoyable, they set

the scene or context, they inform us, they interest us, they are a key resource. Sometimes it is unpredictable and we do not consider it but it can be used in the classroom activity as the one of teaching media, usually as a starting point for a narrative speaking and ultimately writing activity, but they can also be of key importance in the communicative and interactive classroom.

In using dual meaning pictures in the class, they can form a key resource for accessing the different learning styles that each student has. Using dual meaning pictures really appeals to visual learners who may suffer in a writing based classroom. They also can offer an opportunity for movement and a multi-dimensional perspective which will reach kinaesthetic learners.

Dual meaning pictures are suitable for senior high school students to access their certain area of vocabulary to be formulated in spoken language. The students can take enjoyment from the dual meaning pictures. They will add a touch of intrigue to the class and make the lesson much more dynamic as imaginations are aroused. This is especially useful with those students who find it difficult to use their imaginations.

The dual meaning picture provides supports and ideas that the students can then build their speaking ability more easily. The students' reaction to a dual meaning picture is almost immediate so the students are interested and enthusiastic right from the beginning of the class until the end because dual meaning pictures can be applied for many activities such as describing, interpreting, and etc. to formulate students' ideas and stimulate their brain.

One of the uniqueness of dual meaning picture is not all of them have the same view; they may have different view to find their dual meaning. Some pictures can be seen by seeing from many sides to find their other image.

The strategy can be used with a whole class, small groups, pairs, or individually to lead students into inquiring about words and adding them to their vocabularies, discovering phonetic and structural principles while some skills can be taught explicitly.

C. Conceptual Framework

Dealing with the theories previously stated, the conceptual framework is described as follows:

The teacher will give material of descriptive text to the students. The use of media, teacher will use Dual Meaning Picture. Steps of Dual Meaning Picture Writing:

1. Students work in groups asked to determine a theme that will be developed into an essay.
2. After the students complete a fragment of the wreath, they are asked to submit a paper containing a fragment of the essay to a teacher and then the teacher to share back at random.
3. Students who receive a bouquet of paper containing asked to read and then each student is requested to forward (connect) the wreath.
4. After use Dual Meaning Picturewriting activity is completed, each student was asked to collect the paper to the teacher.

The students' achievement it refers to writing achievement after using dual meaning picture , their achievement will be calculating and deterring the effectiveness of Dual Meaning Picture. Next cycle, researcher will improve the weakness from cycle one include planning, action, observation and reflection.

The conceptual framework of this research can be illustrated diagrammatically as follows:

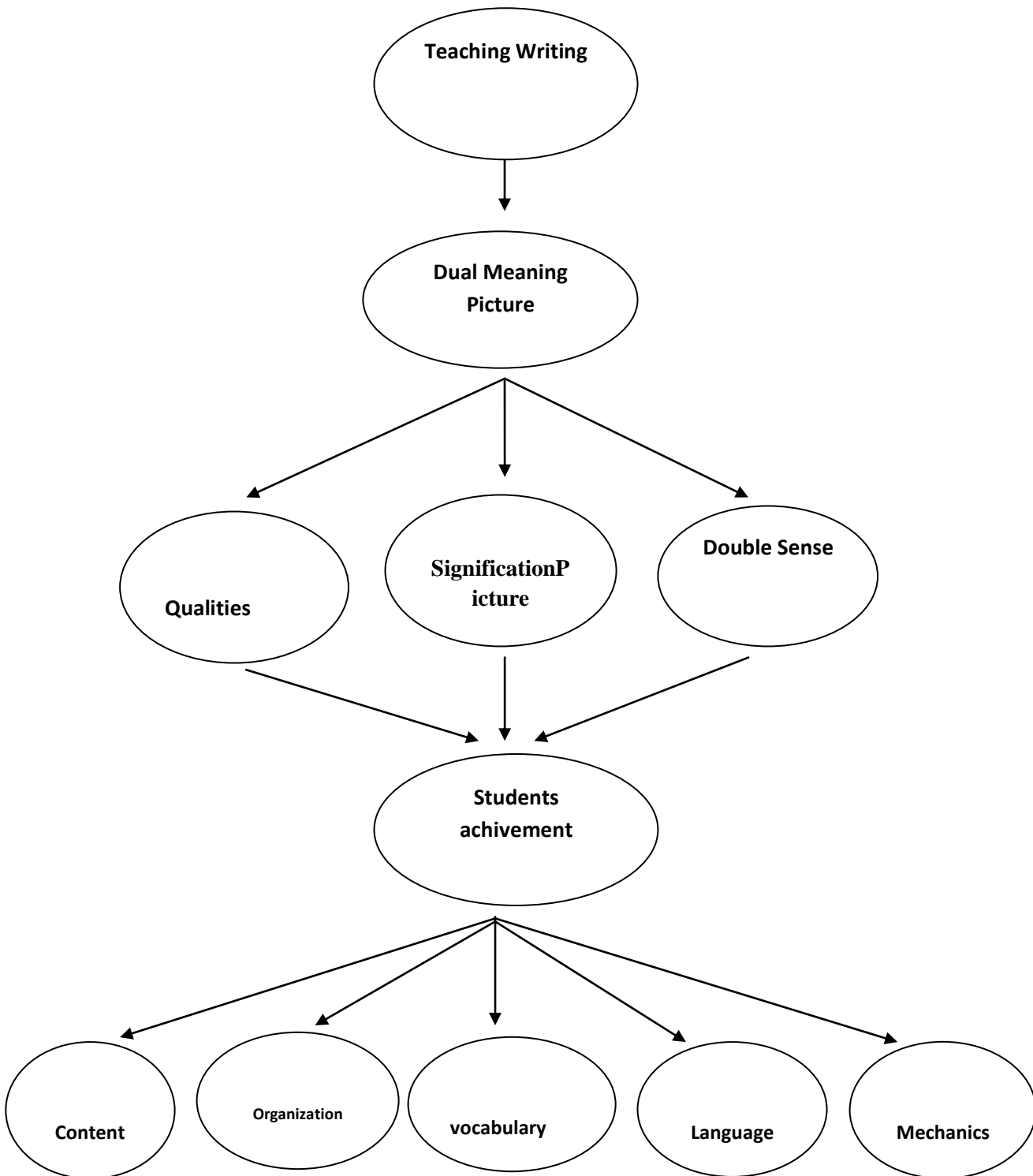


Figure 2.1: Conceptual Framework of the Research

D. Hypothesis

Based on the literature that has been explained before, the researcher put forward the hypotheses of the research as follows:

(H₀): The Dual Meaning Picture cannot improve students' writing skill on descriptive text.

(H₁): The Dual Meaning picture can improve students' writing skill on descriptive text.

CHAPTER III

RESEARCH METHOD

This chapter deals with the research design, variables, population and sample, instrument of the research, procedure of collecting data, and technique of data analysis.

A. Research Desing

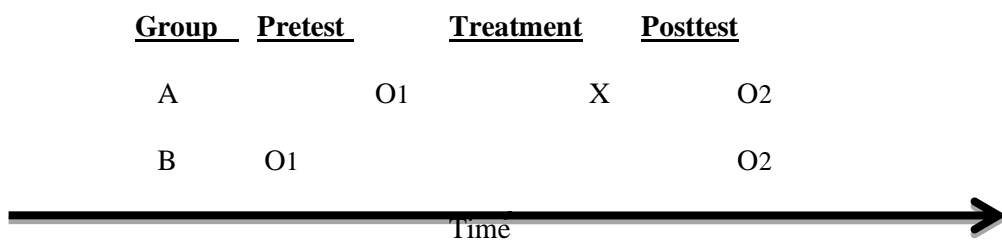
1. Method

The research used quasi experimental with non equivalent pretest-posttest control design. McMillan and Schumer, explained that. This design is very prevalent and useful in education, since it is often impossible to randomly assign subject. The researcher used intact, already established groups of subjects, given a pretest administers the treatment condition to one group, and gives the posttest. The only difference between gives this design, then and the pretest-posttest control group design is in lack of random assignment of subjects.⁴¹

2. Design

The following showed the formula of quasi experimental non-equivalent pretest posttest control design.

Nonequivalent Group Pretest-Posttest Design



B. Research variable

⁴¹McMillan, H. James and Schumacher Sally. 2001. *Research in Education A Conceptual Introduction*. United State: Longman.

There were two variables in this research namely independent variable and dependent variable. The independent variable was the use of Dual Meaning Picture and the dependent variable was writing skill descriptive text.

C. Operational Definition of Variables

To make clear the variables in this research, the researcher described the operational definition as follows:

1. Student's writing skill is specific abilities which help researcher put their thought in to words in meaningful form and mentally interact with the message.
2. Descriptive Text is describe a people, a place, and a thing.
3. Dual Meaning Picture is the media that teacher use in teaching in order to improving student's writing skill.

D. Population and Samples

1. Population

The population of this research was the first year students of SMA Negeri 4 Palopo. It consisted of XI IPA 4 classes and XI IPA 3 class consisted of 20 students. The total numbers of them were 150 students.

