

**IMPROVING STUDENTS' SKILL IN WRITING
DESCRIPTIVE TEXT THROUGH FLASHCARD WITH
CLUE WORDS**

THESIS

Submitted in Partial Fulfilment of the Requirements for Degree of
Bachelor of Education in English Education



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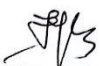
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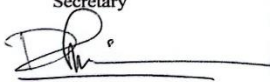

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

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To

The Dean of Education and Teacher Training Faculty

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Assalamualaikum Wr. Wb.

I inform that I have given guidance, briefing, and correction to whatever extent of the following thesis identification:

Name of Student : Fiha Sanaya Burhan

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Department : English Education Department

Title : **Improving Students' Skill in Writing Descriptive Text through Flashcard with Clue Words**

I state that the thesis is ready to be submitted to English Education and Teacher Training Faculty of Education and Teacher Training at Walisongo State Islamic University Semarang to be examined at the Munaqosah session.

Wassalamu'alaikum wr. wb.

Semarang, 22 September 2023

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ABSTRACT

Title : Improving Students' Skill in Writing Descriptive Text
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Writing is an important skill in English that must be mastered by all students. Eighth grade students at MTs Darul Ulum have difficulty in writing, especially writing descriptive text. In this research, researchers used flashcard with clue words as a learning medium to improve students' descriptive text writing achievement. This research uses experimental research as a type of quantitative research to examine the improvement of students' writing skills in descriptive texts using flashcards with clue words in junior high schools. Experimental research describes what happens to certain variables when certain treatments are given to students. Data collection was carried out using pre-test and post-test. The research participants were 27 students. Data analysis in this research includes statistical data from Spss. The data shows that the pre-test score of the experimental class was 67.1 and the control class was 67.2. The experimental class was given treatment using flashcard. Meanwhile, the control class was taught without using media. The average post-test score of the experimental class was 85.4 and the control class was 78.2. Statistical analysis shows that the scores obtained by the two classes, namely the experimental class, are higher than the control class. Data from spss shows that Asymp. signature. (2-tailed) of 0.000 is smaller than 0.05 and the hypothesis is accepted. In this way, the use of flashcard in descriptive texts is proven to be a useful learning medium, facilitating material stimulation and better structured teaching, thereby improving the learning process.

Keyword: flashcard, writing, descriptive text

MOTTO

خَيْرُ النَّاسِ أَنْفَعُهُمْ لِلنَّاسِ

And the best human being is someone who benefits other people

-(HR. Thabrani dan Daruquthni)-

“slow progress is better than no progress”

-(Fiha Sanaya Burhan)-

DEDICATION

God, the Most Gracious and Merciful, be praised. Without the patience and encouragement of my family, teachers, and friends, none of my literary ventures would have been a success. Finally, while they are acknowledged in the dedication of this thesis, the main devotion is to:

1. Mr. Bukhori Muslim, my first love and my hero. He just has graduated from high school, but he is a dedicated worker who encourages, educates, prays, and never stops motivating the writer to finish her studies until she graduates. Thank you for answering the writer's best prayers, which are always heard.
2. Mrs. Mar'atul Hanik, my door to heaven as well as the first madrasah for her children who are sincerely full of love, care, affection, looking after, raising, nurturing, educating, fully motivating and tirelessly offering their best prayers for the author. Thank you for your patience with the author so far, this has been the greatest reminder and strengthener.
3. My brother, M. Munir Dzulfikar Burhan. Thank you for providing enthusiasm and happiness during this education.

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Praise and Gratitude I pray the presence of Allah SWT who has given me kindness, grace and all that I need so that I can complete my studies without difficulty or obstacles for me to finish my titled thesis *Improving Students' Skill In Writing Descriptive Text Through Flashcard With Clue Words*

Blessings and greetings are always sent to our great Prophet Muhammad SAW who guided and brought enlightenment from the era of ignorance to a brilliant era, that is the era of Islam.

I realize that I could not have completed this thesis without the love, support, cooperation, help and encouragement of those around me. Many parties participated in this study with active participation and it is impossible to name them all.

On this joyful occasion, I would like to express my deepest gratitude to:

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in my life, whether consciously and unconsciously, always has an impact on my academic career. They brought me joy, experiences, lessons, and memories while I was conducting this research, along with a thousand smiles. I'm grateful.

Semarang, 22 September 2023

The writer,

A handwritten signature in black ink, appearing to read 'Sanaya', followed by a horizontal line and a dash.

Fiha Sanaya Burhan

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CHAPTER I

INTRODUCTION

The research background, research questions, research objectives, and pedagogical significance are all presented in this chapter.

A. Background of the Research

English is a global language that is crucial for communication between individuals in different parts of the world. People absolutely learn it as a lingua franca to compete in this age of globalization. Due to the significance of this, English must be taught as one of the required topics beginning in elementary school and continuing through junior high, high school, and to the general level. In Indonesia, junior high school pupils are required to learn four competencies. In addition to reading and writing, they also speak and listen.

According to the updated 2013 curriculum revision, the goal of English classes at the junior high school level in Indonesia is for students to improve their writing abilities by developing their ability to express meaning and rhetorical structures through straightforward texts written in a variety of written languages precise, fluid, and

appropriate for use in social interactions in everyday life.¹ The junior and senior high school curricula of the Education Unit Level Curriculum (KTSP) mandate that students be able to write in a variety of genres.² Narrative, recount, descriptive, report, explanation, analytical exposition, hortatory exposition, procedure, discussion, review, anecdote, spoof, and news item are various writing genres within this classification.³

One of the four abilities that has benefited human life is writing. The daily requirements of humans demonstrate the significance of writing. Writing can be used to create letters, notes, invitations, statements of compassion, and other documents. Writing is a language-creation process that is done to express ideas. Writing is another useful talent that needs careful consideration, and teaching it requires specialized instruction for the learning process to be successful.

¹ Henidar Rambe, Skripsi: *“Improving The Students’ Skills In Writing Descriptive Text Through Picture At Eight Grade Of MTs Hifzhil Qur’an Medan In Academic Year 2018/2019”*, (Medan: State Islamic University Of North Sumatera, 2019).

² Rizal Amiruddin Khalala, Skripsi: *“Improving Students’ Achievement of Descriptive Text Writing by Using Relia (A Classroom Action Research at the Seventh Grade of MTs Sabilul Ulum Mayong, Jepara in the Academic Year of 2015- 2016)”*, (Semarang: Walisongo State Islamic University, 2016), p.2.

³ Ibid.

Young EFL learners must improve their English writing abilities after realizing the value of writing abilities. Almighty Allah said in Quran Al-Alaq: 4-5.⁴

الَّذِي عَلَّمَ بِالْقَلَمِ ﴿٤﴾

allaẓī ‘allama bil-qalam.

مَنْ يَعْزَمُ لَمْ يَلْمِ مَا الْإِنْسَانَ عَلَّمَ

‘allamal-insāna mā lam ya’lam.

“He who taught (the use of) pen, taught man that which He knew not.” (QS. Al-‘Alaq: 4-5).

We may conclude that writing has a significant part in human life from the verse above. In the Quran, Allah clarified that He taught humans how to write using a pen. People will learn some facts by writing. For this reason, it is essential for humans to have excellent writing skills.

Actually, writing is a practical language use task that many students do not find challenging. Writing is a pretty straightforward skill that any kid may master. Their comprehension of the text, context, and genre will determine how simple their writing will be. The written text must be organized in such a way that very often in different phrases and paragraphs is not only grammatically acceptable but also fits the standards of

⁴ Abdullah Yusuf Ali, “*The Holy Quran (Koran)*”, (Saudi Arabia: the King Fahd Holy Quran: 1987), p.320.

textual meaning for the perfect level of acceptance of information, ideas, or messages communicated.

A type of writing that concentrates on describing people, things, emotions, and feelings is descriptive text. Writing that uses meaningful linguistic units to describe objects, people, and places is known as descriptive text. The goal of descriptive text is to translate our experiences into words. One of the texts in this genre is descriptive writing. Students at junior high schools are instructed in it. Many students find it challenging to comprehend descriptive texts' goals in terms of broad structures and linguistic aspects, how they describe people, places, or objects, and how to employ these descriptive components in the written work.

In writing skill, there must be difficulties in writing descriptive text. Students' struggles with writing descriptive texts are caused by a lack of enthusiasm, infrequent practice, and ineffective teaching strategies. In addition, the difficulty in writing descriptive text comes from the generic structure, also language features, and also has poor vocabulary. Teachers should be aware that student participation in writing is crucial. To ensure that the learning process has enduring, exciting, and enjoyable values as well as being enjoyable and intriguing, it must

be supported by engaging teaching methods and the learning materials that are employed.

The learning process can use various media. The use of media in the classroom can facilitate learning. The teacher's objective throughout the teaching and learning process is to increase students' enthusiasm for learning to write. Songs, images, movies, mind maps, and magic cards are just a few examples of the various media forms that are frequently utilized in language learning process.⁵ Flashcard are one of the visual aids that can be used in the learning process effectively in many ways. Flashcard can improve students' writing skills because flashcard can make it easier for students to remember lessons, flashcard are paintings or images that represent a person or object that replaces an object that can be represented to the subject or recipient to get the point or understand the main purpose of the flashcard.

Flashcards were the researcher's chosen medium in this instance. A flashcard is a huge card that typically contains graphics or words on thick A4 paper. Flashcards

⁵ Anindita Dwi Irianti, Skripsi: *“The Effectiveness of ‘Pop Up Card’ in Improving Student’s Achievement in Writing Descriptive Text (An Experimental Study at the Eighth Grade Students of MTs N 1 Semarang in the Academic Year of 2013/2014)”*, (Semarang: Semarang State University, 2015), p.3.

are typically categorized by category and class, such as a collection of images of people, objects, cuisine, berries, vegetables, vehicles, and apparel. Flashcards are typically used to recall language, but they may also be used to describe objects based on their pictures. For instance, if there is a picture of an apple on a flashcard, we can describe the apple based on its color, flavor, and nutritional value, among other things.⁶

Therefore, according to Susilana and Riyana in Mochamad Heri and Putu Agus Ariana journal. Flashcard media is sometimes referred to as learning material that comes in the shape of 25x30cm graphic cards. The illustrations are either hand-drawn, taken from photographs, or use existing photo images that have been put onto flashcard sheets. The images on the flashcard are a collection of messages, each of which is accompanied with a description on the back. Flashcards are able to improve children's cognitive capacities well, and children can develop all of their potential according to their abilities, in addition to making it easier for kids to

⁶ M. Lathif Musyaffa', "*Flashcard As A Media To Improve Students' Writing Skill In Descriptive Paragraph*", E-Link Journal Vol. 7 No. 2 (2020); p-ISSN: 2085-1383; e-ISSN: 2621-4156 (Lamongan: English Language Education Department, Faculty of Teacher Training and Education, Universitas Islam Lamongan), p.87.

remember the name of an object.⁷

Here, flashcards can act as an alternate kind of media to encourage students to write texts, which may increase kids' enthusiasm in studying descriptive texts through flashcards. Therefore, the researcher decided to conduct an experiment to determine whether or not instructing students to write descriptive texts in English class while using flashcards, particularly those with pictures, may foster the development of their thinking.

The words themselves can be helpful, or they can be used to make students' writing assignments easier. When writing essays for tests, students should use clue words. According to Uswatun in Reza Pahlavi's thesis, the word game has a number of benefits. Word games with a purpose can help students improve their ability to construct creative sentences and increase their interest in studying English. Furthermore, since kids are exposed to basic sentences in the media, flashcards with clues might make it simple for them to write effective descriptive text

⁷ Mochamad Heri and Putu Agus Ariana, "*Pengaruh Media Flashcard Terhadap Kemampuan Kognitif Anak Usia 3-4 Tahun Di TPA Yayasan Pantisila PAUD Santo Rafael Singaraja (Influence of Flashcard Media to Cognitive Ability of children aged 3-4 Years at TPA Foundations Pantisila Paud Santo Rafael Singaraja)*", *Jurnal Kesehatan MIDWINERSLION* Vol. 3, No. 2, September 2018, p.222.

paragraphs.⁸

Based on the explanation above, the writer will conduct a research on the title “Improving Students’ Skill in Writing Descriptive Text through Flashcard with Clue Words”.

B. Research Question

The purpose of this study is to respond to the following research questions.

Is there a significant difference of students’ skill in writing descriptive text between experimental and control class after being taught using flashcard with clue words?

C. Research Objective

The research objective is formulated as follow, based on the problem statement above.

To determine the effectiveness of students' skills in writing descriptive text using flashcards with clue words.

D. Significance of Study

Through this study, the researcher aspires for the results to be beneficial for:

⁸ Mohamad Reza Pahlavi, Skripsi: “*Improving The Students’ Skill in Writing Narrative Text by Using Video With Clue Words in Eleventh Grade of MAN 2 Kota Kediri.*”, (Malang: Universitas Brawijaya, 2017), p.4.

1. Theoretical Significance

The finding from the study is expected to support the theory using about flashcard with clue words strategy which is said that it can improve students' writing skill.

2. Practical Significance

This study's findings can benefit students, teachers, school, readers, and future researchers.

- a. For students

Students will be able to explore their knowledge of writing descriptive text in a fresh way by using flashcard with clue words.

- b. Teachers

This research will assist teachers can inspire educators to develop fresh approaches to teaching English.

- c. School

By using flashcards with hint words, this study contributes to efforts to improve the writing instruction and learning process and raise the writing skills of pupils generally.

- d. Readers

This study aims to provide a valuable resource for educators, showing how teaching descriptive text

with flashcards and clue words can spark students' interest and excitement in learning English.

e. Future Researchers

The researcher will be able to teach writing skills with the use of engaging media to students when he begins his career as an English teacher, preventing the students from becoming easily bored.

CHAPTER II

REVIEW OF RELATED LITERATURE

The literature review, hypothesis, and previous research are all covered in this chapter.

A. Previous Research

Media usage is crucial for the method of education. This can assist students in rapidly and engagingly grasping the subject matter. As study references, earlier studies that employed media to enhance students' descriptive text writing abilities are discussed below.

Creating the thesis preparation process easier and prevent duplication in the same study, the researcher will describe various related theses that are related to this thesis. Researchers have used the following two earlier studies:

Nur M. Djauhan Fastaghfirullah conducted a study titled "Teaching Descriptive Text Writing using Comic Strips." The study followed an experimental research design using quantitative methods. Its main objective was to assess how effective comic strips are as a tool for enhancing descriptive text writing skills. There were 61 students participating, divided into two groups: an

experimental group with 31 students and a control group with 31 students. The researcher selected the participants using a simple random sampling technique. Data were collected using tests and documentation, and statistical analysis was carried out using a t-test.. The results of the hypothesis test support the efficiency of using comic strips to instruct students on how to write descriptive text.⁹ The subject or research materials (descriptive text) and the type of research share similarities with the author (experimental research). The distinction between the author's use of flashcards and the comic strip approach in his research.

Secondly, In Anindita's study titled "The Efficacy of 'Pop Up Card' in Enhancing Descriptive Writing," 'Pop Up Cards' were used to improve students' descriptive writing. The research aimed to assess if clue cards effectively enhanced descriptive compositions. The study employed a pre-experimental design with one group, using purposive sampling. The students went through four sessions: a pre-test, two treatment sessions, and a post-test. One pre-test meeting, two treatment meetings, and one post-test meeting. A pre-test is given to the students

⁹ Nur M. Djauhan Fastaghfirullah, Skripsi: “*Teaching Writing Of Descriptive Text Using Comic Strip*”, (Semarang: Walisongo State Islamic University, 2020).

beforehand. Students are instructed on the treatment using pop-up card media. The post-treatment test was then administered. Grammar, vocabulary, mechanics, fluency, and relevance are the five criteria the author employs to assess students' proficiency in producing descriptive prose. After the data has been calculated and reviewed, it is possible to draw the conclusion that there is a difference between the two times the pop-up card was used. In conclusion, pop-up cards are useful for instructing junior high school students in the creation of descriptive texts.¹⁰ The subject or research materials share similarities with the author (descriptive text). However, the author's study type differs from theirs. The subject or research materials (descriptive text) and the type of research share similarities with the author (experimental research). The distinction between the author's use of flashcard and pop-up card approach in her research.

Third, Yasmine Liong Pui Kwan Abdullah's journal demonstrated how using images may help students write better. This study is quantitative and of the

¹⁰ Anindita Dwi Irianti, Skripsi: *“The Effectiveness of ‘Pop Up Card’ in Improving Student’s Achievement in Writing Descriptive Text (An Experimental Study at the Eighth Grade Students of MTs N 1 Semarang in the Academic Year of 2013/2014)”*, (Semarang: Semarang State University, 2015), p.12.

experimental research variety. This study aims to determine how well visuals aid students in coming up with ideas for English-language sentence construction. In this study, the dependent variable is students' writing improvement, and the independent variable is the image. In this investigation, deliberate sampling was used. 34 elementary school kids in the 6th grade from Seremban's suburbs served as the study's responders, and they were split into an a control class and an experimental class. The study's instruments included a Likert scale questionnaire, two pre- and post-test writing assignments, and both. Research has proven that images are helpful in assisting students in coming up with ideas for creating sentences in the target language. Count frequency was used to examine the data. Tables and charts are used to present the findings.¹¹ Similarities between the study and the researcher's own research include the topic of improving students' writing skills using learning media and the fact that it is a quantitative study in which pre- and post-tests given to two classes (the experimental and control) are used to determine the study's significance. Six-year-old

¹¹ Yasmine Liong Pui Kwan Abdullah, “*The Use of Pictures in Improving Students’ Writing*”, (Malaysia: Modern Journal of Language Teaching Methods, 2019).

elementary school students receive this distinction in research, and at the next level, researcher research is awarded. The respondents in this study are also given a questionnaire, although the researchers themselves are not.

B. Literature Review

1. Writing

One of the most crucial language skills for students to master is writing. They can convey their thoughts and feelings through writing. Furthermore, writing can inspire others and provide crucial information in a written piece. David T. Z. Mindich, writing which is still relatively new in human history, allows us to think abstractly and keep a lasting record of our time. Consider a culture where there is no written language.¹² It enables us to share our communication with future generations as well as our contemporaries. It allows people from the past, whether recent and distant, to speak with us.

a. Purpose of Writing

Norman A. McQuown, Robert Lado, and Sol Saporta emphasized that the native writing systems

¹² David T. Z. Mindich, *The Mediated World "A New Approach to Mass Communication and Culture"*, (USA: Rowman & Littlefield Publishers, 2019).

of the New World have not evolved into "complete writing systems" that can fully represent a language. Instead, they are considered "partial writing systems" capturing fragments of a language's oral tradition in a variety of graphical ways. This incompleteness makes them weaker compared to fully developed writing systems in the Old World. Despite this, studying these systems provides valuable insights into the early stages of developing a complete writing system.¹³

According to Elizabeth Wardle and Linda Adler-Kassner, there are three uses of writing in everyday life: Others, such as historian Martyn Lyons, who refers to it as "ordinary writing," point to the impact of large-scale migrations, such as those triggered by World War I, on the creation of everyday writing, with the objective of everyday writing being to retain contact with loved ones. Others, such as Jennifer Sinor, see everyday writing as a canvas on which domestic life and identity can be constructed, represented, and

¹³ Norman A. McQuown, Robert Lado, Sol Saporta, *"Ibero-American and Caribbean Linguistics"*, (Berlin Germany: De Gruyter, 2019).

preserved; additionally, as I have argued elsewhere, everyday writing as a preservation and memory adjunct may become increasingly important for older writers. Everyday writing is placed like other writing, but as these brief instances demonstrate, everyday writing as a category of writing has three distinguishing characteristics: it is deliberate, self-sponsored, and action-oriented.¹⁴

Jeremy Harmer, in his book "How to Teach Writing," suggests that the most effective way to learn writing skills is through authentic communication aimed at real audiences or by engaging in tasks that mirror real-life scenarios. The selection of writing tasks should align with the individual's motivation for learning English. Harmer classifies English learning into three primary categories:

1. English as a Second Language (ESL): This category pertains to individuals residing in a

¹⁴ Elizabeth Wardle, Linda Adler-Kassner, *“(Re)Considering What We Know Learning Thresholds in Writing, Composition, Rhetoric, and Literacy”*, (USA: Utah State University Press, 2020).

community where the target language is the predominant daily language.

2. English for Specific Purposes (ESP): Numerous learners pursue English instruction with a specific, specialized objective in mind.
3. English as a Foreign Language (EFL): This category generally includes students studying general English within their home country or those temporarily staying in a region where the target language is spoken. Pinpointing their precise learning needs may not be as straightforward as in the previous two categories.¹⁵

b. Teaching Writing

Selviana Napitupulu, Fenty Debora Napitupulu, and Kisno, explain that one of the most important reasons for teaching writing is because it is a fundamental language ability, similar to speaking, listening, and reading. Students should be able to compose letters, compositions, essays, and reports, as well as understand the conventions of writing. Because

¹⁵ Jeremy Harmer, "*How to Teach Writing*", (Longman: Pearson Education Limited, 2004), p.39.

learners' needs differ at different phases of their education, teachers must create a variety of assignments to meet this. Finally, teaching writing entails assisting students in reaching their full potential in terms of spoken communication.¹⁶

On the flip side, as per research by Lê Th Thu Trang and Lê Th Khánh Linh published in international journals, a diverse range of methods and approaches have been employed to enhance students' writing abilities. Their studies delved into the impacts of several activities in EFL writing classes, such as free writing, collaborative problem-solving, group dynamics, and peer assistance. They concluded that these activities significantly enhanced students' writing proficiency. Additionally, their research indicated that integrating critical thinking positively influenced students' writing attitudes and performance. It's noteworthy that the integration of

¹⁶ Selviana Napitupulu, Fenty Debora Napitupulu, Kisno, *“Research Methodology In Linguistics And Education”*, (Yogyakarta: Deepublish, 2019), p.496.

technology in the classroom has been increasingly favored.¹⁷

A complex and detailed procedure is involved in the development of writing abilities and creativity. Both abilities aid in the growth of the other. Revision, motivation, appropriate teaching strategies, and a free teaching atmosphere are all necessary for a student's skills to be upgraded to the highest degree. Creative writing is an extremely potent method to elevate self-expression, delve into oneself, stimulate creativity, and refine cognitive abilities. The elements of creativity are planned, constructed, and presented in creative writing. Students can use creative writing to create their own works based on fiction and their own methods. Writing allows you to experiment with new ideas and produce new ones. Learning creative writing, which is a complicated and challenging talent with many benefits, must be tailored to the interests and levels of pupils. Fictional writing is a genre in which primary

¹⁷ Lê Thị Thu Trang dan Lê Thị Khánh Linh, “*Improving Students’ Writing Skill through the School Online Newspaper at a Public University in Vietnam*”, *International Journal of Education & Literacy Studies*, ISSN: 2202-9478, April 2018, Volume: 6 Issue: 2, p.48.

school kids can express their feelings, thoughts, ideas, and observations.¹⁸

c. The Principles of Teaching Writing

Ari Sherris and Joy Kreeft Peyton thoroughly examined Temple et al.'s proposed writing stages, emphasizing the correlation between spoken and written language in children. The five developmental phases—pre-phonemic, early phonemic, letter-name, transitional, and conventional—demonstrate how children progress in linking oral expression to written symbols. These stages signify children's achievements in art, literacy, spelling, and writing.¹⁹

Several principles can be used to assess the teaching and learning process when teaching writing. According to Nation in the thesis Reza Pahlavi said that there are several principles in teaching writing:

¹⁸ Nazmiye Topbasoglu dan Erol Duran, “*Investigation of Creative Story Writing Skill Levels of Primary School 4th Grade Students*”, International Online Journal of Educational Sciences, 2019, 11 (5), 18-32, p.18.

¹⁹ Ari Sherris, Joy Kreeft Peyton, “*Teaching Writing to Children in Indigenous Languages Instructional Practices from Global Contexts*”, (England: Taylor & Francis, 2019).

- 1) Meaning-focused input
Students should write from experience and knowledge. Learning to write successfully and meaningfully depends on the preparation of students in selecting the appropriate topic prior to writing.
- 2) Meaning-focused output
 - a) Students must write frequently and in a variety of styles;
 - b) Students need to write with a goal that emphasizes the message;
 - c) Students should be interested in writing;
 - d) Writing is a useful tool for language learners to develop their language skills;
 - e) To increase the caliber and efficiency of their writing, students should become proficient in the use of computers.
- 3) Language-focused learning
 - a) Students need to have a good grasp of the writing process stages and discuss them concerning both their own and others' writing.

- b) Learners must be aware of their coping mechanisms for various stages of the writing process.
 - c) In situations where the L1 script is different or if students lack literacy in the L1, students must focus on developing written forms of script that are clear and fluid. These tasks could involve meticulous writing, model copying, and performing repetitive writing motions.
 - d) Writing feedback and conscious attention should be primarily kept apart when it comes to spelling. Spelling instruction and learning have been seen.
 - e) Teachers ought to offer and oversee feedback that promotes and enhances writing.
 - f) Students should be aware of the moral dilemmas related to writing.
- 4) Development of Fluency

Students should write more quickly so they can produce very basic content at a

respectable rate. Students who do this will be better writers.²⁰

d. Writing Process for EFL Young Learners

The four stages of writing include planning, drafting, editing, and final version, according to Jeremy Harmer in his book "How to Teach Writing". These are the stages, in order:²¹

1) Planning

Planning focuses on the words we will use. It also has to do with the knowledge and message we want to share with other people. When we plan, we must take the audience, the purpose, and the writing's structure into account.

2) Drafting

Before the final result is produced, drafting is a framework or raw writing that needs to be refined and corrected.

²⁰ Mohamad Reza Pahlavi, Skripsi: *"Improving The Students' Skill in Writing Narrative Text by Using Video With Clue Words in Eleventh Grade of MAN 2 Kota Kediri."*, (Malang: Universitas Brawijaya, 2017), p.9.

²¹ Jeremy Harmer, *"How to Teach Writing"*, (Longman: Pearson Education Limited, 2004), p.4.

3) Editing (Reflecting and Revising)

Reflection and revision processes often benefit from input provided by other readers or editors who offer comments and suggestions. Feedback from these individuals helps the writer make suitable revisions to their piece of writing.

4) Final Version

The finished product is the last draft that is prepared for delivery to the audience. The last stage of text creation is the final version.

2. Descriptive Text

a. Definition of Descriptive Text

Philosophers have described description as a "way of perception" and a "means of knowing." It's a means to put order on the overwhelming complexity of the real world and at least somewhat grasp it.²² With the help of description, a writer can exert significant control on the reader's view.²³ In other words, the author can describe something to the reader by writing a description and asks the

²² Betty Mattix Dietsch, *Reasoning and Writing Well: Third Edition*, (New York: McGraw-Hill, 2003), p.138.

²³ Donald Pharr and Santi V. Buscemi, *Writing Today: Context and Option for The Real World*, (New York: McGraw-Hill Companies, 2005), p.136.

reader to read the same picture of something the author has described according to the author's wishes.

The concrete details you hear, taste, see, smell, or touch can be recorded as descriptions. A good description is a term that conjures up images in the reader's head of the things, settings, or characters.²⁴ To put it simply, a descriptive text is one that can describe the traits of a living or non-living thing or person so that the reader may understand it well. Descriptive tales describe how something appears, feels, sounds, smells, and/or tastes.

A type of written text called descriptive text serves the specific purpose of giving a description of an object (human or non-human).²⁵ The primary goal of a descriptive writing is to identify and describe a certain person, place, or thing. In other words, the type of text that identifies, conveys, or characterizes a person,

²⁴ Alice Oshima and Ann Hongue, *Introduction to Academic Writing*, (New York: Pearson Longman, 2007), p.61.

²⁵ Pardiyo, *Pasti Bisa!! Teaching Genre-Based Writing*, (Yogyakarta: ANDI, 2007), p.34.

thing, or location based on the actual situation is said to be descriptive text.

b. Features of Descriptive Text

1. Social Function

Social function of descriptive text:

According to Linda Gerot and Peter Wignell, the social function of descriptive writing is to identify certain people, organizations, or things.²⁶

2. Generic Structure

Generic structure of descriptive text:

- a) Identification: decide what phenomenon or topic has to be described.
- b) Description: a description of the subject's conduct, part, attributes, properties, and other features.

3. Language Features

Language features of descriptive text:

- a) The use of simple present tense.
- b) Focusing on particular individuals.

²⁶ Linda Gerot and Peter Wignell, *"Making Sense of Functional Grammar: An Introductory of Wordbook"*, (Australia: GerdStabler AEE), p.208.

- c) Using attributional and identifying techniques.
- d) Frequently using classifiers and nicknames in nominal groups.²⁷

In other argue about language characteristics in descriptive texts is:

- a) Particular nouns, such as "teacher", "vehicle", "my house", etc.
- b) Simple present tense, second.
- c) Describe the subject in detail using noun words, such as "a huge open rowboat", "a sweet young woman", etc.
- d) A few adjectives (describe, categorize, or number), such as "strong body", "sharp white teeth", etc.
- e) Using verbs that are related to the subject to describe it, such as "My mother is very kind", "Her size is very huge", etc.²⁸

²⁷ Nur M. Djauhan Fastaghfirullah, Skripsi: *“Teaching Writing Of Descriptive Text Using Comic Strip”*, (Semarang: Walisongo State Islamic University, 2020), p.21.