2. Sample

The researcher took two classes as her sample; they had 20 students for each group in academic year 2018/2019. The sampling technique was purposive sampling. The researcher chose purposive sampling because students' were still lack of writing ability and the students were believed can be a representative population.

E. Instrument of the Research

The data collected by use writing descriptive text. The researcher used writing test to measure the students' ability to writing descriptive text before after giving treatment, the researcher will

gave a test about writing descriptive text with pre-test and posttest. The pretest was used to find out the prior knowledge of the students about descriptive text and the post test is used to find out the prior knowledge of the students after decriptive text bt using dual meaning picture.

F. Procedure Data Collection

The data collected through the following procedures:

1. Pre-test

In this part namely pre-test, where this was given before the researcher gives the treatment. In this part the researcher is going to gave the test that is writing assessment. This test is to measure the students' Dual Meaning Picture before doing the writing descriptive test.

2. Treatment

After pre-test the reasercher give treatment. The treatment did to second times. In this part the writer is descriptive test from Dual Meaning Picture.

- (1) The First meeting, The researcher introduce about media dual meaning picture and give vocabulary from the picrure.
- (2) The Second meeting, the researcher gave a dicription.
- (3) The Third meeting, the researcher explained to the students about defintion of descriptive text.
- (4) The Fourt meeting, the researcer the researcher explained about the steps in used writing descriptive text.
- (5) The Fifth meeting, the researcher gave exsample about a dual meaning picture.
- (6) The Sixth meeting, the researcher gaveexsample descriptive text used dual meaning picture

3. Post-test

After giving the treatment, the researcher was given post test to know the result of the students' writing descriptive text after they are seeDual Meaning Picture. The reseacher gave the students test about wriring descriptive text material that same with the text in pre-test.

G. Technique of Data Analysis

1. To classify the student score, there are five classifications which will use as follow:

No	Qualification	Score
1	Excellent	90-100
2	Good	80-89
3	Fair	70-79
4	Poor	60-69
5	Very poor	0-59

(Brown, 2004, P. 287)

2. Calculating the mean score, finding out the standard deviation of the pretest and posttest computing the frequency and the rate percentage of the students' scores by using SPSS 22.

BAB IV

FINDINGS AND DISCUSSION

This chapter included two sections. The first is findings and the second is discussion.

A. Findings

The findings of the research were showed to describe the result of the data that analyzed statically and tabulating data. It comprised of the students score in pretest and posttest, classification percentage of students score in pretest and posttest for experimental and control groups.

1. The Analysis of Students` Score of Experimental Group and Control Group

In this part, researcher reported the result of each group by comparing pretest and posttest and the result of both groups by comparing the pretest and posttest of both groups.

a. Students` Score of Experimental Group

1) Pretest and Posttest

In this classification, the researcher presented the percentage of the students` pretest and posttest of experimental group. It shows the students` score in experimental group before giving treatment by using dual meaning picture and after the treatment.

Table 4.1 The Rate Percentage of Students` Pretest and Posttest

No.	Classification	Score	Pretest		Posttest	
			F	P	F	P
1	Excellent	90-100	0	0%	5	25%
2	Good	80-89	1	5%	12	60%
3	Fair	70-79	4	20%	2	10%

4	Poor	60-69	5	25%	1	0%
5	Very poor	0-59	10	45%	0	0%
TOTAL			20	100%	20	100%

Table 4.1 showed that most of students in experimental group are fair and poor before giving the treatment five students or 25% were in fair classification, four students or 20 % poor, ten students or 45% very poor, one student or 5% were in good classification and none of them were in excellent classification. After giving the treatment, there 12 students or 60% were in good classification, two student or 10% were in fair, one student or 5% were in poor and none very poor classification, and 5 students or 25% were in excellent classification.

2) The Mean Score and Standard Deviation of Students` Pretest and Posttest

The result of the students` pretest and posttest of experimental group is indicated by the mean score and standard deviation. The analysis of the mean score meant to know if there was a difference between the students` score in pretest and posttest of experimental group.

Table 4.2 The Mean Score and Standard Deviation of Students` Pretest and Posttest Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	20	50	80	61.40	7.762
Posttest	20	69	92	82.05	5.799
Valid N (listwise)	20				

Table 4.2 showed that there was a difference between the mean score of pretest and posttest in the experimental group. The mean score of posttest was higher than the mean score of pretest ($82.05 > 61.40$). It means that there was an improvement after giving the treatment by using dual meaning picture. The standard deviation of posttest was lower than the standard deviation of pretest ($7.762 < 5.799$). It means that the scores range of posttest was closer than the score range of pretest to the mean score.

3) The Calculation of t-test Pretest and Posttest

The data showed in the Table 4.3 below indicated the students' score of experimental group before conducting the treatment (pretest) and after the treatment (posttest)

Table 4.3 The Paired Samples Test of Pretest and Posttest

		Paired Differences				t	Df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	Pretest - Posttest	-25.900	10.954	.2.449	-31.027	-20.773	-10.574	19	.000

Table 4.3 indicated that the statistical hypothesis is based on statistic test of pretest and posttest in probability value (significant 2-tailed), probability value is lower than alpha ($0.00 < 0.05$). It means that there was a statistically significant difference between students' score in pretest and posttest of experimental group giving treatment by using dual meaning picture upgrade students' writing of experimental group.

1) The Mean Score and Standard Deviation of Students' Pretest and Posttest

The result of the students' pretest and students' posttest of control class was indicated by the mean score and standard deviation. The analysis of the mean score was meant to know if there was a difference between the students' score in pretest and posttest of control group. The standard deviation was needed to know how closer the scores to the mean score.

Table 4.4 The Mean Score and Standard Deviation of Students' Pretest and Posttest

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	20	20	60	36.65	12.43
Posttest	20	20	60	39.25	11.336
Valid N (listwise)	20				

Table 4.4 showed that the mean score of posttest was higher than the mean score of pretest in control class ($67.85 > 63.75$) and the standard deviation in posttest is higher than the standard deviation of pretest ($9.449 < 7.779$). It means that there was improvement of the students' score in control.

2) The Calculation of t-test Pretest and Posttest

The data showed in the Table 4.5 below indicates the students' score of control class before conducting the treatment (pretest) and after the treatment (posttest).

Table 4.6 The Paired Samples Test of Pretest and Posttest

Paired Samples Test								
	Paired Differences					T	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 2 Pretest - posttest	-2.600	7.337	1.641	-6.034	.834	-1.585	19	.130

Table 4.6 indicated that probability value was higher than alpha ($.000 > 0.93$). It means that there was no statistically significant improvement of students' score of control class after giving the treatment by using non-dual meaning picture.

Table 4.7 The Mean Score and Standard Deviation of Students' Pretest

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Experimental	20	50	80	61.40	7.762
Control	20	55	80	63.75	7.779
Valid N (listwise)	20				

Table 4.7 above showed that the mean score of students' pretest of experimental group was 61.40 and control class was 63.75. Based on the Table 4.7 showed above, it was concluded that the students' mean score of experimental group was statistically the same with control class.

1) The Calculation of t-test Pretest

The data showed in the Table 4.8 below indicated the achievement of experimental and control class before giving the treatment.

Table 4.8 The Paired Samples Test of Pretest

	Paired Differences						T	df	Sig. (2- tailed)
	Paired Differences								
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference					
				Lower	Upper				
Pair Experimental – Control	-2.350	9.080	2.030	-6.600	1.900	-1.157	19	.261	

Based on the statistics test of pretest in probability value (significant 2-tailed), probability value is higher than alpha ($2.61 > 0.05$). It means that there was no a statistically significant difference between the average scores of the students' pretest in both experimental and control

class. In other words, the students' score of both groups before conducting the treatments was almost the same.

2) The Mean Score and Standard Deviation of Students' Posttest

In this section, the researcher presented the differences of the students' score after treatment of experimental and control class. The result of posttest is showed in table below:

Table 4.9. The Mean Score and Standard Deviation of Students' Posttest

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Experimental	20	69	92	82.05	5.799
Control	20	55	83	67.85	9.449
Valid N (listwise)	20				

Table 4.9 showed that the mean scores of both experimental and control class were different after treatment. The mean score of experimental group was higher than control class ($82.05 > 67.85$) and the standard deviation for experimental group was 5.79 and control class was 9.45.

It showed that after giving the treatment, the result of experimental group on the mean score is higher than the control class. It proves that dual meaning picture upgrades students' writing rather than without using dual meaning picture.

3) The Paired Sample of t-test Posttest

The data were showed in the Table 4.10 below indicated the achievement of experimental and control class after the treatment

Table 4.11 The Paired Samples Test Posttest

Paired Samples Test				
	Paired Differences	T	Df	Sig.

	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		6.200	19	(2-tailed) .000
				Lower	Upper			
Pair 1 Experimental – Control	14.200	10.242	2.290	9.406	18.994	6.200	19	.000

Table 4.11 above indicated that the statistical hypothesis is based on statistics test in Probability value (significant 2 tailed), the Probability value was lower than alpha ($0.00 < 0.05$). It means that H_1 was accepted and H_0 was rejected. It was concluded that after giving the treatment to the both groups, using dual meaning picture in experimental group and without using dual meaning picture in control class, the students' score of both groups was statistically different. It indicates that dual meaning picture is more effective rather than without using dual meaning picture in upgrading students' writing.