²⁸ Sholihatin Ni'mah AM, Skripsi: *“The Use Of SAVI Approach To Improve Students' Writing Skill Of Descriptive Text (A Classroom Action Research at the Seventh Grade of SMP Negeri 23 Semarang in the Academic Year of 2015/2016)”*, (Semarang: Walisongo State Islamic University, 2016), p.21.

4. Example

Sewu Waterfall

One of the most intriguing tourist destinations in Karanganyar is Sewu Waterfall.

It is conveniently close to the city's center. East of Solo, the distance is around 30 kilometers. It often has cool weather and clean air. A small lake was overflowed by more than 30 meters of water, which then overflowed into a small river. On the left and right sides of the path leading to the lake, there are a lot of adorable and docile monkeys on the trees. The lake's inherent attractiveness is enhanced by the strong wind that is blowing around it and the magnificent appearance of the falling water.

3. The Concept of Media

a. The Meaning of Media

The word medias in Latin, which meaning between or mediators, is where the word media first appeared. The plural of medium is media.

Azhar Arsyad claims that media is a tool that may transfer and send learning messages.²⁹

Additionally, as stated by Gerlach and Elly and cited by Azhar Arsyad, the broad definition of media includes any someone, thing, or event that creates circumstances for students or students to learn information, abilities, and attitudes.³⁰ We can classify things like teachers, textbooks, and the educational setting as media. Particularly, the word "media" is frequently used in the context of the process teaching and learning. Media termination, specifically, can be defined as a graphic, photographic, or electronic instrument for gathering, processing, and/or rebuilding information both visually and verbally in the teaching and learning process in the classroom.³¹

Furthermore, the word "media" includes things like publications, radio, television, posters, and banners, according to KBBI (Kamus Besar

²⁹ Azhar Arsyad, *“Media Pembelajaran”*, (Jakarta: PT. Raja Grafindo Persada, 2003), p.4.

³⁰ Ibid, p.3.

³¹ Muhammad Nafi Annury, *“Childhood And Literacy (A Critical Study Of Media Education As Contemporary Culture)”*, Volume 4 Number 1, Jurnal Vision, 2015, p.80.

Bahasa Indonesia). Despite the fact that the media can be interpreted in a variety of ways, including as a mediator, a communication tool, or an object between two persons or groups.³²

For learning to be efficient and effective, media is required. Based on the Oxford Learner's Pocket Dictionary (2000) in the journal Muhammad Nafi Annury, "medium" (plural media) is anything that is used for specific people. However, in this instance, teaching materials and audiovisual aids are different names for media that are typically employed throughout the process of teaching and learning.³³

When meticulously and creatively crafted by the teacher and utilized to complement lesson delivery throughout the teaching and learning phase, media can be very helpful. This supports the idea that media use is essential for children's development.³⁴

³² Media. 2016. Pada KBBI Daring. Diambil 14 Juni 2023, dari <https://kbbi.kemdikbud.go.id/entri/media>.

³³ Muhammad Nafi Annury, "*Childhood And Literacy (A Critical Study Of Media Education As Contemporary Culture)*", Volume 4 Number 1, Jurnal Vision, 2015, p.80.

³⁴ Ibid. p.81.

These considerations lead to the conclusion that the term "media" refers to anything that is used to transmit information from the sender to the recipient and that does so in a way that encourages students to learn new things and develop new abilities, talents, and perspectives. In order to complement the delivery of lessons, teachers are permitted to use media to draw attention to, motivate, and advance student development.

b. Classification of Media

Depending on Sadiman, learning materials for the teaching and learning process, particularly in Indonesia, can be categorized into the following four groups:

1. Games and simulations, wordplay, puzzles, and interactive role-playing activities.
2. Visual aids, graphical media, or any form of visible media, and the significance of visual media in conveying information from sender to receiver.
3. Audio media, which is related to one of the five senses, namely the ear, which, unlike visual media, can hear something made by

sound. Media that is actually helpful is what is meant by auditory media in this context.

4. Audio-visual media are helpful tool because they have both sound and visual components. A TV and video recorder, for instance, both produce images when they are turned on.³⁵

In his book, Azhar Arsyad divides learning media into three categories, including:

1. Visual aids are visible materials like images, flashcards, newspapers, realia, maps, etc.³⁶
2. Audio aids: Audible educational resources include radio, music or songs, tapes, cassettes, mp3 devices, etc.³⁷
3. Audio-visual materials: These include video clips, movies, television shows, documentaries, videos, VCDs, and other visual and auditory media.³⁸

The writer of this study employ flashcards as an alternate teaching tool because they believe that

³⁵ Sadiman, “*Media Pendidikan: Pengertian pengembangan dan Pemanfaatnya*”, (Jakarta: PT. Raja Grafindo Perkasa, 2003), p.28.

³⁶ Azhar Arsyad, “*Media Pembelajaran*”, (Jakarta: PT. Raja Grafindo Persada, 2003), p.88.

³⁷ Ibid, p.49.

³⁸ Ibid, p.30.

they can aid in student concentration, motivate them to learn, and increase their attention to what the teacher is saying.

c. Flashcard as a Media for Teaching Language

1. Definition of Flashcard

According to Chatib in Rahel Ika Primadini Maryanto and Imanuel Adhitya Wulanata Chrismastianto's journal said that a media card that contains writings or images connected to the intended topic is a flashcard.³⁹

At the chosen academic level, flashcards are employed as study aids to help students expand their vocabulary. Due to the fact that most kids enjoy playing card games, this will encourage them to learn vocabulary. Cross in Titin Supriatin and Venska Prajna Rizkilillah, describes a flashcard as a straightforward image on a piece of paper or card and claims that it is likely the most popular visual aid in language instruction. Thus, one of the media

³⁹ Rahel Ika Primadini Maryanto, Imanuel Adhitya Wulanata Chrismastianto, *"Penggunaan Media Flashcard Untuk Meningkatkan Pengenalan Bentuk Huruf Siswa Kelas I Pada Mata Pelajaran Bahasa Indonesia Di Sekolah ABC"*, *Pedagogia: Jurnal Ilmu Pendidikan*, p.307.

that can make it easier for teachers to teach English is the use of flashcards.⁴⁰

On other hand, according to Lisa in Lydia Emilsa and Guslinda's journal, one of the straightforward illustrated visual aids that helps students learn is the flashcard or illustrated card. They find it simple to comprehend, easy to manufacture, and affordable.⁴¹

From a few of these insights, it can be deduced that flashcard media is one of the learning tools that takes the form of graphics in the form of small illustrated cards, typically created using photographs, symbols, or images that are attached to the front and back where a statement in the form of statements or sentences from the image of an image is present flashcard.

⁴⁰ Titin Supriatin dan Venska Prajna Rizkilillah, "Teaching Vocabulary Using Flashcard", Professional Journal of English Education, Volume 1 No. 4, July 2018 pp 479-485, p.480.

⁴¹ Lydia Emilsa and Guslinda, "Pengaruh Penggunaan Media Flash Card Terhadap Keterampilan Menulis Karangan Narasi Siswa Kelas III SDN 188 Pekanbaru", Primary: Jurnal Pendidikan Guru Sekolah Dasar, Volume 8 Nomor 2, Oktober 2019, p.103.

With the help of very basic visual aids like flashcards, teachers can encourage student participation in the vocabulary-learning process. There are various different sorts of tool aids for the teaching and learning process that teachers can utilize in the classroom, including flashcards. To learn new English words, they might focus more intently and pay closer attention.

2. The stages Indriana outlines for using flashcards as a learning tool are:
 - a) Pupils receive picture-containing flashcards from the teacher;
 - b) The teacher helps the students sort the photographs;
 - c) Together with the students, the teacher discusses the picture's contents;
 - d) Students are instructed to create an essay from the available photos or flashcards at the conclusion of the class;
 - e) If the dish use the gaming method:
 - 1) Distancing the pupils from the box where the cards are placed at random;
 - 2) Getting the contestants ready;

- 3) The teacher gives the students the directive to look for cards that have the relevant image, text, or symbol.⁴²
3. Advantages and disadvantages from flashcard

Susilana and Riyana list some benefits and drawbacks of using flashcards when writing narrative essays in the journal Lydia Emilsa and Guslinda.

 - a) The benefits of utilizing flashcards to study media include: are:
 - 1) Simple to carry everywhere: Due to its tiny size, the flashcard can fit in your pocket or bag and be used anywhere, whether in or out of the classroom.
 - 2) Practical: The teacher does not need to have specialized knowledge to use this material. If you want to use it, simply arrange the photographs in the desired order, and once you have, simply store it back by tying it or putting it in a specific box to prevent it from falling apart.

⁴² Ibid.

- 3) Simple to recall: The short phrases that are delivered on each card in flashcard media make it simpler for pupils to remember the message that is being presented.
 - 4) Entertainment: Games can make use of flashcard material. Students could compete to find items in accordance with directions. It trains dexterity in addition to enhancing cognitive capacities (physical).
- b) Flashcards have the following disadvantages are:
- 1) The graphic mainly promotes eye sense perception.
 - 2) Images of items that are overly complicated do less well in educational exercises.
 - 3) The space is severely constrained for big gatherings.⁴³

⁴³ Ibid, p.103-104.

4. Clue Words

a. Definition of Clue Words

In Reza Pahlavi's dissertation, *Khasanah* contended that the Clue Words game is a gaming activity abundant with words functioning as directives to convey information and assist students in investigating their ideas.⁴⁴ This means that the teacher provides numerous words as hints relating to the topic, the students attempt to form sentences using these directives, and finally, the students are required to construct paragraphs using those sentences. Because students are given the key terms of connected themes by the teacher, this intended clue can help students write words into sentences in this case construct good descriptive text paragraphs. In this study, the researcher provided directions with hints in the form of brief sentences, which allowed students to

⁴⁴ Mohamad Reza Pahlavi, Skripsi: *"Improving the Students' Skill in Writing Narrative Text by Using Video with Clue Words in Eleventh Grade of MAN 2 Kota Kediri."*, (Malang: Universitas Brawijaya, 2017), p.14.

quickly create strong paragraphs from descriptive texts.

b. Advantages of Clue Words

In Reza Pahlavi's thesis, Khasanah claimed that the English learning system using the Clue Words Game has several advantages, namely:

- 1) Make student team work better;
- 2) Make students think fast;
- 3) Make students able to develop their creativity in making sentences;
- 4) Improve students' use of English in a flexible, meaningful, and communicative way;
- 5) Make students more interested in learning English.⁴⁵

It is clear from the aforementioned remark that playing word games is really beneficial. The researcher in this study concurs with these justifications. Since students won't have to worry about where to begin learning to write, the word guide's primary goal is to make

⁴⁵ Ibid, p.15.

writing for students simple and to pique their interest in learning English. To help pupils think fast while putting phrases together in descriptive text paragraphs, the teacher has provided short sentences in each paragraph.

C. Hypothesis

The following hypothesis can be arranged based on the given theory:

1. The Alternative Hypothesis (H_a): There is a significant difference of students' skill in writing descriptive text between experimental and control class after being taught using flashcard with clue words.
2. The Null Hypothesis (H_o): There is no significant difference of students' skill in writing descriptive text between experimental and control class after being taught using flashcard with clue words.

CHAPTER III

METHOD OF RESEARCH

The methods of research were the main topic of this chapter. It includes research design, source of data/participants and setting, population and sample, research variable, technique of collecting data, instrument of the research, method of data analysis, procedure and timeline.

A. Research Design

A study plan and procedure known as a research design contains decisions ranging from general hypotheses to specific data gathering and analysis techniques. Which design to use to research a subject is the main choice. These choices must be guided by the researcher's worldview presuppositions, investigational techniques (also known as strategies), and particular approaches to data collecting, analysis, and interpretation. The chosen research design is influenced by the topic's nature, the researcher's past experiences, and the intended audience.⁴⁶

An experimental research is the methodology employed in this investigation. Finding the cause-and-

⁴⁶ John W. Creswell, *“Research Design: Qualitative, Quantitative, and Mixed Methods Approaches Third Edition”*, (USA: SAGE Publications, 2009), p.1.

effect link between two things is the goal.⁴⁷ Researchers conducted an experimental investigation to gather data for this study. This study employs experimental research as a type of quantitative research to examine the rise in the use of flashcards with clue words in the teaching of descriptive texts at the junior high school. Experimental research describes what happens to certain variables when certain treatments are given to students.

This study utilized flashcards to teach students descriptive text writing. The subjects were divided into both an experimental and a control group. A pre-test assessed their initial writing ability. The experimental group received flashcards treatment, while the control group continued with standard teaching methods. Post-test treatments were administered to both groups.⁴⁸

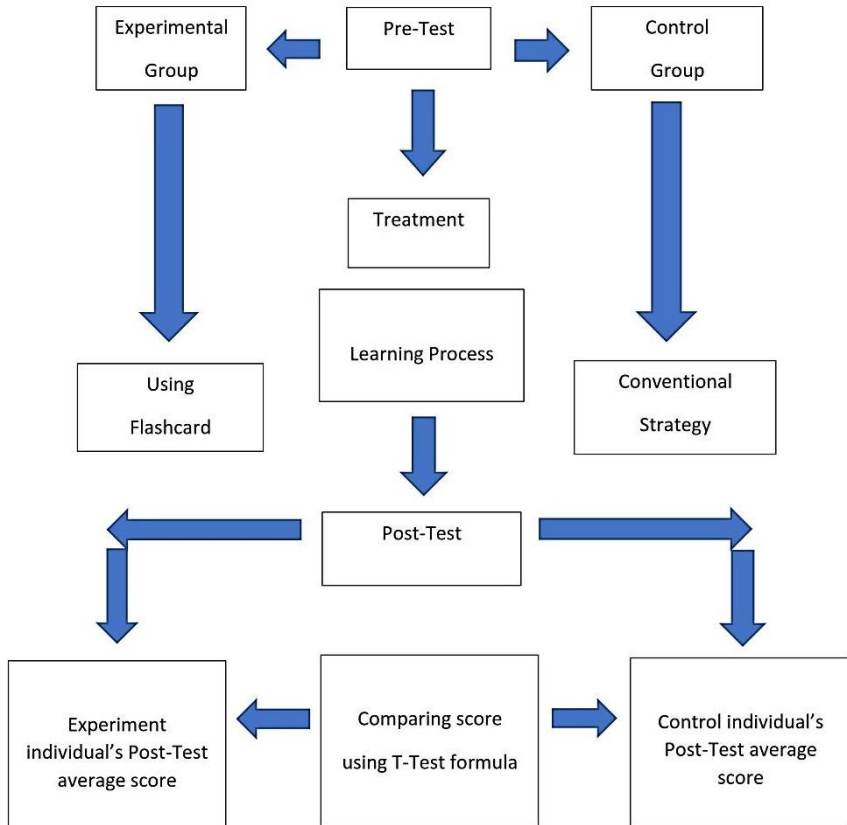
This study aims to evaluate how flashcards enhance descriptive writing. VIII-A (control group) and VIII-B (experimental group) were assessed. The

⁴⁷ Sugiyono, “*Metode Penelitian Kuantitatif Kualitatif, dan R&D*”, (Bandung: Alfabeta.2011), p72.

⁴⁸ Nur M. Djauhan Fastaghfirullah, Skripsi: “*Teaching Writing Of Descriptive Text Using Comic Strip*”, (Semarang: Walisongo State Islamic University, 2020), p.27.

experimental group used flashcards, the control group used standard teaching.⁴⁹

The author will create a chart outlining the research procedure:



⁴⁹ Ibid.

Table 3.1

Pre-test and Post-test Control Group Design Pattern

Group	Pre-Test	Treatment	Post-Test
Experimental	O1	X	O2
Control	O3	-	O4

In which:

O1 : pre-test for experimental group

O2 : post-test for experimental group

O3 : pre-test for control group

O4 : post-test for control group

Two groups of participants in this study were created: treatment group and control group. A pre-test (O1 and O3) was provided to both the treatment group and the control group to measure the quality. The control group was instructed using images of characters or media they had never seen before, while the treatment group got therapy or intervention (X), they were taught how to use flashcards to learn how to write descriptive writing. After that, each member of the control group and the treatment group took a post-test (O2 and O4).⁵⁰

⁵⁰ Ibid, p.28.

B. Source of Data/Participants and Setting

Students at MTs. Darul Ulum Semarang in the eighth grade participated in this study as English teachers during the 2022–2023 academic year. There are approximately 27 students in each class. There were 27 students total, including 12 girls and 15 boys. The subjects of this study were eight-grade students of MTs. Darul Ulum Semarang in the academic year 2022/2023 to be precise in class VIII which consisted of 2 classrooms, namely VIII-A, and VIII-B in the first semester.

The research will be conducted in MTs. Darul Ulum Semarang is a State Junior High School in Semarang, Indonesia's East Java Province. This school is located on Raya Anyar Wates Street, Ngaliyan Village, Ngaliyan District, Wates, Semarang City, Central Java, 50188.

C. Population and Sample

1. Population

A generalization area called a population consists of subjects, objects, or things with particular qualities and characteristics that are chosen by researchers to be examined and drawn conclusions from. A population is a grouping of all elements that carry out one or more

important criteria by Arikunto in the Encyclopedia of Educational Evaluation.⁵¹

Participants in this study were eighth-grades at MTs. Darul Ulum Semarang during the 2022–2023 academic year. There are 54 students overall. There are 2 courses, numbered VIII-A and VIII-B.

2. Sample

Several parts of the population are used as samples in research. All participants are used by the researcher as the population.⁵² Meanwhile, according to Arikunto, “samples are a subset or representative of the community under study. It is advisable to use the entire population as a sample if there are 100 or fewer responses in the population. Researchers may choose 10-15% or more of the population, if there are more than 100 responses in the population.”⁵³

The researchers in this study attended two classrooms at Class VIII MTs Darul Ulum Semarang. The sample was chosen as VIII-A and VIII-B by the researcher. Class VIII-B was chosen as the experimental group,

⁵¹ Sugiyono, “*Metode Penelitian Kuantitatif, Kualitatif, dan R&D*”, (Bandung: Alfabeta, 2018), p.80.

⁵² Ibid, p.35.

⁵³ Suharsimi Arikunto, “*Prosedur Penelitian Suatu Pendekatan Praktik*”, (Jakarta: PT. Rineka Cipta, 2006), p.131.

and the first class, VIII-A, was chosen as the control group. Each class has between 27 pupils. The control class, class VIII-A, has 27 students and serves as the sample. As an experimental class, class VIII-B has 27 students in it. The identical writing assignment descriptive text is given in both of these classes, but they approach it in different ways. Class VIII-A, which serves as the control group, employs the standard approach, which entails the teacher merely explaining, providing examples, and drilling. Additionally, class VIII-B uses flashcards as a learning tool as an experimental class. The pre-test was given in order to establish eligibility as a research subject. Using the pre-test, it is discovered that the experimental class and the control class share the same history. Following the teacher's intervention, take the post-test to learn the final result.

D. Research Variable

Variations within an object class are conceptualized as variables. Numerous categories exist for dividing up variables.⁵⁴ When a variable is classified as an independent variable or a dependent variable, the

⁵⁴ Sugiyono, “*Metode Penelitian Kuantitatif, Kualitatif, dan R&D*”, (Bandung: Alfabeta, 2018), p.38.

classification that matters the most is depending on how beneficial it will be in the research being considered.

1. Independent Variable (X)

The independent variable that the antecedent variable causes or has an impact on. The independent variable in this research is the use of flashcards with clue words.

2. Dependent Variable (Y)

The dependent variable in this study is students' skill to write descriptive text.

E. Techniques of Collecting Data

Arikunto (2002:136) defines research methods as the approaches utilized by researchers to collect data for their research. Based on this perspective, it may be claimed that the research methodology adopted was a means of gathering the data that the study required.⁵⁵

The following methods were employed in this study to gather data:

a. Pre-Test

Before carrying out treatment, the author gave a pre-test, the author asked students to write descriptive texts individually based on the given

⁵⁵ Suharmi Arikunto, *“Dasar-Dasar Evaluasi Pendidikan”*, (Jakarta: Bumi Aksara, 2002), p. 53

topic. They are allowed to open their dictionaries.
The pre-test lasted 50 minutes

b. Post-Test

The posttest was given to experimental group students after carrying out the treatment. The control group also received a posttest but without treatment. The test given is the same as the pretest worksheet to determine the improvement in students' writing skills. they are also allowed to open their dictionaries. The post-test was carried out within 50 minutes.

1. Test

Any teaching and learning process should include tests. The test consists of a series of inquiries meant to gauge a group's level of expertise, knowledge, intelligence, and unique talents. “A test is a tool or process used to determine something's existence or value by applying a prescribed technique or guideline.”⁵⁶

A test consists of a series of inquiries and exercises intended to assess an individual's or a group's degree of competency. The authors of this study used a

⁵⁶ Ibid.

written test. The test is very helpful in determining how well the pupil has understood the content delivered by the teacher. Before students engage in any flashcard-based activities, a pre-test is administered. Each cycle, evaluation assessments were utilized to measure how well the students had written descriptive writings. The test is administered following the completion of several exercises involving flashcards, which are used to measure student progress following the completion of several instructional activities.

A test is a device or process applied to measure and evaluate.⁵⁷ Both the experimental class and the control class employ this strategy to evaluate the writing skills of their students. Researchers employed the pre-test and post-test as their two tests. Before beginning the treatment, a pre-test is conducted with an experimental class and a control class with the goal of evaluating the students' writing skills. To find out the difference in the pupils' writing achievement following the treatment, a post-test was provided.

Researchers conducted two different types of tests in this instance, specifically the following:

⁵⁷ Anas Sudijono, *“Pengantar Evaluasi Pendidikan”*, (Jakarta: PT. Raja Grafindo Persada, 2009), p.66.

a. Pre-test

Before beginning the treatment, this exam was given to pupils to evaluate their skill in writing descriptive texts. The experimental group and the control group each received a pre-test from the researcher in this pre-test. The researcher made decisions about the lesson plans and materials after administering the pre-test. Both groups had a pre-test to see whether they were homogeneous and normal.⁵⁸

b. Post-test

All students received a post-test to determine their skill in writing descriptive texts using flashcards. The experimental and control class students were instructed to write a descriptive text for this post-test by the researcher. While the control class does not receive this instruction, the experimental class uses flashcards to teach its students how to write descriptive text.⁵⁹

⁵⁸ Nur M. Djauhan Fastaghfirullah, Skripsi: “*Teaching Writing Of Descriptive Text Using Comic Strip*”, (Semarang: Walisongo State Islamic University, 2020), p.36.

⁵⁹ Ibid, p.37.

2. Treatment

The intervention lasted for three sessions. The steps for the treatment in the experimental group were as follows :

1. First meeting
 - a. The writer explains descriptive text to students.
 - b. The writer gives worksheets to students.
 - c. The writer explains how to write descriptive text on the topic of his English teacher.
 - d. The writer asks students to observe the picture before writing.
 - e. The writer gives students the freedom to ask as widely as possible about the object they have just observed.
 - f. The writer allows students to open the dictionary to explore difficult vocabulary.
 - g. The writer opened a discussion session about the difficulties in writing descriptive text.
 - h. Students convey their writing results individually and use their own words.
2. Second meeting
 - a. The writer gives worksheets to students.
 - b. The writer explains how to write a specific to the subject descriptive text of animals.

- c. The writer asks students to observe the picture before writing.
 - d. The writer gives students the freedom to ask as widely as possible about the object they have just observed.
 - e. The writer allows students to open the dictionary to explore difficult vocabulary.
 - f. The writer opened a discussion session about the difficulties in writing descriptive text.
 - g. Students convey their writing results individually and use their own words
3. Third meeting
- a. The writer gives worksheets to students.
 - b. The writer explains how to write a particular to a subject descriptive text of family.
 - c. The writer asks students to observe the picture before writing.
 - d. The writer gives students the freedom to ask as widely as possible about the object they have just observed.
 - e. The writer allows students to open the dictionary to explore difficult vocabulary.
 - f. The writer opened a discussion session about the difficulties in writing descriptive text.

g. Students convey their writing results individually and use their own words

3. Documentation

Information retrieval is documentation. Notes, books, newspapers, periodicals, etc. are documentation.⁶⁰ Archival information that can aid researchers in data collection is referred to here. This approach is used by researchers to acquire documents pertinent to their work. This approach is utilized to locate the documentation of the prior English topic instruction, particularly the writing class activities. The researcher used records for this study, including a list of students' names, their English test results, and class schedules.

According to Sedarmayanti in Widia Nopita Sari, documentation is a data gathering approach that uses documents rather than direct contact with the research topic. Documents are written records whose contents are written statements prepared by a person or institution for the purpose of testing an event. They are useful for sources of data, evidence, and natural information that are difficult to obtain or find, and they

⁶⁰ Suharsimi Arikunto, *“Prosedure Penelitian Suatu Pendekatan Praktik”*, (Jakarta: PT. Rieneka Cipta, 2006), 6th Ed, p.15.

open up opportunities to further expand knowledge of something being investigated.⁶¹

Researchers took a written test to gather data, which is a very good way to measure how much better pupils are understanding what their teachers are teaching them. In this study, evaluation tests were used to collect data. Throughout the cycle, evaluation assessments are utilized to measure the comprehension of the students. After students complete certain flashcard-based activities for producing descriptive texts, the post-test is administered. It is used to measure how well students have learned after being instructed. The researcher examined the disparity between the means of the pre-test and the two evaluation test scores to determine the students' progress.

F. Instrument of the Research

A research instrument is a device or method that researchers use to gather data for their studies. The task is simpler, and the research findings are superior, more

⁶¹ Widia Nopita Sari, Skripsi: *“Implementasi E-Learning Pada Mata Pelajaran Bahasa Indonesia Kelas XI IBB SMAN 04 Kota Bengkulu”*, (Bengkulu: IAIN Bengkulu, 2021), p.43.

precise, thorough, and organized. Thus, it is simpler to work on.⁶²

1. Test

In this study, the instructor used an objective written test. Then, the teacher instructs the students on the test. To produce descriptive text is required per the instructions. Writing-related evaluation criteria used in this study include relevance, fluency, vocabulary, grammar, and mechanics.

The instrument used in this study was a writing comprehension test, using a pre-test and post-test in the experimental class and the control class. Pre-test and post-test were given with different topics. The students in the experimental and control classes were taught using different methods. Students in the experimental class study descriptive text using flashcards. Meanwhile, students in the control class studied descriptive text without using flashcards. They get the same topic at the time of pre-test and post-test but different teaching media.

⁶² Suharsimi Arikunto, *“Prosedur Penelitian Suatu Pendekatan Praktik”*, (Jakarta: PT. Rieneka Cipta, 2006), 6th Ed, p.92.

A. Pre-test

Based on the teacher's explanation, students are able to write about descriptive text without learning media by following the following rules:

1. Write a short paragraph of descriptive text about fictional characters that students know and then state the generic structure of the text,
2. Students can open the dictionary,
3. Do it individually to produce a good written descriptive text,
4. Time allocation (1x45 minutes).⁶³

B. Post-Test

Based on the teacher's explanation, students are able to write descriptive texts using flashcards as learning media with the following rules:

1. Give an interesting flashcard,
2. Write descriptive text about the characters stated in the flashcard then state the general structure of the text,
3. Students can open a dictionary,

⁶³ Nur M. Djauhan Fastaghfirullah, Skripsi: “*Teaching Writing Of Descriptive Text Using Comic Strip*”, (Semarang: Walisongo State Islamic University, 2020), p.38.

4. Do it individually to produce a good written descriptive text,

5. Time allocation (1x45 minutes).⁶⁴

In this study, participants were given essay worksheets on which to create descriptive paragraphs. The following formula can be used to calculate student achievement scores:

$$\begin{aligned} & \textit{Score} \\ &= \frac{\textit{The number of right questions}}{\textit{The number of questions}} \times 100 \end{aligned}$$

The researcher then used descriptive quantitative analysis of percentages in scoring to determine the progress in students' writing achievement in descriptive texts after gathering the data through observation and exams. The purpose of this study is to ascertain whether or not the use of flashcards can enhance students' writing abilities. The steps for data analysis are as follows:

G. The Technique of Scoring Test

Standard methods should be applied in measuring tests to demonstrate that reliable research outcomes are more accurate. The author use the analytical way to evaluate the writing test. Grammar, vocabulary, relevance, fluency, and

⁶⁴ Ibid, p.39.

mechanics are the five primary items or areas on the writing test, according to J.B. Heaton.⁶⁵

Table 3.2

**Scoring Descriptive Essay Rubric Heaton Grid
and Categories**

Grammar	5	Mastery of grammar taught on course, only 1 or 2 minor mistakes.
	4	A few minor mistakes only (preposition, article, etc).
	3	Only one major mistake but a few minor mistakes.
	2	Major mistakes that lead to difficulty in understanding, lack of mastery of sentence construction.
	1	Numerous serious mistakes, no mastery of sentence construction, almost intelligible.
Vocabulary	5	Use of wide range of

⁶⁵ J. B. Heaton, *“Writing English Language Tests”*, (London: Longman Group, 1975), p. 138.

		vocabulary taught previously.
	4	Good use of new words acquired, fairly acquired synonyms, circumlocutions.
	3	Attempt to use words acquired fairly appropriate vocabulary on the whole but sometimes restricted, has to resort to use synonyms, circumlocutions, etc. on a few occasions.
	2	Restricted vocabulary, use synonym (but not always appropriate). Imprecise and vague, affect the meaning.
	1	Very restricted vocabulary, inappropriate use of synonyms, seriously hinders communication.
Mechanics	5	No errors.
	4	1 or 2 minor errors only (e.g le or el).