4) Students' Score Achievement

The tabulation data for the students' score achievement can be seen as follows:

Table 4.11. Students' Writing Achievement

	Pretest		Posttest	
	Experimental	Control	Experimental	Control
Respondents	20	20	20	20
Mean	69.0600	59.6500	82.4000	68.0000
SD	12.59271	8.02808	6.67596	10.04202

Table 4.11 above showed that the total number of respondents for each group which experimental group were 20 students and control class were 20 students. The mean score and standard deviation showed difference in pretest and posttest to both groups.

From the data showed in the Table 4.11. the mean score pretest of experimental group and control class was statistically the same before giving the treatment. After giving the treatment, the posttest score of both groups; experimental and control class shows a differences mean score.

B. Discussion

The discussion deals with argument and further interpretation of the research findings in students` score both pretest and posttest results of experimental and control class.

There are five items Researcher Analyze namely Content, Organization, Vocabulary, Language Use, and Mecanics. Student A in pre test got fair spasification in content component, in post test student A got Exellent in the content. Student B in Pre test fair spasification in content component, in post test student B got Exellent in the content. Student C in Pre test fair spasification in content component, in post test student C got Exellent in the content. Student D in Pre test fair spasification in content component, in post test student D got Exellent in the content. Student E in Pre test fair spasification in content component, in post test student E got Exellent in the content.

Student A in pre test got Exsellent spasification in organization component, in post test student A got Exsellent spasification in organization component. Student B in pre test got Exsellent spasification in organization component, in post test student B got Exsellent spasification in organization component. Student C in pre test got Exsellent spasification in organization component, in post test student C got Exsellent spasification in organization component. Student D in pre test got Exsellent spasification in organization component, in post test student D got Exsellent spasification in organization component. Student E in pre test got Exsellent spasification in organization component, in post test student E got Exsellent spasification in organization component.

Student A in pre test got good spasification in vocabulary component, in post test student A got good spasification in vocabulary component. Student B in pre test got good spasification in vocabulary component, in post test student B got good spasification in vocabulary component. Student C in pre test got good spasification in vocabulary component, in post test student C got good spasification in vocabulary component. Student D in pre test got good spasification in vocabulary component, in post test student D got good spasification in vocabulary component. Student E in pre test got good spasification in vocabulary component, in post test student E got good spasification in vocabulary component.

Student A in pre test got good spasification in language use component, in post test student A got good spasification in language use component. Student B in pre test got good spasification in language use component, in post test student B got good spasification in language use component. Student C in pre test got good spasification in language use component, in post test student C got good spasification in language use component. Student D in pre test got good spasification in language use component, in post test student D got good

spasification in language use component. Student E in pre test got good spasification in language use component, in post test student E got good spasification in language use component.

Student A in pre test got fair spasification in mechanics component, in post test student A got good spasification in mechanics component. Student B in pre test got fair spasification in mechanics component, in post test student B got good spasification in mechanics component. Student C in pre test got fair spasification in mechanics component, in post test student C got good spasification in mechanics component. Student D in pre test got fair spasification in mechanics component, in post test student D got good spasification in mechanics component. Student E in pre test got fair spasification in mechanics component, in post test student E got good spasification in mechanics component.

Base on explanation above, the researcher concluded the use dual meaning picture helped the students to improve their ability in writing descriptive text. In line with webwood found that Dual meaning picture is the image that having more than one decidedly dissimilar aspects or qualities.

The comparison of the students` score of both groups could be supported by analyzing the result of posttest. In pretest result, no one of 20 students either experimental group or control class was classified excellent classification (Table 4.10). After giving treatments in experimental group with dual meaning picture, the result of posttest were 5 students (25%) got excellent classification, none of them was very poor, two were in poor and one were in fair classification, twelve students or 60% got good classification (Table 4.8). Otherwise, six students got good in result of posttest in control class. Most of them were classified at fair classification (twostudentor 10%).

Based on the result of data analysis, researcher concluded that dual meaning picture is strongly recommended as one strategy in upgrading students` writing because in teaching writing dual meaning picture has great benefits that may serve a variety of learning purpose. It may provide students with a systematic means to integrate their new knowledge and stimulate them to use that knowledge to interact with the text and it can also provide students with clear understanding about the definition of the words. In the line with Brown who states that picture can be used in many stages of instructional process, to introduce and motivate study of new topics, to clarify misconceptions, to communicate basic information, and to evaluate students` progress and achievement.⁴²

There are some similarity and differences between this research and the previous related research finding Jusmaniar (2012), conducted research under the title Building up students English Speaking Ability Through Dual Meaning Picture. The research found that the use of dual meaning picture can build up students` English speaking ability. And this researcher focus in writing skill, but in this researcher had the same using media dual meaning picture.

There are some similarity and differences between this research and the previous related research finding in Idul Rahmat (2011), conducted research under the title Improving the students` in writing at the third years students of SMP Negeri 8 Palopo through describing pictures in paris. The researcher found that the use describing pictures in Paris can improve students` writing ability in the researcherable to focus in writing skill but differences this researcher used of the media.

⁴²Brown, H. Douglas. *Principles of Language Learning and Teaching*. (Fourth Ed.). New York: Addison Wesley Longman Inc. 200.

There are some similarity and differences between this research and the previous related research finding in Hartawati (2011), conducted research under the title Developing students' writing ability through picture at the eleventyears students of SMA Negeri 4 Palopo. The research found that the use picture can developing students' writing ability in this researcher also focuses in writing ability but specific to improve writing descriptive text and this researcher also differences to used of media.

There are some similarity and differences between this research and the previous related research finding inHarnengsi (2017), conducted research under the titleThe Use Of Wordless Picture In Improving Students Writing Skill at The Fourt Semester Students' of IAIN Palopo. The research found that the used Wordless Picture can improving Students Writing Skill in this researcher also focuses in writing ability but specific to improve writing descriptive text and this researcher also differences to used of media.

There are some similaries and differences between this research and the previous related research finding in Kurnia (2015), conducted research under the titleImproving Students Writing Skill by Using Picture at the Twelfth years Students of Sma Pesantren Moderent Datok Sulaiman Putra Palopo. The research found that the used picture can improve students writing skill in this researcher also focuses in writing ability but specific to improve writing descriptive text and this researcher also some used media picture.

There are some similarity and differences between this research and the previous related research finding in Rusnaeni (2010), conducted research under the titleThe Effectiveness of Using Picture in Improving Students' Ability in Writing Procedure Text to The Ninth Year Of SMP N 8 palopo. The research found that the used Picture can improving Students Writing Skill in this researcher also

focuses in writing ability but specific to improve writing descriptive text and this researcher also some used media picture.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter deals with the conclusion of the research finding as well as some suggestions regarding for the improving students' writing skill on descriptive text by using dual meaning picture of eleventh grade at SMA Negeri 4 Palopo.

A. Conclusion

Based the result of this research, the researcher concluded that use of dual meaning picture can significantly improve students' ability in writing descriptive text. Based on the data analyses in experimental group, the mean score of posttest was higher than the mean score of pretest ($82.05 > 61.40$) and the difference was statistically significant because of the t-test of posttest where probability value was lower than alpha ($0.00 < 0.93$). While in control class, the mean score of posttest was also higher than the mean score of pretest ($67.85 > 63.75$) but the difference was not statistically significant because probability value was lower than alpha ($0.00 < 0.93$).

It was also strengthen by comparing the mean score of posttest of both groups and then by calculating t-test of posttest. The mean score of students' posttest in experimental was 82.05. While the mean score of students' posttest in control class was 67.85. The t-test of the posttest shown that there was a significant difference where probability value was lower than alpha ($0.00 < 0.93$). Thus, if both media were compared in the implementation of teaching writing, the dual meaning picture was better than without using dual meaning picture.

B. Suggestion

The researcher would like to gave suggestion as English teachers should be creative to manage the material and the classroom for teaching writing, so it is advisable to the teachers

to use dual meaning picture as one of alternative media in teaching writing in order to improve students' student's ability in writing descriptive text.

Considering the conclusion above, the researcher gives some suggestions as follows:

1. English teachers should be creative to manage the material and the classroom for teaching writing, so it is advisable to the teachers to use dual meaning picture as one of alternative media in teaching writing in order to improve students' writing skill.
2. To the students the students should be active in the teaching and learning process and do more practice in the class. The students have to improve their competence of writing with various activities individually and in groups, because writing is not only a complex skill but also very important to academic and as requirement for many occupation and profession.
3. The researcher realized that this thesis so far from being perfect thesis and because of that; constructive critics and advice really expected for the perfection of the thesis. The researcher hoped that the result of this research could be useful for the readers. It is hope that the readers have more information about using dual meaning picture. This research could be one of the references for the next researcher activities to improve students writing skill especially writing descriptive text.

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Appendix 1

Instrument of the Research

Pretest Experimental class & Control class

INSTRUMEN

PRE TEST

Write a simple story of the picture that you know by using your own words!

.....
Name:

class:



Posttest Experimental class & Control class

INSTRUMEN

POST TEST

Write a simple story of the picture that you know by using your own words!

.....

Name:class:



Student 1

INSTRUMEN

PRE TEST

Write a simple story of the picture that you know by using your own words!

Name: FADILLAH

class: XI. ~~IPA~~ MIA. 4



Cerita Pendek
- he has eyebrows and have eye brows which is very beautifull woman and have wouse like butterfly.

$f_3 = C_{25} + O_{19} + V_{17} + L_{17} + M_2 = \textcircled{80}$ \leftarrow Feb 7/8/18

Student 1

INSTRUMEN

POST TEST

Write a simple story of the picture that you know by using your own words!

Name: Fadiah

class: XI - MIA - 4



this pictures have ~~to be~~ two mini meaning the first meaning
I see the woman and the women have have very long
and fresh pictures of nature that have water falls, trees and
mountains.

$$P_3 = C_{20} + O_{21} + V_{12} + L_{420} + M_1 = 92$$

Student 2

INSTRUMEN

PRE TEST

Write a simple story of the picture that you know by using your own words!

Name: Suherman sarira

class: IX IPA 4



① cerita pendek

he has eyebrows and have eyebrows
which is very beatfull, he has beatfull lips and small face,

R₅ = L₂₃ + D₁₈ + V₁₄ + L₁₅ + M₂ = 70 / 7/8/18

student 2

INSTRUMEN

POST TEST

Write a simple story of the picture that you know by using your own words!

Name: Suherman Sarira

class: X\ IPA 4



- this view is very beautiful he has a very beautiful waterfall and very beautiful flowers.
- This view is have a beautiful woman, the woman have long hair, and it looks bright clouds.

$$P5 = C27 + O20 + V20 + L14 + M4 = \frac{90}{24}$$

Student 3

INSTRUMEN
PRE TEST

Write a simple story of the picture that you know by using your own words!

Name: ADITIA ADIAKSA

class: XI MIPA 9



-he has eyebrows and have eyebrows which is very nice face

P7 = C29 + 018 + V19 + Lu13 + M2 = $\frac{71}{10}$ Feb 7/8/18

Student 3

INSTRUMEN
POST TEST

Write a simple story of the picture that you know by using your own words!

Name: ADITIA ADIARCA

class: XI MIPA 4



- this view is very beautiful he has a very beautiful view. the view have a tree, waterfall, cloud and the beautiful woman and this pictures have two meaning.

$$P7 = C27 + O20 + V20 + L19 + M9 = 90$$

Student 4

INSTRUMEN
PRE TEST

Write a simple story of the picture that you know by using your own words!

Name: EUJEL

class: XI.MIPA 4



She has have voice
the picture have flower
the picture have face a woman
the picture have butterfly

RU = C29 + O2 + V1 + Lu15 + M2 = (72) / 7/8/18

Student A

INSTRUMEN

POST TEST

Write a simple story of the picture that you know by using your own words!

Name: - ENJEL

class: XI-MIFA 4



This picture have two meaning
The first picture have a woman, and the woman have long hair.
The second picture have a view, and this view have a tree water, mountain and cloud

$Plo = C27 + O20 + V19 + Lu20 + M4 = 90$

Student 5

INSTRUMEN

PRE TEST

Write a simple story of the picture that you know by using your own words!

Name: Dwi Tirta Ardian Halim

class: XI MIA 4



- ~~eyebrows~~
- ~~he has eyebrows and have eyebrows with which is very~~
- he has a very beautiful face and flower colour red.

Pis = C₂₇ + O₁₈ + V₁₉ + Lu₁₅ + M₂ = 70 / 7/8/18

Student 5

INSTRUMEN
POST TEST

Write a simple story of the picture that you know by using your own words!

Name: DWI Tirba Andini Halim

class: XI MIA 4



- this view is very beautiful he has a very beautiful waterfall and very beautiful flowers and there is a woman who is being

RK = C27 + O20 + Vig + Lu 20 + M4 = (90)

Appendix 2 : Lesson Plan

RENCANA PELAKSAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan : SMANegeri 4 Palopo

Kelas/Semester : XI / Semester Ganjil

Mata Pelajaran : Bahasa Inggris

Materi Pokok : Descriptive Text (Mendeskripsikan Gambar)

Alokasi Waktu : 2x40 menit

A. Kompetensi Inti :

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya

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

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

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

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No.	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.	1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai	1.1.1. Mengucapkan hamdalah ketika menyelesaikan tugas.

	bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar	1.1.2. Menggunakan bahasa Inggris dalam kegiatan pembelajaran.
2.	2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.	2.1.1 Memulai pertanyaan dgn 'excuse me'. 2.1.2. Mengucapkan 'sorry' ktk melakukan kesalahan 2.1.3. Mengucapkan "what is wrong?" untuk mengetahui kondisi orang lain
3.	3.2 Memahami fungsi sosial, struktur kalimat, dan unsur kebahasaan likes and dislikes, sesuai dengan konteks penggunaannya.	3.1.1 Mengidentifikasi struktur kalimat dalam descriptive text 3.1.2 Menggunakan descriptive text
4.	4.1 Menyusun teks lisan sederhana menggunakan likes and dislikes dengan memperhatikan fungsi sosial, struktur kalimat dan unsur kebahasaan yang benar dan sesuai konteks.	4.1.1 Membuat kalimat yang berisi descriptive text

C. Tujuan Pembelajaran

Pada akhir kegiatan pembelajaran siswa diharapkan dapat:

- Mengidentifikasi struktur kalimat yang mengandung Descriptive Text
- Menggunakan Descriptive Text
- Membuat kalimat yang berisi Descriptive Text.

D. Materi Pembelajaran

Descriptive Text

a. Definition and function of Descriptive text.

Descriptive text adalah, “..... is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.” Or Is a text which used to describe something, someone, or place. [teks yang menjelaskan gambaran seseorang atau benda.

b. Function : used to describe something, someone, or place.

Tujuannya adalah menggambarkan atau mengungkapkan orang, tempat atau benda tertentu]

Jadi, bisa dikatakan bahwa descriptive text ini adalah teks yang menjelaskan tentang seperti apakah orang atau suatu benda dideskripsikan, baik bentuknya, sifat-sifatnya, jumlahnya dan lain-lain. Tujuan (purpose) dari descriptive text pun jelas, yaitu untuk menjelaskan, menggambarkan atau mengungkapkan seseorang atau suatu benda.

1) Generic Structure dalam Descriptive Text

Descriptive text has two main parts :

a) Identification

This part identifies particular things to be described. What is the text about?

Berisi tentang identifikasi hal / seorang yang akan dideskripsikan.

b) Description

This part describes the parts and characteristics.

Berisi tentang penjelasan / penggambaran tentang hal / seseorang dengan menyebutkan beberapa sifatnya.

Ketika kita menulis descriptive text, hal yang wajib kita ketahui adalah cara kita menyampaikan deskripsi tulisan kita tersebut. Oleh karena itu pemahaman tentang adjective (kata sifat bahasa Inggris) wajib kita kuasai.

Example of Descriptive Text

Dual Meaning Picture



This picture has two meaning.

The first if seen in passing it will look like a beautiful woman.

And the second if you notice it will be clear that the image has a picture of flowers, leaves, stems and there is a butterfly that looks like a woman's nose. And flowers as the lips of a woman, the stem that forms the face, and the leaves look like the eyes and eyebrows of a beautiful woman.

E. Metode Pembelajaran

Metode yang direkomendasikan untuk diterapkan adalah Metode Saintifik yang diperkaya dengan Inquiry Learning, Pendekatan kooperatif.

1. Pendekatan : scientific approach/ kooperatif
2. Metode : Inquiry method, kooperatif learning, direct method.

F. Sumber Belajar

Bahasa Inggris, Intan Pariwara

<http://www.youtube.com/watch?v=ZVE1Vr0Z4rM>

<http://www.youtube.com/watch?v=irI7FghaJa4>

G. Media Pembelajaran

Media : Buku panduan bahasa Inggris

H. Langkah-langkah Kegiatan Pembelajaran

a. Pendahuluan (10 menit)

-Persiapan /orientasi

1. Berdoa sebelum mengajar
2. Mengecek kehadiran siswa
3. Menyapa dengan memperkenalkan diri dengan menggunakan sapaan yang akan dipelajari,

4. Menyampaikan tujuan dan skenario pembelajaran

-Aperespsi : Tanya jawab mengenai ungkapan-ungkapan kepemilikan

-Motivasi : Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa.

b. Kegiatan inti (60 menit)

Mengamati

1. Siswa memperhatikan teks tulis descriptive sederhana
2. Siswa diminta menjawab pertanyaan dari teks tulis descriptive sederhana
3. Siswa diminta untuk mengidentifikasi cirri-ciri kebahasaan dan generic structure dari teks tulis descriptive sederhana

Menanya

Dengan bimbingan dan arahan guru, siswa mempertanyakan pengertian topic, main idea dan generic structure dari teks descriptive sederhana.

Mengeksplorasi

1. Siswa membuat draft teks descriptive yang menggambarkan cirri cirri fisik dan karakter salah satu teman di kelasnya.
2. Siswa mengembangkan draft yang sudah ditulis.