	3	Several errors some interfere with communication, not too hard to understand.
	2	Several errors some interfere with communication, some words very hard to organize.
	1	Numerous errors, hard to recognize several words, communication made very difficult.
Relevance	5	Flowing style very easy to understand both complex and simple sentences very effective.
	4	Quite flowing style mostly easy to understand a few complex sentences very effective.
	3	Reasonably smooth style not too hard to understand mostly (but not all) simple sentences-fairly effective.
	2	Awkward style an effort

		needed to understand and enjoy complex sentences confusing mostly (but not all) simple sentences-fairly effective.
	1	Very awkward hard to understand cannot enjoy reading almost all simple sentences confusing excessive use of “and”.
Fluency	5	All sentences support the topic-highly organized clear progression of ideas well linked-like educated native speaker.
	4	Ideas well organized-links could occasionally be clearer but communication not impaired.
	3	Some lack of organization re-reading required for classification of ideas.
	2	Little or no attempts of

		connectivity thought-reader can deduce some organization individual ideas may be clear but difficult to deduce connection between them.
	1	Lack of organization so serve that communication is seriously impaired.

Scoring students writing by using rubric for evaluating writing. All items were adapted from J.B. Heaton:

- a. Grammar is the correct use of the syntatic patterns and structural words.
- b. Vocabulary is the all the word that use.
- c. Mechanic it use of graphic convention of the language.
- d. Relevance is the purpose of material in writing which happen from beginning the end.
- e. Fluency is substance of writing the ideal express.⁶⁶

⁶⁶ J. B. Heaton, "*Writing English Language Tests*", (London: Longman Group, 1975), p. 138.

Researchers used information on student accomplishment classification to categorize scores suggested by Harris (1969:134).

Table 3.3

Table of Criteria Assessment

	Students' Mastery	
Criteria of Mastery	Grade	Level
91-100	A	Excellent
81-90	B	Very good
71-80	C	Good
61-70	D	Fair
51-60	E	Poor
Less than 50	F	Very poor

The following measures were used by researchers when assessing research data:

a. Tabulating the data

That includes scoring the test items from each student and arranging their scores into ranking order.

b. Applying the appropriate formula for analyzing the data

The averages from the pre-test and post-test were compared to examine the data. The t-test procedure will then be applied to see if the difference between the two averages is significant.

H. The Technique of Data Analysis

In this study, statistical data analysis was the method used for data analysis. The usefulness and growth of employing flashcards as a learning tool for writing descriptive texts in the 2022–2023 academic year will be assessed through analysis.

Quantitative data analysis will be used in this investigation. Quantitative has to do with quantity or sum.

a. Descriptive Analysis

The use of descriptive analysis can help explain and describe research data, including its quantity, maximum, minimum, average, and other values.

b. Normality Test

To determine if the research data is normally distributed or not, the normality test is used. Because normal distribution of data is a necessity and an absolute requirement that must be met in parametric statistics, this is the case. Using the *Shapiro Wilk* test and the SPSS

version 25 application, the data normality test was computed. The *Shapiro-Wilk* test's major importance provides insight into decision-making:

1. H_0 is accepted. If the significance value > 0.05 , indicating that the experimental and study data are normally distributed.
2. H_0 is rejected. If the significance value < 0.05 , indicating that the experimental and study data are not normally distributed.

c. Test Paired Sample T-Test

A paired sample t-test is used in this data analysis to assess whether the average of the two samples is paired. The paired sample t-test's requirements are normally distributed data. The paired sample t-test does not require variance for homogeneous data.

1. If the significance value < 0.05 , the data show a significance different between the Pre-Test and Post-test.
2. If the significance value > 0.05 , the data show a not significance different between the pre-test and post-test.

d. Homogeneity Test

In this study, the variance of the experimental class post-test data and the control class post-test data were compared to see if their variances were homogeneous or not using the homogeneity test. The homogeneity test seeks to determine whether a data variant from two or more groups is homogeneous (the same) or heterogeneous (not the same). In order to use the independent sample t-test, homogeneous data must be present (but it is not an absolute requirement).

Following are the decision-making steps:

1. If a significance value > 0.05 appears, it indicates the data are homogeneous.
2. If a significance value < 0.05 appears, it indicates the data are not homogeneous (heterogeneity).

e. Test Independent Sample T-Test

This data analysis method is used to find out whether the means of two unpaired samples differ, then an independent sample t-test is performed. Data that are homogenous (not absolute) and normally distributed are the

basic requirements for the independent sample t-test. The experimental class post-test data and the control class post-test data were compared using the independent sample t-test. Calculation of the independent sample t-test was carried out with the help of SPSS 25 software. The outputs calculated through the help of this program were in the form of t-test values and significance values.

Following are the decision-making steps:

1. If a significance value > 0.05 , so H_a is rejected but H_0 is approved.
2. If a significance value < 0.05 , so H_0 is rejected but H_a is approved.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

The sections of this chapter are the research findings, result of the research, data analysis, and research discussion. The research's conclusions also include a summary of the outcomes of data collecting and analysis, which will be discussed in more detail in the section below.

A. Research Findings

The author of this chapter presents statistics obtained from class VIII MTs. Darul Ulum Semarang for the 2022-2023 academic year. 54 students were sampled for this study. They were divided into two classes, one as an experimental class (27 participants) and one as a control class (27 participants).

Classification based on research findings with students taking the pre-test and post-test. To find out the responses to the research problems from the previous chapter, the researcher held two tests. The pre-test was given before treatment to assess students' ability to write descriptive text. Then, the Post-test was given to students after treatment to assess students' writing abilities. This research test may provide answers to the study's first research question, which seeks to ascertain whether using

flashcards can improve students' ability to produce descriptive texts in MTs. Darul Ulum Semarang.

As the author stated in the chapter before it, a pre-test and post-test were utilized to gather data for this study. The test's goal was to gather information on students' abilities to produce descriptive texts in two groups: the experimental group and control group. The t-test formula (test of difference) for independent samples was employed by the authors to examine the data acquired from the tests, and the basic statistical formula was utilized to assess percentage data. Information gathered through tests and documentation.

Pre-test, post-test, scores obtained, and data analysis are some of the sections divided into descriptions. In addition, all the information in this explanation was collected from the results of the pre-test and post-test of students in the experimental and control classes. To find out the difference between students who were taught descriptive text through flashcard media and students who were taught using the method commonly used by the teacher. Researchers conducted quantitative data on MTs. Darul Ulum Semarang with the 2022/2023 academic year.

Table 4.1 Master Data

NO.	EXPERIMENT CLASS		CONTROL CLASS	
	PRE-TEST	POST-TEST	PRE-TEST	POST-TEST
1.	56	88	68	72
2.	72	92	76	88
3.	68	88	56	68
4.	56	84	56	72
5.	72	88	72	76
6.	68	84	76	80
7.	76	92	80	84
8.	72	84	72	84
9.	68	80	72	80
10.	56	84	56	76
11.	64	92	68	80
12.	72	84	68	80
13.	76	80	60	76
14.	68	88	68	72
15.	72	80	72	80
16.	76	80	72	76
17.	76	84	72	80
18.	68	80	64	76
19.	64	88	64	76
20.	60	84	60	80
21.	60	92	60	76
22.	76	84	84	88
23.	56	84	56	72
24.	52	80	68	80
25.	60	80	56	72
26.	68	88	52	76
27.	80	96	88	92

Table 4.2 Score of Pre-Test Experimental Class

NO.	CODE	SCORE
1.	E1	56
2.	E2	72
3.	E3	68
4.	E4	56
5.	E5	72
6.	E6	68
7.	E7	76
8.	E8	72
9.	E9	68
10.	E10	56
11.	E11	64
12.	E12	72
13.	E13	76
14.	E14	68
15.	E15	72
16.	E16	76
17.	E17	76
18.	E18	68
19.	E19	64
20.	E20	60
21.	E21	60
22.	E22	76
23.	E23	56
24.	E24	52
25.	E25	60
26.	E26	68
27.	E27	80
N=27	Total	1.812
	Min	52
	Max	80
	Mean	67,1111
	Std. Deviation	7,79217

The experimental class VIII group's pre-test scores at MTs. Darul Ulum Semarang. A minimum score of 52, a maximum of 80, an average of 67.11, and a standard deviation of 7.79 are obtained during the first meeting.

Table 4.3 Score of Post-Test Experimental Class

NO.	CODE	SCORE
1.	E1	88
2.	E2	92
3.	E3	88
4.	E4	84
5.	E5	88
6.	E6	84
7.	E7	92
8.	E8	84
9.	E9	80
10.	E10	84
11.	E11	92
12.	E12	84
13.	E13	80
14.	E14	88
15.	E15	80
16.	E16	80
17.	E17	84
18.	E18	80
19.	E19	88
20.	E20	84
21.	E21	92
22.	E22	84
23.	E23	84
24.	E24	80
25.	E25	80
26.	E26	88
27.	E27	96
N=27	Total	2.308
	Min	80
	Max	96
	Mean	85,4815

	Std. Deviation	4,59406
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The experimental class VIII group's post-test scores at MTs. Darul Ulum Semarang. A minimum score of 80, a maximum of 96, an average of 85.48, and a standard deviation of 4.59 are obtained during the second meeting.

Table 4.4 Score of Pre-Test Control Class

NO.	CODE	SCORE
1.	C1	68
2.	C2	76
3.	C3	56
4.	C4	56
5.	C5	72
6.	C6	76
7.	C7	80
8.	C8	72
9.	C9	72
10.	C10	56
11.	C11	68
12.	C12	68
13.	C13	60
14.	C14	68
15.	C15	72
16.	C16	72
17.	C17	72
18.	C18	64
19.	C19	64
20.	C20	60
21.	C21	60
22.	C22	84
23.	C23	56
24.	C24	68
25.	C25	56
26.	C26	52
27.	C27	88
N=27	Total	1.816
	Min	52
	Max	88
	Mean	67,2593

	Std. Deviation	9,21784
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The control class VIII group's pre-test scores at MTs. Darul Ulum Semarang. A minimum score of 52, a maximum of 88, an average of 67.25, and a standard deviation of 9.21 are obtained during the first meeting.

Table 4.5 Score of Post-Test Control Class

NO.	CODE	SCORE
1.	C1	72
2.	C2	88
3.	C3	68
4.	C4	72
5.	C5	76
6.	C6	80
7.	C7	84
8.	C8	84
9.	C9	80
10.	C10	76
11.	C11	80
12.	C12	80
13.	C13	76
14.	C14	72
15.	C15	80
16.	C16	76
17.	C17	80
18.	C18	76
19.	C19	76
20.	C20	80
21.	C21	76
22.	C22	88
23.	C23	72
24.	C24	80
25.	C25	72
26.	C26	76
27.	C27	92
N=27	Total	2.112
	Min	68
	Max	92
	Mean	78,2222

	Std. Deviation	5,58386
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The control class VIII group's post-test scores at MTs. Darul Ulum Semarang. A minimum score of 68, a maximum of 92, an average of 78.22, and a standard deviation of 5.58 are obtained during the second meeting.

Table 4.6 Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
PreTest	Based on Mean	0,527	1	52	0,471
	Based on Median	0,557	1	52	0,459
	Based on Median and with adjusted df	0,557	1	50,336	0,459
	Based on trimmed mean	0,635	1	52	0,429
PostTest	Based on Mean	0,474	1	52	0,494
	Based on Median	0,541	1	52	0,465
	Based on Median and with adjusted df	0,541	1	48,912	0,466
	Based on trimmed mean	0,520	1	52	0,474

In this study, the variance of the experimental class post-test data and the control class post-test data were compared to see if their variances were homogeneous or not using the homogeneity test. The homogeneity test seeks to determine whether a data

variant from two or more groups is homogeneous (the same) or heterogeneous (not the same). In order to use the independent sample t-test, homogeneous data must be present (but it is not an absolute requirement).

It can be inferred from the output above that the variance of the post-test data for the experimental class and the post-test data for the control class are the same or homogeneous because the significance value (Sig.) Based on Mean is known to be $0.494 > 0.05$. As a result, one condition (not the only one) of the independent sample t-test has been fulfilled.

Table 4.7 Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Hasil Belajar	Equal variances assumed	0,474	0,494	5,217	52	0,000	7,25926	1,39157	4,46686	10,05166
	Equal variances not assumed			5,217	50,139	0,000	7,25926	1,39157	4,46439	10,05413

It is clear from the output data above and the value of Sig. (2-tailed) of $0.000 < 0.05$ that there is a difference between the experimental class and the control class in terms of the average student learning outcomes.

Due to the homogeneity of the data, equal variances are assumed, which relates to the Sig. (2-tailed). In contrast, if the data are not homogenous, then the assumption of equal variances not assumed.

B. Discussion

An analysis is conducted to find out the impact of employing flashcards as a learning tool for writing descriptive writings based on the research findings. Two meetings with a duration of one hour were used to cover the topic of writing descriptive text. The purpose of this study is to find out how using flashcards as a learning tool will affect your ability to write descriptive text. The order of the tasks is as follows: giving students a pre-test twice, giving treatment to students, specifically employing flashcards to create descriptive text and conducting two post-tests on students to gather data. The outcomes are then examined.

Based on the findings of the aforementioned study of research data: the experimental group's pre-test average was 67.11; after the treatment is provided to the pupils, the experimental group scores 85.48 on the post-test; the control class's pre-test average was 67.25; the control class' post-test average is 78.22. At the last meeting, namely the post-test, students increased with an average of 85.48 compared to the first meeting, the student pre-test was 67.11. With the results of the average value that came out at that time the results of the pre-test and post-test showed that there was a significant effect. Student test results

increased after treatment compared to the previous treatment. It was determined that using flashcard media when writing descriptive texts had a major impact on students' descriptive text writing. The differences in student learning outcomes between the two groups' pre- and post-test results are offered for more information.

The results of the Paired Samples T-test indicated the significance of the experimental group was $0.000 < 0.05$ based on the findings of previous research data analysis. The difference between the pre-test and post-test appears to be significant because the significance test values are less than 0.05. This responds to the first research question, which was whether or not flashcard learning mediums had a significant impact on how students write descriptive texts. On the other hand, the control group similarly reaches significance, $0.000 < 0.05$. The results of the hypothesis test (Independent Samples Test) provided an answer to the second question about how effective the use of flashcard learning media was in helping students write descriptive texts. The difference between the pre-test and post-test of the control group was also considered significant. This demonstrates that 0.000, or less than 0.05, is the significance level of the post-test for the experimental group and the control group. In light of this,

it can be seen that the significance of the post-test for both the experimental and control groups is 0.000, or less than 0.05. Therefore, if the proposed alternative hypothesis (H_a) is accepted, the null hypothesis (H_0) is rejected. The null hypothesis (H_0) is accepted if the alternative hypothesis (H_a) is rejected, and vice versa. Therefore, it can be said that it has been established that students who utilize flashcard media when producing descriptive writings benefit from it.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

According to the findings of the data analysis in the preceding chapter, the researcher has come to the conclusion that using flashcard media helps students develop their ability to write descriptive writings.

The experimental class and the control class's learning outcomes differ significantly in a number of ways. In the post-test, the experimental class's average score was 85.48, compared to 78.22 for the control class. Students are happier, more at ease, and prefer utilizing flashcards as a tool for writing descriptive texts as a result. The results of this experimental study also demonstrate that using flashcards improves students' descriptive writing abilities in comparison to not using them because there are actual images that make it easier for students to picture what they are describing. The usage of flashcard media demonstrates how much simpler it is for students to get knowledge or inspiration for writing descriptive texts and to learn new terms while doing so.

Thus, students get ideas more quickly because they learn to use flashcard media. Flashcards in descriptive text

here as a learning medium that greatly facilitates them in learning to write descriptive texts. This can help them stimulate material more easily, and also learning in a fun atmosphere can make it easier for students to learn. The teaching and learning process becomes more interesting, fun and more enthusiastic. The application of this method can also help students to increase their vocabulary while continuing to learn to write.

B. Suggestion

According to the study's findings, there is a substantial difference between students' writing proficiency before and after receiving instruction using flashcards. As a result, the authors offer the following advice:

a. For Students

Developing good English writing proficiency is crucial for students to grasp the language and express themselves effectively. By following the correct steps, writing becomes simple and students become accustomed to the process, making it a challenging yet rewarding process.

b. For Teachers

Teachers must be innovative in teaching English, utilizing various media and approaches, especially writing. Transitioning from conventional media to

flashcards can create effective learning models, engaging students in English through descriptive language and efficient learning models.

c. For the Future Researchers

The researcher acknowledges the limitations of this study and recommends further research in related areas with a different focus for future scholars.

Hopefully, writers and readers will find this information valuable. Amen.

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APPENDICES

Appendix 1. Name of Control Class (VIII-A)

Name of Control Class (VIII-A)

No.	Name	Code
1.	Aisyah Nurul Q.	C-1
2.	Aulia Ainun Z.	C-2
3.	Basirotn Nafindhoh	C-3
4.	Devita A.	C-4
5.	Faris A.	C-5
6.	Firman Ahmad Maulana	C-6
7.	Khairul Umam	C-7
8.	M. Abid Hanung	C-8
9.	M. Fachri	C-9
10.	M. Fakhruddin H.	C-10
11.	M. Ziddan Egis	C-11
12.	Muh. Rayhan	C-12
13.	Nayla P.	C-13
14.	Nisful Alfanul Ikhsan	C-14
15.	Orza Prananda A.	C-15
16.	Raissa Izzan R.	C-16
17.	Resi Ilman F.	C-17
18.	Salsa R.	C-18
19.	Shofi Wardatul	C-19
20.	Suci Trianisa	C-20
21.	Umi Aida A.	C-21
22.	Wahyu Cokro B.	C-22
23.	Windi Anggryani	C-23
24.	Zahra Amanda Aisy	C-24
25.	Zia Mazia El-Ghina A.	C-25
26.	Naila Mutiara	C-26
27.	M. Ridho F.	C-27

Appendix 2. Name of Experimental Class (VIII-B)

Name of Experimental Class (VIII-B)

No.	Name	Code
1.	Afrik Alena R.	E-1
2.	Aji Imam M.	E-2
3.	Cinta Avrilia	E-3
4.	Desvita Ayu Lestari	E-4
5.	Diva Dwi P.	E-5
6.	Elsa Octavia	E-6
7.	Farah Meiyasari	E-7
8.	Ibad	E-8
9.	Indah Feby	E-9
10.	Kun Al Birru	E-10
11.	M. Haidar Ali	E-11
12.	M. Haris Fabyan P.	E-12
13.	Muh. Robet Agung P.	E-13
14.	Muhammad Nova	E-14
15.	Nadia Zulva F.	E-15
16.	Naima Sabrina	E-16
17.	Rahma Aulya P.	E-17
18.	Raihan Syifa M.	E-18
19.	Rika Yunifah	E-19
20.	Sakila Mahadewi	E-20
21.	Tasya Putri Cintya S.	E-21
22.	Zahra Luthfia Atikah	E-22
23.	Zalwa Ahmad	E-23
24.	Septania Basyirotun	E-24
25.	Achmad Ulinuha	E-25
26.	Nikita Putri	E-26
27.	M. Hilmi Musthofa	E-27

Appendix 3. Master Data

Master Data

NO.	EXPERIMENT CLASS		CONTROL CLASS	
	PRE-TEST	POST-TEST	PRE-TEST	POST-TEST
1.	56	88	68	72
2.	72	92	76	88
3.	68	88	56	68
4.	56	84	56	72
5.	72	88	72	76
6.	68	84	76	80
7.	76	92	80	84
8.	72	84	72	84
9.	68	80	72	80
10.	56	84	56	76
11.	64	92	68	80
12.	72	84	68	80
13.	76	80	60	76
14.	68	88	68	72
15.	72	80	72	80
16.	76	80	72	76
17.	76	84	72	80
18.	68	80	64	76
19.	64	88	64	76
20.	60	84	60	80
21.	60	92	60	76
22.	76	84	84	88
23.	56	84	56	72
24.	52	80	68	80
25.	60	80	56	72
26.	68	88	52	76
27.	80	96	88	92

Pre-Test of Control Class

NO.	CODE	SCORE
1.	C-1	72
2.	C-2	76
3.	C-3	48
4.	C-4	84
5.	C-5	52
6.	C-6	52
7.	C-7	56
8.	C-8	52
9.	C-9	64
10.	C-10	52
11.	C-11	52
12.	C-12	64
13.	C-13	72
14.	C-14	68
15.	C-15	52
16.	C-16	72
17.	C-17	52
18.	C-18	72
19.	C-19	76
20.	C-20	76
21.	C-21	72
22.	C-22	52
23.	C-23	56
24.	C-24	64
25.	C-25	76
26.	C-26	76
27.	C-27	52

Pre-Test of Experimental Class

NO.	CODE	SCORE
1.	E-1	56
2.	E-2	68
3.	E-3	68
4.	E-4	56
5.	E-5	72
6.	E-6	68
7.	E-7	76
8.	E-8	56
9.	E-9	68
10.	E-10	56
11.	E-11	52
12.	E-12	72
13.	E-13	76
14.	E-14	64
15.	E-15	72
16.	E-16	72
17.	E-17	60
18.	E-18	60
19.	E-19	64
20.	E-20	60
21.	E-21	60
22.	E-22	76
23.	E-23	56
24.	E-24	52
25.	E-25	60
26.	E-26	48
27.	E-27	76

Post-Tes of Control Class

NO.	CODE	SCORE
1.	C-1	76
2.	C-2	96
3.	C-3	76
4.	C-4	92
5.	C-5	76
6.	C-6	76
7.	C-7	72
8.	C-8	80
9.	C-9	76
10.	C-10	80
11.	C-11	80
12.	C-12	84
13.	C-13	88
14.	C-14	88
15.	C-15	72
16.	C-16	96
17.	C-17	76
18.	C-18	96
19.	C-19	96
20.	C-20	92
21.	C-21	92
22.	C-22	76
23.	C-23	84
24.	C-24	72
25.	C-25	92
26.	C-26	96
27.	C-27	80

Post-Test of Experimental Class

NO.	CODE	SCORE
1.	E-1	76
2.	E-2	72
3.	E-3	88
4.	E-4	84
5.	E-5	80
6.	E-6	76
7.	E-7	80
8.	E-8	72
9.	E-9	72
10.	E-10	80
11.	E-11	64
12.	E-12	76
13.	E-13	80
14.	E-14	68
15.	E-15	92
16.	E-16	76
17.	E-17	76
18.	E-18	68
19.	E-19	72
20.	E-20	76
21.	E-21	80
22.	E-22	76
23.	E-23	76
24.	E-24	72
25.	E-25	60
26.	E-26	68
27.	E-27	80

Table of Pre-Test Experimental Class

NO.	CODE	SCORE
1.	E1	56
2.	E2	72
3.	E3	68
4.	E4	56
5.	E5	72
6.	E6	68
7.	E7	76
8.	E8	72
9.	E9	68
10.	E10	56
11.	E11	64
12.	E12	72
13.	E13	76
14.	E14	68
15.	E15	72
16.	E16	76
17.	E17	76
18.	E18	68
19.	E19	64
20.	E20	60
21.	E21	60
22.	E22	76
23.	E23	56
24.	E24	52
25.	E25	60
26.	E26	68
27.	E27	80
N=27	Total	1.812
	Min	52
	Max	80
	Mean	67,1111
	Std. Deviation	7,79217

The experimental class VIII group's pre-test scores at MTs. Darul Ulum Semarang. A minimum score of 52, a maximum of 80, an average of 67.11, and a standard deviation of 7.79 are obtained during the first meeting.

Table of Post-Test Experimental Class

NO.	CODE	SCORE
1.	E1	88
2.	E2	92
3.	E3	88
4.	E4	84
5.	E5	88
6.	E6	84
7.	E7	92
8.	E8	84
9.	E9	80
10.	E10	84
11.	E11	92
12.	E12	84
13.	E13	80
14.	E14	88
15.	E15	80
16.	E16	80
17.	E17	84
18.	E18	80
19.	E19	88
20.	E20	84
21.	E21	92
22.	E22	84
23.	E23	84
24.	E24	80
25.	E25	80
26.	E26	88
27.	E27	96
N=27	Total	2.308
	Min	80
	Max	96
	Mean	85,4815
	Std. Deviation	4,59406

The experimental class VIII group's post-test scores at MTs. Darul Ulum Semarang. A minimum score of 80, a maximum of 96, an average of 85.48, and a standard deviation of 4.59 are obtained during the second meeting.

Table of Pre-Test Control Class

NO.	CODE	SCORE
1.	C1	68
2.	C2	76
3.	C3	56
4.	C4	56
5.	C5	72
6.	C6	76
7.	C7	80
8.	C8	72
9.	C9	72
10.	C10	56
11.	C11	68
12.	C12	68
13.	C13	60
14.	C14	68
15.	C15	72
16.	C16	72
17.	C17	72
18.	C18	64
19.	C19	64
20.	C20	60
21.	C21	60
22.	C22	84
23.	C23	56
24.	C24	68
25.	C25	56
26.	C26	52
27.	C27	88
N=27	Total	1.816
	Min	52
	Max	88
	Mean	67,2593
	Std. Deviation	9,21784

The control class VIII group's pre-test scores at MTs. Darul Ulum Semarang. A minimum score of 52, a maximum of 88, an average of 67.25, and a standard deviation of 9.21 are obtained during the first meeting.

Table of Post-Test Control Class

NO.	CODE	SCORE
1.	C1	72
2.	C2	88
3.	C3	68
4.	C4	72
5.	C5	76
6.	C6	80
7.	C7	84
8.	C8	84
9.	C9	80
10.	C10	76
11.	C11	80
12.	C12	80
13.	C13	76
14.	C14	72
15.	C15	80
16.	C16	76
17.	C17	80
18.	C18	76
19.	C19	76
20.	C20	80
21.	C21	76
22.	C22	88
23.	C23	72
24.	C24	80
25.	C25	72
26.	C26	76
27.	C27	92
N=27	Total	2.112
	Min	68
	Max	92
	Mean	78,2222
	Std.	5,58386

	Deviation	
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The control class VIII group's post-test scores at MTs. Darul Ulum Semarang. A minimum score of 68, a maximum of 92, an average of 78.22, and a standard deviation of 5.58 are obtained during the second meeting.

Appendix 4. Descriptive Statistics

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Experiment_PreTest	27	52,00	80,00	67,1111	7,79217
Experiment_PostTest	27	80,00	96,00	85,4815	4,59406
Control_PreTest	27	52,00	88,00	67,2593	9,21784
Control_PostTest	27	68,00	92,00	78,2222	5,58386
Valid N (listwise)	27				

The use of descriptive analysis can help explain and describe research data, including its quantity, maximum, minimum, average, and other values.

Appendix 5. Test of Normality

Test of Normality

	Shapiro-Wilk		
	Statistic	df	Sig.
Experiment_PreTest	0,933	27	0,080
Experiment_PostTest	0,892	27	0,009
Control_PreTest	0,953	27	0,247
Control_PostTest	0,932	27	0,077

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

$$T_3 = \frac{1}{D} \left[\sum_{i=1}^k a_i (X_{n-i+1} - X_i) \right]^2$$

Shapiro Wilk Formula Description

D = Based on the formula below = Shapiro Wilk Coefficient test

X n-i+1 = The n - i + 1 in the data

X I = The i number in the data

$$D = \sum_{i=1}^n (X_i - \bar{X})^2$$

Information :

X_i = The i-th number in the data

\bar{X} = Average data

$$G = b_n + c_n + \ln\left(\frac{T_3 - d_n}{1 - T_3}\right)$$

Information :

G = Identical to the Z value of the normal distribution

T_3 = Based on the above formula b_n , c_n , d_n =
Shapiro-Wilk Statistical Conversion Normal
Distribution Approach

Finding out if a variable has a normal distribution or not is the goal of the normality test. The SPSS 25 program is used to calculate the Shapiro-Wilk formula, which is used in the normality test. If $\text{sig} > 0.05$, it is considered to be normal, and if $\text{sig} < 0.05$, it is considered to be abnormal.