Mengasosiasi

1. Siswa membandingkan teks tulis descriptive yang sudah ditulis dengan teman sebangku
2. Siswa merevisi teks yang telah ditulisnya

Mengomunikasikan

1. Siswa menayangkan teks descriptive yang telah ditulisnya di depan kelas.
2. Siswa yang lain memberi feedback pada teks descriptive yang telah ditayangkan

c. Penutup (10 menit)

1. Siswa dan guru membuat resume pelajaran
2. Tugas/PR :

d. Penilaian

No	Qualification	Score	Rating
1	Excellent	90-100	5
2	Good	80-89	4
3	Fair	70-79	3
4	Poor	60-69	2
5	Very poor	0-59	1

Palopo, 22 Mei 2018

Mengetahui

Kepala SMA Negeri 4 Palopo

Mahasiswa

Drs. H. Esman, M.Pd

HARDIYANTI

NIP. 19641231 198903 1 242

NIM. 14.16.3.0041

RENCANA PELAKSAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan : SMANegeri 4 Palopo
Kelas/Semester : XI / Semester Ganjil
Mata Pelajaran : Bahasa Inggris
Materi Pokok : Descriptive Text (Mendeskripsikan Gambar)
Alokasi Waktu : 2x40 menit

I. Kompetensi Inti :

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya

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

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

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

J. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No.	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.	1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar	1.1.3. Mengucapkan hamdalah ketika menyelesaikan tugas. 1.1.4. Menggunakan bahasa Inggris dalam kegiatan pembelajaran.

2.	2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.	2.1.2 Memulai pertanyaan dgn 'excuse me'. 2.1.4. Mengucapkan 'sorry' ktk melakukan kesalahan 2.1.5. Mengucapkan "what is wrong?" untuk mengetahui kondisi orang lain
3.	3.2 Memahami fungsi sosial, struktur kalimat, dan unsur kebahasaan likes and dislikes, sesuai dengan konteks penggunaannya.	3.1.1 Mengidentifikasi struktur kalimat dalam descriptive text 3.1.2 Menggunakan descriptive text
4.	4.1 Menyusun teks lisan sederhana menggunakan likes and dislikes dengan memperhatikan fungsi sosial, struktur kalimat dan unsur kebahasaan yang benar dan sesuai konteks.	4.1.1 Membuat kalimat yang berisi descriptive text

K. Tujuan Pembelajaran

Pada akhir kegiatan pembelajaran siswa diharapkan dapat:

- Mengidentifikasi struktur kalimat yang mengandung Descriptive Text
- Menggunakan Descriptive Text
- Membuat kalimat yang berisi Descriptive Text.

L. Materi Pembelajaran

Descriptive Text

a. Definition and function of Descriptive text.

Descriptive text adalah, “..... is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.” Or Is a text which used to describe something, someone, or place. [teks yang menjelaskan gambaran seseorang atau benda.

b. Function : used to describe something, someone, or place.

Tujuannya adalah menggambarkan atau mengungkapkan orang, tempat atau benda tertentu]

Jadi, bisa dikatakan bahwa descriptive text ini adalah teks yang menjelaskan tentang seperti apakah orang atau suatu benda dideskripsikan, baik bentuknya, sifat-sifatnya, jumlahnya dan lain-lain. Tujuan (purpose) dari descriptive text pun jelas, yaitu untuk menjelaskan, menggambarkan atau mengungkapkan seseorang atau suatu benda.

2) Generic Structure dalam Descriptive Text

Descriptive text has two main parts :

c) Identification

This part identifies particular things to be described. What is the text about?

berisi tentang identifikasi hal / seorang yang akan dideskripsikan.

d) Description

This part describes the parts and characteristics.

Berisi tentang penjelasan / penggambaran tentang hal / seseorang dengan menyebutkan beberapa sifatnya.

Ketika kita menulis descriptive text, hal yang wajib kita ketahui adalah cara kita menyampaikan deskripsi tulisan kita tersebut. Oleh karena itu pemahaman tentang adjective (kata sifat bahasa Inggris) wajib kita kuasai.

Example of Descriptive Text

My Favorite Star

I have favorite star.

My favorite star is Justin Bieber. He is 18 years old. He is a famous singer. He has pointed nose. His skin is white and his hair is blonde. He is handsome. Beside that, he also has beautiful voice.

My Classroom

I want to tell you about my classroom.

My classroom is next to the school library. It is a big and clean classroom. I has two black doors and six brown windows. The walls are green and there are some pictures on them. There are twenty tables, forty chairs and two white boards. The air is cool because my classroom is air conditioned room.

M. Metode Pembelajaran

Metode yang direkomendasikan untuk diterapkan adalah Metode Saintifik yang diperkaya dengan Inquiry Learning, Pendekatan kooperatif.

1. Pendekatan : scientific approach/ kooperatif
2. Metode : Inquiry method, kooperatif learning, direct method.

N. Sumber Belajar

Bahasa Inggris, Intan Pariwara

<http://www.youtube.com/watch?v=ZVE1Vr0Z4rM>

<http://www.youtube.com/watch?v=irI7FghaJa4>

O. Media Pembelajaran

Media : Buku panduan bahasa Inggris

P. Langkah-langkah Kegiatan Pembelajaran

e. Pendahuluan (10 menit)

-Persiapan /orientasi

5. Berdoa sebelum mengajar
6. Mengecek kehadiran siswa
7. Menyapa dengan memperkenalkan diri dengan menggunakan sapaan yang akan dipelajari,
8. Menyampaikan tujuan dan skenario pembelajaran

-Aperespsi : Tanya jawab mengenai ungkapan-ungkapan kepemilikan

-Motivasi : Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa.

f. Kegiatan inti (60 menit)

Mengamati

1. Siswa memperhatikan teks tulis descriptive sederhana
2. Siswa diminta menjawab pertanyaan dari teks tulis descriptive sederhana
3. Siswa diminta untuk mengidentifikasi cirri-ciri kebahasaan dan generic structure dari teks tulis descriptive sederhana

Menanya

Dengan bimbingan dan arahan guru, siswa mempertanyakan pengertian topic, main idea dan generic structure dari teks descriptive sederhana.

Mengeksplorasi

1. Siswa membuat draft teks descriptive yang menggambarkan cirri cirri fisik dan karakter salah satu teman di kelasnya.
2. Siswa mengembangkan draft yang sudah ditulis.

Mengasosiasi

1. Siswa membandingkan teks tulis descriptive yang sudah ditulis dengan teman sebangku
2. Siswa merevisi teks yang telah ditulisnya

Mengomunikasikan

1. Siswa menayangkan teks descriptive yang telah ditulisnya di depan kelas.
2. Siswa yang lain memberi feedback pada teks descriptive yang telah ditayangkan

g. Penutup (10 menit)

3. Siswa dan guru membuat resume pelajaran
4. Tugas/PR :

h. Penilaian

No	Qualification	Score	Rating
1	Excellent	90-100	5
2	Good	80-89	4

3	Fair	70-79	3
4	Poor	60-69	2
5	Very poor	0-59	1

Palopo, 22 Mei 2018

Mengetahui

Kepala SMA Negeri 4 Palopo

Mahasiswa

Drs. H. Esman, M.Pd

NIP. 19641231 198903 1 242

HARDIYANTI

NIM. 14.16.3.0041

Appendix 3

Student Achievement of Writing

The result of Pre-test

Class : XI IPA4 (The Experimental Group)

No	Respondent	Score					Total
		Content	Organization	Vocabulary	Language use	Mechanics	
1	R1	20	17	13	10	2	62
2	R2	15	14	13	11	2	55
3	R3	25	19	17	17	2	80
4	R4	21	17	13	12	2	65
5	R5	23	18	14	13	2	70
6	R6	16	15	14	11	2	58
7	R7	24	18	14	13	2	71
8	R8	17	15	14	11	2	59
9	R9	15	14	13	11	2	55
10	R10	24	17	14	13	2	72
11	R11	15	12	12	10	1	50
12	R12	15	13	11	10	1	50
13	R13	23	18	14	13	2	70
14	R14	17	15	13	12	2	59
15	R15	19	16	13	10	2	60
16	R16	16	15	14	11	2	58
17	R17	19	16	13	10	2	60
18	R18	16	15	13	12	2	58
19	R19	19	16	13	11	2	61

20	R20	15	14	13	11	2	55
Total							1, 228
Average							61,4
Highest Score							80
Lowest Score							50

The result of Post-test

Class : XI IPA 4 (The Experimental Group)

No	Respondent	Score					Total
		Content	Organization	Vocabulary	Language Use	Mechanics	
1	R1	25	19	17	16	3	80
2	R2	25	19	16	17	3	80
3	R3	28	21	19	20	4	92
4	R4	26	19	18	16	3	82
5	R5	27	20	20	19	4	90
6	R6	25	19	17	17	3	81
7	R7	27	20	20	19	4	90
8	R8	25	19	17	17	3	81
9	R9	25	19	17	16	3	80
10	R10	27	20	19	20	4	91
11	R11	24	18	16	15	2	75
12	R12	21	17	15	14	2	69
13	R13	27	20	19	20	4	90
14	R14	25	19	17	16	3	80
15	R15	25	19	17	16	3	80
16	R16	25	19	17	16	3	80
17	R17	25	19	17	17	3	81
18	R18	25	19	17	16	3	80
19	R19	25	19	17	17	3	81
20	R20	25	18	16	17	2	78
Total							1,641