The findings of the normality test are displayed in the table above, and they indicate that the data on the learning outcomes of the pretest and posttest instruments have a significant value of > 0.05 . It can be inferred that the data has a normal distribution because the significant value > 0.05

Appendix 6. Test of Homogeneity of Variances

Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
PreTest	Based on Mean	0,527	1	52	0,471
	Based on Median	0,557	1	52	0,459
	Based on Median and with adjusted df	0,557	1	50,336	0,459
	Based on trimmed mean	0,635	1	52	0,429
PostTest	Based on Mean	0,474	1	52	0,494
	Based on Median	0,541	1	52	0,465
	Based on Median and with adjusted df	0,541	1	48,912	0,466
	Based on trimmed mean	0,520	1	52	0,474

In this study, the variance of the experimental class post-test data and the control class post-test data were compared to see if their variances were homogeneous or not using the homogeneity test. The homogeneity test seeks to determine whether a data variant from two or more groups is homogeneous (the same) or

heterogeneous (not the same). In order to use the independent sample t-test, homogeneous data must be present (but it is not an absolute requirement).

It can be inferred from the output above that the variance of the post-test data for the experimental class and the post-test data for the control class are the same or homogeneous because the significance value (Sig.) Based on Mean is known to be $0.494 > 0.05$. As a result, one condition (not the only one) of the independent sample t-test has been fulfilled.

Appendix 7. Paired Samples Test

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	Experiment _PreTest - Experiment _PostTest	- 18,37 037	8,39 482	1,61 558	- 21,69 125	- 15,04 949	- 11, 371	2 6	0,0 00
Pair 2	Control_Pr eTest - Control_Po stTest	- 10,96 296	5,82 753	1,12 151	- 13,26 826	- 8,657 67	- 9,7 75	2 6	0,0 00

The output of Pair 1 obtained sig (2-tailed) value $0.000 < 0.05$, which indicates that there is a difference in the average student learning outcomes between the pre-test and post-test in the experimental class, according to the results of the paired sample t-test. Whereas for the output of Pair 2 obtained sig (2-tailed) value $0.000 < 0.05$, which indicates that there is a difference in the average student learning outcomes between the pre-test and post-test in the control class, according to the results of the paired sample t-test.

Appendix 8. Independent Samples Test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Hasil Belajar	Equal variances assumed	0,474	0,494	5,217	52	0,000	7,25926	1,39157	4,46686	10,05166
	Equal variances not assumed			5,217	50,139	0,000	7,25926	1,39157	4,46439	10,05413

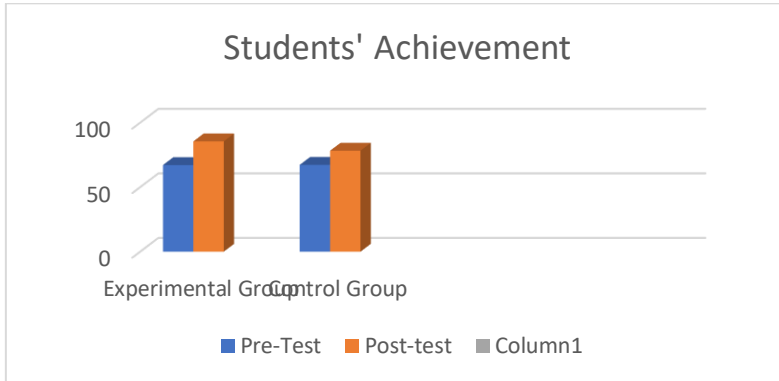
It is clear from the output data above and the value of Sig. (2-tailed) of $0.000 < 0.05$ that there is a difference between the

experimental class and the control class in terms of the average student learning outcomes.

Due to the homogeneity of the data, equal variances are assumed, which relates to the Sig. (2-tailed). In contrast, if the data are not homogenous, then the assumption of equal variances not assumed.

Appendix 9. Diagram of Students' Achievement

Diagram of Students' Achievement



It is evident from the diagram above that students' achievement in the experimental group has increased more than that of the students in the control group.

Appendix 10. Lesson Plan for Control Class

Lesson Plan for Control Class

LESSON PLAN

Satuan Pendidikan	: MTs. Darul Ulum Semarang
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: 8/1
Materi Pokok	: Descriptive Text
Ketrampilan	: Menulis (writing)
Alokasi Waktu	: 2JP (2x35 menit)

A. Kompetensi Inti

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	3.7 Menganalisis fungsi sosial, dan unsur kebahasaan dari teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.	3.7.1 Membaca dengan nyaring bacaan tentang deskripsi suatu tempat dan melafalkan kata sifat yang biasa digunakan untuk mendeskripsikan tempat / bangunan bersejarah.
2	4.10 Menyusun teks deskriptif tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.10.1 Menyusun teks descriptive tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal.

C. Tujuan Pembelajaran

Tujuan diberikan teks deskriptif agar siswa dapat:

1. Menentukan ciri umum teks deskripsi dari segi isi dan tujuan komunikasi pada teks yang dibaca/didengar.
2. Menentukan ciri teks deskriptif dari aspek kebahasaan pada teks yang dibaca/didengar.
3. Menentukan bagian identifikasi dan deskripsi bagian pada teks deskripsi yang disajikan.
4. Menulis teks deskriptif dengan memperhatikan pilihan kata, kelengkapan struktur, dan kaidah penggunaan kata/kalimat dan tanda baca/ejaan.
5. Menyajikan secara lisan teks deskriptif dalam mendiskripsikan objek

D. Materi Pembelajaran

1. The definition
A written text in which the writer describes an object such person, animal, things, or place.
2. Social function
To describe particular person, place, or things.
3. Generic Structure
 - a. Identification: Identifying phenomenon of the subject that will be described

- b. Description: Describing the parts, qualities, features, behavior and the character of the subject.
- 4. Language features
 - a. Focus on specific participant
 - b. Use of attributive and identifying processes
 - c. Use of Simple present
 - d. The example of descriptive text
 - e. Adjectives to describe place
 - 1) Alive
 - 2) Dry
 - 3) Creepy
 - 4) Interesting
 - 5) Noisy
 - 6) Pleasant
 - 7) Ugly
 - 8) Windy

E. Metode pembelajaran

Pendekatan : scientific approach

F. Media dan Sumber Pembelajaran

- 1. Media
 - a. Worksheet
 - b. Boardmarker
 - c. White board

2. Sumber Pembelajaran

a. Materials and media in English Language Teaching

G. Langkah-langkah Kegiatan Pembelajaran

Uraian Kegiatan	Alokasi Waktu
Kegiatan Awal	10 menit
<ol style="list-style-type: none">1. Guru mengawali proses pembelajaran dengan salam, berdoa, dan mengabsen.2. Mengkonfirmasi kesiapan siswa.3. Siswa bersama guru mengingat materi yang dipelajari pada pertemuan sebelumnya.4. Apersepsi: Guru memberi stimulus kepada siswa dengan bertanya jawab.5. Motivasi: Menjelaskan pentingnya materi yang akan dipelajari berikut.6. Kompetensi yang harus dikuasai siswa.	
Kegiatan Inti	50 menit
Mengamati	

<ol style="list-style-type: none"> 1. Peserta didik mendengarkan penjelasan guru tentang materi teks deskriptif melalui gambar yang dibawa oleh guru. 2. Peserta didik mendengarkan materi teks deskriptif yang dibacakan oleh guru. <p>Menanya</p> <ol style="list-style-type: none"> 1. Peserta didik diharapkan dapat mengajukan pertanyaan tentang penerapan teks deskriptif. 2. Peserta didik mengajukan pertanyaan tentang hal-hal lain yang ingin diketahui dengan cara yang sederhana. <p>Mengeksplorasi</p> <ol style="list-style-type: none"> 1. Guru memberikan worksheet kepada siswa dan membimbing peserta didik. 2. Peserta didik diminta untuk membuat teks deskriptif tentang gambar yang ada di worksheet secara mandiri/individu dengan 	
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<p>memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan.</p> <p>3. Peserta didik menganalisis dan menemukan kosa kata yang sulit pada teks deskriptif.</p> <p>Mengkomunikasi</p> <p>1. Peserta didik menyampaikan hasil menulis teks deskriptifnya di depan kelas.</p>	
<p>Kegiatan Penutup</p> <p>1. Guru mengkonfirmasi pemahaman siswa.</p> <p>2. Menanyakan kesulitan siswa selama KBM.</p> <p>3. Guru bersama siswa menyimpulkan tentang materi yang telah diajarkan.</p> <p>4. Guru memberikan motivasi kepada siswa untuk belajar lebih giat.</p> <p>5. Guru mengakhiri jam mata pelajaran.</p>	10 menit

H. Instrument

Please, the students write a descriptive text based on Reza Rahardian's picture!

I. Penilaian

Form : Written test.

Technique : Writing a descriptive text.

Aspects : Grammar, vocabulary, mechanics, fluency, relevance

**Scoring Descriptive Essay Rubric Heaton Grid
and Categories**

Grammar	5	Mastery of grammar taught on course, only 1 or 2 minor mistakes.
	4	A few minor mistakes only (preposition, article, etc).
	3	Only one major mistake but a few minor mistakes.
	2	Major mistakes that lead to difficulty in understanding, lack of mastery of sentence construction.
	1	Numerous serious mistakes, no mastery of sentence construction, almost intelligible.

Vocabulary	5	Use of wide range of vocabulary taught previously.
	4	Good use of new words acquired, fairly acquired synonyms, convoluted words.
	3	Attempt to use words acquired fairly appropriate vocabulary on the whole but sometimes limited, has to resort to use synonyms, convoluted words, etc. on a few occasions.
	2	Limited vocabulary, use synonym (but not always appropriate). Imprecise and vague, affect the meaning.
	1	Very limited vocabulary, inappropriate use of synonyms, seriously hinders communication.
Mechanics	5	No errors.

	4	1 or 2 minor errors only (e.g le or el).
	3	Several errors some interfere with communication, not too hard to understand.
	2	Several errors some interfere with communication, some words very hard to organize.
	1	Numerous errors, hard to recognize several words, communication made very difficult.
Relevance	5	Flowing style very easy to understand both complex and simple sentences very effective.
	4	Quite flowing style mostly easy to understand a few complex sentences very effective.
	3	Reasonably smooth style not too hard to understand mostly (but not all) simple

		sentences-fairly effective.
	2	Awkward style an effort needed to understand and enjoy complex sentences confusing mostly (but not all) simple sentences-fairy effective.
	1	Very awkward hard to understand cannot enjoy reading almost all simple sentences confusing excessive use of “and”.
Fluency	5	All sentences support the topic-highly organized clear progression of ideas well linked-like educated native speaker.
	4	Ideas well organized-links could occasionally be clearer but communication not disturbed.
	3	Some lack of organization re-reading required for

		classification of ideas.
	2	Little or no attempts of connectivity thought-reader can deduce some organization individual ideas may be clear but difficult to deduce connection between them.
	1	Lack of organization so severe that communication is seriously disturbed.

In this study, participants were given essay worksheets on which to create descriptive paragraphs. The following formula can be used to calculate student achievement scores:

$$Score = \frac{\textit{The number of right questions}}{\textit{The number of questions}} \times 100$$

Table of Criteria Assessment

	Students' Mastery	
Criteria of Mastery	Grade	Level
91-100	A	Excellent

81-90	B	Very good
71-80	C	Good
61-70	D	Fair
51-60	E	Poor
Less than 50	F	Very poor

WORKSHEET!

Please, the students make a descriptive text with paragraph based on Reza Rahardian's picture!

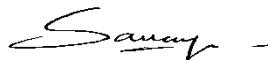
Semarang, 9 Februari 2023

Guru Bahasa Inggris

Guru Praktek



Ika Rahayuningsih, S.Pd



Fiha Sanaya Burhan

Appendix 11. Worksheet for Control Class

Worksheet for Control Class

Name :

Class :

Please, the students make a descriptive text with paragraph based on Reza Rahardian's picture!



Appendix 12. Lesson Plan for Experimental Class

Lesson Plan for Experimental Class

LESSON PLAN

Satuan Pendidikan	: MTs. Darul Ulum Semarang
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: 8/1
Materi Pokok	: Descriptive Text
Ketrampilan	: Menulis (writing)
Alokasi Waktu	: 2JP (2x35 menit)
Pertemuan	: 1

A. Kompetensi Inti

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.	3.7 Menganalisis fungsi sosial, dan unsur kebahasaan dari teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.	3.7.1 Membaca dengan nyaring bacaan tentang deskripsi suatu tempat dan melafalkan kata sifat yang biasa digunakan untuk mendeskripsikan tempat / bangunan bersejarah.
2.	4.10 Menyusun teks deskriptif tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.10.1 Menyusun teks descriptive tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal.