Average						82.05
Highest Score						91
Lowest Score						69

The result of Pre-test

Class : XI IPA3 (The Control Group)

No	Respondent	Score					Total
		Content	Organization	Vocabulary	Language use	Mechanics	
1	R1	25	19	17	17	2	80
2	R2	21	17	14	12	2	66
3	R3	24	18	14	13	2	71
4	R4	17	15	14	11	2	59
5	R5	16	15	13	12	2	58
6	R6	15	14	13	11	2	55
7	R7	16	15	13	12	2	58
8	R8	19	16	13	10	2	60
9	R9	16	13	13	12	2	56
10	R10	21	17	13	12	2	65
11	R11	16	14	13	12	2	57
12	R12	21	17	13	12	2	65
13	R13	16	15	13	12	2	58
14	R14	21	17	13	12	2	65
15	R15	15	14	13	11	2	55
16	R16	21	17	14	12	2	66
17	R17	16	15	14	12	2	59
18	R18	21	17	14	13	2	67
19	R19	22	17	14	13	2	75
20	R20	16	15	13	12	2	58

Total						1,253
Average						62.65
Highest Score						80
Lowest Score						55

The result of Post-test

Class : XI IPA3 (The Control Group)

No	Respondent	Score					Total
		Content	Organizati on	Vocabulary	Language use	Mechani cs	
1	R1	25	20	19	18	3	85
2	R2	15	14	13	11	2	55
3	R3	25	19	17	17	3	81
4	R4	24	18	16	15	2	75
5	R5	24	18	16	17	2	77
6	R6	24	18	16	16	2	76
7	R7	24	18	16	17	2	77
8	R8	16	15	14	12	2	59
9	R9	16	15	14	12	2	59
10	R10	21	17	14	13	2	68
11	R11	16	15	14	12	2	59
12	R12	21	17	13	13	2	68
13	R13	16	15	14	12	2	59
14	R14	21	17	13	13	2	68
15	R15	24	18	16	15	2	75
16	R16	16	15	14	12	2	59
17	R17	16	15	13	12	2	58
18	R18	25	19	17	17	2	80
19	R19	16	15	14	12	2	59

20	R20	16	15	14	12	2	59
Total							1,356
Average							67.8
Highest Score							81
Lowest Score							59

Appendix 4

Frequencies result for students' writing in pretest and posttest for Experimental group

		Pre Test			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50	2	10.0	10.0	10.0
	55	3	15.0	15.0	25.0
	58	3	15.0	15.0	40.0
	59	2	10.0	10.0	50.0
	60	2	10.0	10.0	60.0
	61	1	5.0	5.0	65.0
	62	1	5.0	5.0	70.0
	65	1	5.0	5.0	75.0
	70	2	10.0	10.0	85.0
	71	1	5.0	5.0	90.0
	72	1	5.0	5.0	95.0
	80	1	5.0	5.0	100.0
	Total		20	100.0	100.0

		Posttest			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	69	1	5.0	5.0	5.0
	75	1	5.0	5.0	10.0
	78	1	5.0	5.0	15.0
	80	7	35.0	35.0	50.0
	81	4	20.0	20.0	70.0
	82	1	5.0	5.0	75.0
	90	3	15.0	15.0	90.0
	91	1	5.0	5.0	95.0
	92	1	5.0	5.0	100.0
	Total		20	100.0	100.0

Appendix 5

Frequencies result for students' writing in pretest and posttest for Control class

		Pre test			Cumulative
		Frequency	Percent	Valid Percent	Percent
Valid	55	2	10.0	10.0	10.0
	56	1	5.0	5.0	15.0
	57	1	5.0	5.0	20.0
	58	3	15.0	15.0	35.0
	59	2	10.0	10.0	45.0
	60	1	5.0	5.0	50.0
	65	3	15.0	15.0	65.0
	66	2	10.0	10.0	75.0
	67	1	5.0	5.0	80.0
	71	1	5.0	5.0	85.0
	75	1	5.0	5.0	90.0
	80	2	10.0	10.0	100.0
	Total		20	100.0	100.0

		Posttest			Cumulative
		Frequency	Percent	Valid Percent	Percent
Valid	55	1	5.0	5.0	5.0
	58	1	5.0	5.0	10.0
	59	7	35.0	35.0	45.0
	68	2	10.0	10.0	55.0
	72	1	5.0	5.0	60.0
	75	2	10.0	10.0	70.0
	76	2	10.0	10.0	80.0
	77	1	5.0	5.0	85.0
	80	1	5.0	5.0	90.0
	81	1	5.0	5.0	95.0
	83	1	5.0	5.0	100.0
	Total		20	100.0	100.0

Appendix 6

The paired samples statistics of pretest and posttest for experimental group

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pretest - Posttest	-20.650	3.066	.685	-22.085	-19.215	-30.125	19	.000

Appendix 7

The paired samples statistics of pretest and posttest for control class

Paired Samples Test

	Paired Differences					T	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pretest - posttest	-4.100	10.377	2.320	-8.956	.756	-1.767	19	.093

Appendix 8

Class : XI IPA 4 (The Experimental Group)



Pretest



Processing pretest



Treatment



Posttest



Finish posttest

Appendix 9

Class : XI IPA 3 (The Control Group)



Posttest



processing posttest



Treatment

Posttest





**P
E
R
S
U
R
A
T
A
N**



PEMERINTAH KOTA PALOPO
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Alamat: Jl. K.H. Hasyim Asy'ari Kota Palopo - Sulawesi Selatan Telp. (0411) 29902

ASLI

IZIN PENELITIAN
 NOMOR: 1080/P/DP/MP/TS/PA/12018

DASAR HUKUM:

1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Pendidikan, Pengembangan dan Penelitian (PTSP);
2. Peraturan Menteri Nomor 54 Tahun 2011 tentang Peraturan Pemerintah, Rekomendasi, Penelitian, sebagaimana telah diubah dengan Peraturan Menteri Nomor 7 Tahun 2014;
3. Peraturan Walikota Palopo Nomor 23 Tahun 2018 tentang Penyelenggaraan Pelayanan dan Sarana Fasilitas di Kota Palopo;
4. Peraturan Walikota Palopo Nomor 22 Tahun 2018 tentang Penyelenggaraan Wewenang Penyelenggaraan Perizinan dan Non Perizinan Kepada Orang, Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

MEMBERIKAN IZIN KEPADA

Nama	HARDYANTI
Jenis Kelamin	Perempuan
Alamat	Balandi (Lrt. SMA) Kota Palopo
Pekerjaan	Mahasiswa
NIM	14.15.3.0041

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan judul

IMPROVING STUDENTS WRITING SKILL ON DESCRIPTIVE TEXT BY USING DUAL MEANING PICTURE OF ELEVENTH GRADE AT SMA NEGERI 4 PALOPO

Lokasi Penelitian	SMA NEGERI 4 PALOPO
Lamanya Penelitian	31 Juli 2018 s.d. 30 Oktober 2018

DENGAN KETENTUAN SEBAGAI BERIKUT :

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor pada **Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo**.
 2. Menaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat
 3. Penelitian tidak menyimpang dari maksud izin yang diberikan
 4. Menyerahkan 1 (satu) eksemplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo
 5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menaati ketentuan-ketentuan tersebut di atas.
- Demikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo
 Pada tanggal 31 Juli 2018
 Kepala Dinas Penanaman Modal dan PTSP

[Signature]
FARID KASIM JS, SH, M.Si

Pangkat : Pembina Tk. I
 NIP : 19830309 200312 1 004

Terebutan

1. Kepala Badan Keresbang Prov. Sul-Sel.
2. Walikota Palopo
3. Pnyder 1411.0002
4. Kepala Walikota
5. Kepala Badan Penelitian dan Pengembangan Kota Palopo
6. Kepala Badan Keresbang Kota Palopo
7. Instansi terkait tempat dilaksanakannya penelitian



**PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
SMA NEGERI 4 PALOPO**

Jalan Bakau Balandai No. Telp (0471) 21475 Website www.sman4pjp.sch.id Email sman4pjp@gmail.com

SURAT KETERANGAN PENELITIAN

Nomor : 421.3/147-UPT-SMA.04/PLP/DISDIK

Yang bertanda tangan di bawah ini, Kepala UPT Satuan Pendidikan SMA Negeri 4 Palopo, menerangkan bahwa :

Nama : **HARDIYANTI**
NIM : 14.16.3.0041
Tempat / tgl. lahir : Lara, 04 September 1996
Jenis kelamin : Perempuan
Alamat : Jl. Bakau Balandai
Jurusan : Pendidikan Bahasa Inggris
Pekerjaan : Mahasiswi IAIN Kota Palopo

Yang bersangkutan telah mengadakan penelitian di SMA Negeri 4 Palopo, terhitung mulai tanggal 10 Juli s/d 10 September 2018, guna melengkapi Skripsi yang berjudul : **"IMPROVING STUDENTS' WRITING SKILL ON DESCRIPTIVE TEXT BY USING DUAL MEANING PICTURE OF ELEVENTH GRADE AT SMA NEGERI 4 PALOPO"**. Demikian Surat Keterangan Penelitian ini kami buat, diberikan kepada yang bersangkutan untuk digunakan sebagaimana mestinya.

Palopo, 04 September 2018



Dr. H. HSMAN, M.Pd
Pangkat Pembina Utama Muda
NIP. 19641231 198903 1 242



INSTITUT AGAMA ISLAM NEGERI (IAIN) PALOPO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
PROGRAM STUDI TADRIS BAHASA INGGRIS

Jl. Agatis, Kelurahan Balandi Kec. Bura Kota Palopo
Tlp. 0471-22076 (ext.120) Fax. 0471-325195
E-mail : EnglishStudiProgram.iain Palopo@gmail.com

Surat Keterangan Bebas Mata Kuliah

Sehubungan dengan selesainya "Mata Kuliah Mahasiswa" sebagai salah satu prasyarat utama untuk mengikuti Ujian Munaqasyah, maka kami menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : Hardiyanti

Nim : 14.16.3.0041

Prodi : Tadris Bahasa Inggris

Telah menyelesaikan seluruh mata kuliah mulai dari semester I sampai dengan semester VIII.

Demikianlah surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Palopo, 13 September 2018

Ketua Prodi
Tadris Bahasa Inggris





**KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) PALOPO
PROGRAM MATRIKULASI**

Jl. Agatis Telp. 0471-22076 Fax 0471-325195 Kota Palopo

SURAT KETERANGAN

Nomor: In.19/PP.00.9/ 626 /2018

Yang bertanda tangan di bawah ini Pengelola Program Matrikulasi IAIN Palopo, menerangkan dengan sebenarnya bahwa:

Nama : *Hardiyanti*
NIM : *1A.16.3.0041*
Jurusan : *Bahasa Inggris B*
Tahun Akademik : *2014*

Benar telah mengikuti secara aktif perkuliahan Program Matrikulasi IAIN Palopo dan telah mengikuti ujian serta dinyatakan lulus pada semua mata kuliah Program Matrikulasi semester 1 dan 2 Tahun Akademik *2014/2015*.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk digunakan seperlunya.



Mawardi, S.Ag., M.Pd.I.
NIP. 19680802 199703 1 001



**FAKULTAS TARBIYAH DAN ILMU KEGURUAN
PROGRAM STUDI TADRIS BAHASA INGGRIS**

Jl. Agatis Telp. 0471-22076 Fax. 0471- 325195 Kota Palopo
E-mail : stainplp@indosat.net.id

SURAT KETERANGAN

Yang bertanda tangan di bawah ini menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini telah mampu membaca Al-Qur'an dan dapat dipertanggungjawabkan

Nama : Hardiyanti
Nim : 14.16.3.0041
Program Studi : Tadris Bahasa Inggris
Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan
Alamat / No. HP : Jl. Bakau / 082 347 702 905

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

a.n. Dekan
Wakil Dekan I
Fak. Tarbiyah dan Ilmu Keguruan



Dr. Muhaemin, M.A
NIP. 19790203 200501 1 006

Palopo, 14 September 2018
Ketua Prodi
Tadris Bahasa Inggris



Amalia Yahya, S.E., M.Hum
NIP. 19771013 200501 2006

Rajin baca Al-Qur'an spy lancar



**SURAT KEPUTUSAN
DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN
INSTITUT AGAMA ISLAM NEGERI PALOPO
NOMOR 1025 TAHUN 2017**

**TENTANG
PENGANGKATAN TIM DOSEN PEMBIMBING PENULISAN SKRIPSI MAHASISWA**

DENGAN RAHMAT TUHAN YANG MAHA ESA
DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI PALOPO

- Menimbang : a. Bahwa demi kelancaran proses penyusunan dan penulisan skripsi bagi mahasiswa strata S1, maka dipandang perlu dibentuk Tim Pembimbing Penyusunan dan penulisan skripsi.
b. Bahwa untuk menjamin terlaksananya tugas Tim Dosen Pembimbing sebagaimana dimaksud dalam butir a di atas perlu ditetapkan melalui surat Keputusan Dekan.
- Mengingat : 1. Undang-Undang RI Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
2. Undang-Undang RI Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
3. Peraturan Pemerintah Nomor 4 Tahun 2014 tentang Penyelenggaraan Pendidikan dan Pengelolaan Perguruan Tinggi;
4. Peraturan Presiden RI Nomor 141 Tahun 2014 tentang Perubahan STAIN Palopo Menjadi IAIN Palopo;
5. Peraturan Menteri Agama RI Nomor 5 Tahun 2015 tentang Organisasi dan Tata Kerja IAIN Palopo;

MEMUTUSKAN

- Menetapkan : KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN IAIN PALOPO TENTANG PENGANGKATAN TIM DOSEN PEMBIMBING PENYUSUNAN DAN PENULISAN SKRIPSI MAHASISWA PROGRAM S1 INSTITUT AGAMA ISLAM NEGERI PALOPO
- Kesatu : Mengangkat mereka yang tersebut namanya pada lampiran surat keputusan ini sebagaimana yang tersebut pada ainea pertama huruf (a) di atas;
- Kedua : Tugas Tim Dosen Pembimbing Penyusunan dan Penulisan Skripsi adalah : membimbing, mengarahkan, mengoreksi, serta memantau penyusunan dan penulisan skripsi mahasiswa berdasarkan panduan penyusunan skripsi dan pedoman akademik yang ditetapkan pada Institut Agama Islam Negeri Palopo.
- Ketiga : Pembimbing Skripsi juga bertugas selaku penguji Mahasiswa yang dibimbing pada seminar hasil penelitian dan ujian Munaqasyah Skripsi.
- Keempat : Segala biaya yang timbul sebagai akibat ditetapkannya Surat Keputusan ini dibebankan kepada DIPA IAIN PALOPO TAHUN 2017.
- Kelima : Surat Keputusan ini berlaku sejak tanggal di tetapkannya dan berakhir setelah kegiatan pembimbingan atau penulisan skripsi mahasiswa selesai, dan akan diadakan perbaikan seperlunya jika terdapat kekeliruan didalamnya.
- Keenam : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk dilaksanakan sebagaimana mestinya

Ditetapkan di : Palopo
Pada Tanggal : 7 September 2017



Nurdin K

Tembusan :

1. Rektor
2. Ketua Prodi
3. Peringgal

AMPIRAN : SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN PALOPO
TAHUN 2017
TANGGAL : 7 SEPTEMBER 2017
TENTANG : PENGANGKATAN TIM DOSEN PEMBIMBING PENYUSUNAN DAN PENULISAN SKRIPSI
MAHASISWA INSTITUT AGAMA ISLAM NEGERI PALOPO

I Nama Mahasiswa : Hardiyanti
NIM : 14.16.3.0041
Program Studi : Pendidikan Bahasa Inggris

II Judul Skripsi : **Improving Student's Writing Skill On Descriptive Text By Using
Pictorial Poster at the Tenth of Grade at SMAN 4 Palopo**

III Tim Dosen Pembimbing :

A. Pembimbing Utama (I) : Dr. Rustan., M.Hum.
B. Pembantu Pembimbing (II) : Dewi Furwana, S.Pd.L.,M.Pd.

Palopo, 7 September 2017

Dekan,


Nurdin K



SURAT KEPUTUSAN
DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI (IAIN) PALOPO
NOMOR : 2248 TAHUN 2018
TENTANG
PENGANGKATAN TIM DOSEN PENGUJI SKRIPSI MAHASISWA

DENGAN RAHMAT TUHAN YANG MAHA ESA
DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI PALOPO

- Menimbang : a. bahwa demi kelancaran proses pengujian skripsi bagi mahasiswa Program S1, maka dipandang perlu dibentuk Tim Penguji skripsi;
- b. bahwa untuk menjamin terlaksananya tugas Tim Dosen Penguji Skripsi sebagaimana dimaksud dalam butir a di atas, maka perlu ditetapkan melalui surat Keputusan Dekan;
- c. bahwa yang tercantum namanya dalam Surat Keputusan ini dianggap memenuhi syarat untuk diangkat sebagai dosen Penguji Skripsi;
- Mengingat : 1. Undang-Undang RI Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
2. Undang-Undang RI Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
3. Peraturan Pemerintah Nomor 4 Tahun 2014 tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
4. Peraturan Presiden RI Nomor 141 Tahun 2014 tentang Perubahan STAIN Palopo Menjadi IAIN Palopo;
5. Peraturan Menteri Agama RI Nomor 5 Tahun 2015 tentang Organisasi dan Tata Kerja IAIN Palopo;

MEMUTUSKAN

- Menetapkan : KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN IAIN PALOPO TENTANG PENGANGKATAN TIM DOSEN PENGUJI SKRIPSI MAHASISWA PROGRAM S1 INSTITUT AGAMA ISLAM NEGERI PALOPO
- Kesatu : Mengangkat mereka yang tersebut namanya pada lampiran surat keputusan ini sebagaimana Pemberian Kuasa dan Pendelegasian wewenang Menandatangani Surat Penetapan Dosen Pembimbing dan Dosen Penguji Skripsi;
- Kedua : Tugas Tim Dosen Penguji Skripsi adalah : mengoreksi, mengarahkan, menilai/mengevaluasi dan menguji kompetensi dan kemampuan mahasiswa berdasarkan skripsi yang diajukan serta memberi dan menyampaikan hasil keputusan atas pelaksanaan ujian skripsi mahasiswa berdasarkan pertimbangan tingkat penguasaan dan kualitas penulisan karya ilmiah dalam bentuk skripsi.
- Ketiga : Surat Keputusan ini berlaku pada Ujian Seminar hasil dan Ujian Munaqasyah Skripsi
- Keempat : Segala biaya yang timbul sebagai akibat ditetapkannya Surat Keputusan ini dibebankan kepada DIPA IAIN PALOPO TAHUN 2018.
- Kelima : Surat Keputusan ini berlaku sejak tanggal di tetapkannya dan berakhir setelah kegiatan pengujian skripsi selesai, dan akan diadakan perbaikan seperlunya jika terdapat kekeliruan di dalamnya.
- Keenam : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk dilaksanakan sebagaimana mestinya

Ditetapkan di : Palopo
pada Tanggal : 17 Oktober 2018



- Tembusan :
1. Rektor IAIN Palopo
 2. Ketua Prodi
 3. Pertinggal

NO. SURAT : SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN IAIN PALOPO
TAHUN : 2018
TANGGAL : 17 OKTOBER 2018
TENTANG : PENGANGKATAN TIM DOSEN PENGUJI SKRIPSI MAHASISWA

- I. Nama Mahasiswa : Hardiyanti
NIM : 14.16.3.0041
Fakultas : Tarbiyah dan Ilmu Keguruan
Program Studi : Tadris Bahasa Inggris
- II. Judul Skripsi : Improving Students' Writing Skill on Descriptive Text By Using Dual
Meaning Picture of Eleventh Grade at SMAN 4 Palopo
- III. Tim Dosen Penguji :
- Ketua Sidang : Amalia Yahya, S.E.,M.Hum.
Sekretaris : Syamsudarni, S.Pd.I.,M.Ed.
Penguji Utama (I) : Dr. Hilal Mahmud, MM
Pembantu Penguji (II) : Madchang, S.Ag.,M.Pd.
Pembimbing (I) / Penguji : Dr. Rustan S, M.Hum.
Pembimbing (II) / Penguji : Dewi Furwana, S.Pd.I.,M.Pd.

Palopo, 17 Oktober 2018





INSTITUT AGAMA ISLAM NEGERI PALOPO
FAKULTAS TARBIYAN & ILMU KEGURUAN
PROGRAM STUDI TADRIS BAHASA INGGRIS
Jl. Agatis Tejo, 0471-22076 Fax 0471-325195 Kota Palopo
e-mail: kontak@iainpalopo.ac.id

Nomor : 441 /In.19/TBI/PP.00.9/11 /2018 07 Desember 2018
Sifat : -
Lampiran : -
Hal : **Undangan Ujian Skripsi**

Yth. **Bapak/Ibu Dosen Pembimbing dan Penguji**
di tempat

Assalamu 'alaikum warahmatullahi wabarakatuh

Dengan hormat,

Sehubungan dengan pelaksanaan Ujian Skripsi Mahasiswa:

Nama : **Hardiyanti**
NIM : 14.16.3.0041
Judul Skripsi : **Improving Students' Writing Skill on Descriptive Text By Using Dual Meaning Picture of Eleventh Grade at SMAN 4 Palopo**

maka kami memohon kesediaan Bapak/Ibu untuk hadir menjadi Penguji pada pelaksanaan Ujian Skripsi tersebut, yang *insya Allah* akan dilaksanakan pada:

Hari/Tanggal : **Selasa / 11 Desember 2018**

Pukul : **09.00 Wita**

Tempat : **Prodi BIG**

Tim Penguji	: Dewi Furwana, S.Pd.I., M.Pd	Ketua Sidang
	:	Sekretaris Sidang
	: Dr. Rustan S, M.Hum	Pembimbing I
	: Dewi Furwana, S.Pd.I., M.Pd	Pembimbing II
	: Dr. Hilal Mahmud, M.M	Penguji I
	: Madehang, S.Ag., M.Pd	Penguji II

Demikian Undangan ini disampaikan, atas perkenaan Bapak/Ibu diucapkan terima kasih.

Wassalamu 'alaikum warahmatullahi wabarakatuh

Ketua Program Studi,

Amalia Yahya, SE., M.Hum

NIP. 19771013 200501 2 006

CATATAN HASIL KOREKSI SEMINAR HASIL

Nama : Hardiyanti
NIM : 14.16.3.0041
Jurusan/Program Studi : Ilmu Kegur / Tadris Bahasa Inggris
Hari/Tanggal : Kamis / 129 Oktopber 2018
Judul Skripsi : Improving the Students' Writing Skill of Descriptive Text By Using Dual Meaning Picture of Eleventh Grade at SMA Negeri 4 Palopo

WEAKNESSES

1. WRITING TECHNIQUE
2. REFERENCE
3. LESSON PLAN
MATERI PELAJARAN
KEBASTRAHAN

Pembimbing/Penguji,



Dr. Hilal Mahmud, M.M.
NIP. 19571005 198303 1 029

CATATAN HASIL KOREKSI SEMINAR HASIL

Nama : Hardiyanti
NIM : 14.16.3.0041
Jurusan/Program Studi : Ilmu Kegur / Tadris Bahasa Inggris
Hari/Tanggal : Kamis / 129 Oktopber 2018
Judul Skripsi : Improving the Students' Writing Skill of Descriptive Text By
Using Dual Meaning Picture of Eleventh Grade at SMA
Negeri 4 Palopo

sample (data has diperbaiki).

Pembimbing/Penguji,

M. Adetina, S.Ag., M.Pd.
NIP. 19730615 200003 1 004

CATATAN HASIL KOREKSI SEMINAR HASIL

Nama : Hardiyanti
NIM : 14.16.3.0041
Jurusan/Program Studi : Ilmu Kegur / Tadris Bahasa Inggris
Hari/Tanggal : Kamis / 129 Oktopber 2018
Judul Skripsi : Improving the Students' Writing Skill of Descriptive Text By Using Dual Meaning Picture of Eleventh Grade at SMA Negeri 4 Palopo

⇒ First Examiner

1. Writing Technique

2. Footnote

3. Lesson plan (K13) → Scientific approach

⇒ Second Examiner

- Kalau buat paragraf tidak usah ada halamannya, kecuali kalau

~~itu~~ dikutip langsung

- Sample tidak equivalent

- Ambil sampel yg hartinya beda (students outside)

⇒ First Consultant

- Konfirmasi ulang dengan siswa

- The pronunciation

Pembimbing/Penguji,

Dewi Furwana, M.Pd

NIP. 19870831 201803 2006

CATATAN HASIL KOREKSI UJIAN SKRIPSI

Nama : Hardiyanti
NIM : 14.16.3.0041
Jurusan/Program Studi : Ilmu Keg/ Tadris Bahasa Inggris
Hari/Tanggal Ujian : Selasa / 11 Desember 2018
Judul Skripsi : Improving Students' Writing Skill on Descriptive Text By Using Dual Meaning Picture of Eleventh Grade at SMAN 4 Palopo

WEAKNESSES

1. GRAMMATICAL ERROR
2. WRITING SKILL
3. ABILITY IN EXPLAINING THE
THESES

Pembimbing/Penguji,



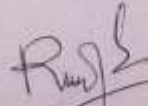
NIP. _____

CATATAN HASIL KOREKSI UJIAN SKRIPSI

Nama : Hardiyanti
NIM : 14.16.3.0041
Jurusan/Program Studi : Ilmu Keguru / Tadris Bahasa Inggris
Hari/Tanggal Ujian : Selasa / 11 Desember 2018
Judul Skripsi : Improving Students' Writing Skill on Descriptive Text By Using Dual Meaning Picture of Eleventh Grade at SMAN 4 Palopo

- you need to be aware of mastering numeric expression (salah ucap)
- you also need refine your Quran recitation (tahsin) - tauka base "maad"
- Revise the operational definition: Descriptive text

Pembimbing/Penguji,


Dr. Rustran S.
NIP.

CURRICULUM VITAE



The researcher, Hardiyanti was born on 04th of September 1996 Lara. Her father name is Iskandar and mother name is Itaha. She is the second Child from three sisters. She started her study at SDN 045 Lara Utama in 2001 and graduated in 2006 and continued it in SMPN 2 Baebunta and graduated in 2010 and then continued her study in Sma Negeri 2 Baebunta and she graduated in 2014. After that, she continued her study at the State Institute for Islamic Studies (IAIN) Palopo and taking English Department. She finished her study at the State Islamic Institute (IAIN) Palopo in 2018.