C. Tujuan Pembelajaran

Tujuan diberikan teks deskriptif agar siswa dapat:

1. Menentukan ciri umum teks deskripsi dari segi isi dan tujuan komunikasi pada teks yang dibaca/didengar.
2. Menentukan ciri teks deskriptif dari aspek kebahasaan pada teks yang dibaca/didengar.
3. Menentukan bagian identifikasi dan deskripsi bagian pada teks deskripsi yang disajikan.
4. Menulis teks deskriptif dengan memperhatikan pilihan kata, kelengkapan struktur, dan kaidah penggunaan kata/kalimat dan tanda baca/ejaan.
5. Menyajikan secara lisan teks deskriptif dalam mendiskripsikan objek

D. Materi Pembelajaran

1. The Definition
A written text in which the writer describes an object such person, animal, things, or place.
2. Social Function
To describe particular person, place, or things.
3. Generic Structure
 - a. Identification: Identifying phenomenon of the subject that will be described

- b. Description: Describing the parts, qualities, features, behavior and the character of the subject
4. Languages Features
- a. Focus on specific participant
 - b. Use of attributive and identifying processes
 - c. Use of Simple present
 - d. The example of descriptive text
 - e. Adjectives to describes place

Blonde	Fat	Attractive	Small
Brown-eyed	Thick	Masculine	Well-built
Blue-eyed	Short	Feminime	Good-looking
Rosy	Tall	Petite	Handsome
Heavy	Muscular	Tiny	Beautiful

E. Metode Pembelajaran

Pendekatan : scientific approach

F. Media dan Sumber Pembelajaran

1. Media Pembelajaran

- a. Worksheet
- b. Boardmarker
- c. White board

2. Sumber Pembelajaran

a. Materials and media in English Language Teaching

G. Langkah-langkah Kegiatan Pembelajaran

Uraian Kegiatan	Alokasi Waktu
Kegiatan Awal	10 menit
<ol style="list-style-type: none">1. Guru mengawali proses pembelajaran dengan salam, berdoa, dan mengabsen.2. Mengkonfirmasi kesiapan siswa.3. Siswa bersama guru mengingat materi yang dipelajari pada pertemuan sebelumnya.4. Apersepsi: Guru memberi stimulus kepada siswa dengan bertanya jawab.5. Motivasi: Menjelaskan pentingnya materi yang akan dipelajari berikut.6. Kompetensi yang harus dikuasai siswa.	
Kegiatan Inti	50 menit
Mengamati	

<ol style="list-style-type: none"> 1. Peserta didik mendengarkan penjelasan guru tentang teks deskriptif melalui gambar yang dibawa oleh guru. 2. Peserta didik mendengarkan materi teks deskriptif yang dibacakan oleh guru. 	
<p>Menanya</p> <ol style="list-style-type: none"> 1. Peserta didik diharapkan dapat mengajukan pertanyaan tentang penerapan. 2. Peserta didik mengajukan pertanyaan tentang hal-hal lain yang ingin diketahui dengan cara yang sederhana. 	
<p>Mengeksplorasi</p> <ol style="list-style-type: none"> 1. Guru memberikan worksheet kepada peserta didik dan membimbing peserta didik 2. Peserta didik secara individu membuat teks deskriptif sesuai gambar yang ada dalam flashcard dengan memperhatikan fungsi 	

<p>sosial, struktur teks, dan unsur kebahasaan.</p> <p>3. Peserta didik menganalisis dan menemukan kosa kata sulit pada teks deskriptif.</p> <p>Mengasosiasi</p> <p>1. Guru dan peserta didik berdiskusi tentang kesulitan dalam penulisan teks deskriptif.</p> <p>2. Peserta didik memperoleh umpan balik dari guru tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam teks deskriptif yang mereka hasilkan.</p> <p>Mengkomunikasikan</p> <p>1. Peserta didik menyampaikan hasil menulis teks deskriptifnya di depan kelas.</p>	
<p>Kegiatan Penutup</p> <p>1. Guru mengkonfirmasi pemahaman siswa.</p> <p>2. Menanyakan kesulitan siswa selama KBM.</p>	<p>10 menit</p>

<p>3. Guru bersama siswa menyimpulkan tentang materi yang telah diajarkan.</p> <p>4. Guru memberikan motivasi kepada siswa untuk belajar lebih giat.</p> <p>5. Guru mengakhiri jam mata pelajaran.</p>	
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H. Instrument

Please, the students make a descriptive text based on the flashcards' picture!

I. Penilaian

Form : written test

Technique : writing descriptive text

Aspect : grammar, vocabulary, mechanics, relevance, fluency

Scoring Descriptive Essay Rubric Heaton Grid and Categories

Grammar	5	Mastery of grammar taught on course, only 1 or 2 minor mistakes.
	4	A few minor mistakes only (preposition, article, etc).

	3	Only one major mistake but a few minor mistakes.
	2	Major mistakes that lead to difficulty in understanding, lack of mastery of sentence construction.
	1	Numerous serious mistakes, no mastery of sentence construction, almost intelligible.
Vocabulary	5	Use of wide range of vocabulary taught previously.
	4	Good use of new words acquired, fairly acquired synonyms, convoluted words.
	3	Attempt to use words acquired fairly appropriate vocabulary on the whole but sometimes limited, has to resort to use synonyms, convoluted words, etc. on a

		few occasions.
	2	Limited vocabulary, use synonym (but not always appropriate). Imprecise and vague, affect the meaning.
	1	Very limited vocabulary, inappropriate use of synonyms, seriously hinders communication.
Mechanics	5	No errors.
	4	1 or 2 minor errors only (e.g le or el).
	3	Several errors some interfere with communication, not too hard to understand.
	2	Several errors some interfere with communication, some words very hard to organize.
	1	Numerous errors, hard to recognize several words, communication made very difficult.
Relevance	5	Flowing style very easy to

		understand both complex and simple sentences very effective.
	4	Quite flowing style mostly easy to understand a few complex sentences very effective.
	3	Reasonably smooth style not too hard to understand mostly (but not all) simple sentences-fairly effective.
	2	Awkward style an effort needed to understand and enjoy complex sentences confusing mostly (but not all) simple sentences-fairly effective.
	1	Very awkward hard to understand cannot enjoy reading almost all simple sentences confusing excessive use of “and”.
Fluency	5	All sentences support the

		topic-highly organized clear progression of ideas well linked-like educated native speaker.
	4	Ideas well organized-links could occasionally be clearer but communication not impaired.
	3	Some lack of organization re-reading required for classification of ideas.
	2	Little or no attempts of connectivity thought-reader can deduce some organization individual ideas may be clear but difficult to deduce connection between them.
	1	Lack of organization so severe that communication is seriously disturbed.

In this study, participants were given essay worksheets on which to create descriptive paragraphs. The

following formula can be used to calculate student achievement scores:

$$\text{Score} = \frac{\text{The number of right questions}}{\text{The number of questions}} \times 100$$

Table of Criteria Assessment

	Students' Mastery	
Criteria of Mastery	Grade	Level
91-100	A	Excellent
81-90	B	Very good
71-80	C	Good
61-70	D	Fair
51-60	E	Poor
Less than 50	F	Very poor

WORKSHEET!

Please, the students make a descriptive text based on the flashcards' picture!

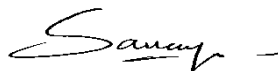
Semarang, 9 Februari 2023

Guru Bahasa Inggris

Guru Praktek



Ika Rahayuningsih, S.Pd



Fiha Sanaya Burhan

Lesson Plan for Experimental Class

LESSON PLAN

Satuan Pendidikan	: MTs. Darul Ulum Semarang
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: 8/1
Materi Pokok	: Descriptive Text
Ketrampilan	: Menulis (writing)
Alokasi Waktu	: 2JP (2x35 menit)
Pertemuan	: 2

A. Kompetensi Inti

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
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1.	3.7 Menganalisis fungsi sosial, dan unsur kebahasaan dari teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.	3.7.1 Membaca dengan nyaring bacaan tentang deskripsi suatu tempat dan melafalkan kata sifat yang biasa digunakan untuk mendeskripsikan tempat / bangunan bersejarah.
2.	4.10 Menyusun teks deskriptif tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.10.1 Menyusun teks deskriptif tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal.

C. Tujuan Pembelajaran

Tujuan diberikan teks deskriptif agar siswa dapat:

1. Menentukan ciri umum teks deskripsi dari segi isi dan tujuan komunikasi pada teks yang dibaca/didengar.
2. Menentukan ciri teks deskriptif dari aspek kebahasaan pada teks yang dibaca/didengar.
3. Menentukan bagian identifikasi dan deskripsi bagian pada teks deskripsi yang disajikan.
4. Menulis teks deskriptif dengan memperhatikan pilihan kata, kelengkapan struktur, dan kaidah penggunaan kata/kalimat dan tanda baca/ejaan.
5. Menyajikan secara lisan teks deskriptif dalam mendiskripsikan objek.

D. Materi Pembelajaran

1. The Definition
A written text in which the writer describes an object such person, animal, things, or place.
2. Social Function
To describe particular person, place, or things.
3. Generic Structure
 - a. Identification: Identifying phenomenon of the subject that will be described
 - b. Description: Describing the parts, qualities, features, behavior and the character of the subject

4. Languages Features

- a. Focus on specific participant
- b. Use of attributive and identifying processes
- c. Use of Simple present
- d. The example of descriptive text
- e. Adjectives to describes place

Blonde	Fat	Attractive	Small
Brown-eyed	Thick	Masculine	Well-built
Blue-eyed	Short	Feminine	Good-looking
Rosy	Tall	Petite	Handsome
Heavy	Muscular	Tiny	Beautiful

E. Metode Pembelajaran

Pendekatan : scientific approach

F. Media dan Sumber Pembelajaran

1. Media Pembelajaran

- a. Worksheet
- b. Boardmarker
- c. White board

2. Sumber Pembelajaran

Materials and media in English Language
Teaching

G. Langkah-langkah Kegiatan Pembelajaran

Uraian Kegiatan	Alokasi Waktu
Kegiatan Awal	10 menit
<ol style="list-style-type: none"> 1. Guru mengawali proses pembelajaran dengan salam, berdoa, dan mengabsen. 2. Mengkonfirmasi kesiapan siswa. 3. Siswa bersama guru mengingat materi yang dipelajari pada pertemuan sebelumnya. 4. Apersepsi: Guru memberi stimulus kepada siswa dengan bertanya jawab. 5. Motivasi: Menjelaskan pentingnya materi yang akan dipelajari berikut. 6. Kompetensi yang harus dikuasai siswa. 	
Kegiatan Inti	50 menit
<p style="text-align: center;">Mengamati</p> <ol style="list-style-type: none"> 1. Peserta didik mendengarkan 	

<p>penjelasan guru tentang teks deskriptif melalui gambar hewan yang dibawa oleh guru.</p> <ol style="list-style-type: none">2. Peserta didik mendengarkan materi teks deskriptif yang dibacakan oleh guru. <p>Menanya</p> <ol style="list-style-type: none">1. Peserta didik diharapkan dapat mengajukan pertanyaan tentang penerapan.2. Peserta didik mengajukan pertanyaan tentang hal-hal lain yang ingin diketahui dengan cara yang sederhana. <p>Mengeksplorasi</p> <ol style="list-style-type: none">1. Guru memberikan worksheet kepada peserta didik dan membimbing peserta didik.2. Peserta didik secara individu membuat teks deskriptif sesuai gambar yang ada dalam flashcard dengan memperhatikan fungsi sosial, struktur teks, dan unsur	
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<p>kebahasaan.</p> <p>3. Peserta didik menganalisis dan menemukan kosa kata sulit pada teks deskriptif.</p> <p>Mengasosiasi</p> <ol style="list-style-type: none"> 1. Guru dan peserta didik berdiskusi tentang kesulitan dalam penulisan teks deskriptif. 2. Peserta didik memperoleh umpan balik dari guru tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam teks deskriptif yang mereka hasilkan. <p>Mengkomunikasikan</p> <ol style="list-style-type: none"> 1. Peserta didik menyampaikan hasil menulis teks deskriptifnya di depan kelas. 	
<p>Kegiatan Penutup</p> <ol style="list-style-type: none"> 1. Guru mengkonfirmasi pemahaman siswa. 2. Menanyakan kesulitan siswa selama KBM. 3. Guru bersama siswa menyimpulkan 	<p>10 menit</p>

tentang materi yang telah diajarkan.	
4. Guru memberikan motivasi kepada siswa untuk belajar lebih giat.	
5. Guru mengakhiri jam mata pelajaran.	

H. Instrument

Please, the students make a descriptive text based on the flashcards' picture!

I. Penilaian

Form : written test

Technique : writing descriptive text

Aspect : grammar, vocabulary, mechanics, relevance, fluency

Scoring Descriptive Essay Rubric Heaton Grid and Categories

Grammar	5	Mastery of grammar taught on course, only 1 or 2 minor mistakes.
	4	A few minor mistakes only (preposition, article, etc).
	3	Only one major mistake but

		a few minor mistakes.
	2	Major mistakes that lead to difficulty in understanding, lack of mastery of sentence construction.
	1	Numerous serious mistakes, no mastery of sentence construction, almost intelligible.
Vocabulary	5	Use of wide range of vocabulary taught previously.
	4	Good use of new words acquired, fairly acquired synonyms, convoluted words.
	3	Attempt to use words acquired fairly appropriate vocabulary on the whole but sometimes limited, has to resort to use synonyms, convoluted words, etc. on a few occasions.

	2	Limited vocabulary, use synonym (but not always appropriate). Imprecise and vague, affect the meaning.
	1	Very limited vocabulary, inappropriate use of synonyms, seriously hinders communication.
Mechanics	5	No errors.
	4	1 or 2 minor errors only (e.g le or el).
	3	Several errors some interfere with communication, not too hard to understand.
	2	Several errors some interfere with communication, some words very hard to organize.
	1	Numerous errors, hard to recognize several words, communication made very difficult.
Relevance	5	Flowing style very easy to understand both complex

		and simple sentences very effective.
	4	Quite flowing style mostly easy to understand a few complex sentences very effective.
	3	Reasonably smooth style not too hard to understand mostly (but not all) simple sentences-fairly effective.
	2	Awkward style an effort needed to understand and enjoy complex sentences confusing mostly (but not all) simple sentences-fairly effective.
	1	Very awkward hard to understand cannot enjoy reading almost all simple sentences confusing excessive use of “and”.
Fluency	5	All sentences support the topic-highly organized clear

		progression of ideas well linked-like educated native speaker.
	4	Ideas well organized-links could occasionally be clearer but communication not impaired.
	3	Some lack of organization re-reading required for classification of ideas.
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Table of Criteria Assessment

	Students' Mastery	
Criteria of Mastery	Grade	Level
91-100	A	Excellent
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WORKSHEET!

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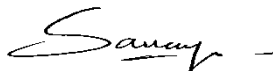
Semarang, 9 Februari 2023

Guru Bahasa Inggris

Guru Praktek



Ika Rahayuningsih, S.Pd



Fiha Sanaya Burhan

Lesson Plan for Experimental Class

LESSON PLAN

Satuan Pendidikan	: MTs. Darul Ulum Semarang
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: 8/1
Materi Pokok	: Descriptive Text
Ketrampilan	: Menulis (writing)
Alokasi Waktu	: 2JP (2x35 menit)
Pertemuan	: 3

A. Kompetensi Inti

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.	3.7 Menganalisis fungsi sosial, dan unsur kebahasaan dari teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.	3.7.1 Membaca dengan nyaring bacaan tentang deskripsi suatu tempat dan melafalkan kata sifat yang biasa digunakan untuk mendeskripsikan tempat / bangunan bersejarah.
2.	4.10 Menyusun teks deskriptif tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.10.1 Menyusun teks deskriptif tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal.

C. Tujuan Pembelajaran

Tujuan diberikan teks deskriptif agar siswa dapat:

1. Menentukan ciri umum teks deskripsi dari segi isi dan tujuan komunikasi pada teks yang dibaca/didengar.
2. Menentukan ciri teks deskriptif dari aspek kebahasaan pada teks yang dibaca/didengar.
3. Menentukan bagian identifikasi dan deskripsi bagian pada teks deskripsi yang disajikan.
4. Menulis teks deskriptif dengan memperhatikan pilihan kata, kelengkapan struktur, dan kaidah penggunaan kata/kalimat dan tanda baca/ejaan.
5. Menyajikan secara lisan teks deskriptif dalam mendiskripsikan objek

D. Materi Pembelajaran

1. The Definition
A written text in which the writer describes an object such person, animal, things, or place.
2. Social Function
To describe particular person, place, or things.
3. Generic Structure
 - a. Identification: Identifying phenomenon of the subject that will be described
 - b. Description: Describing the parts, qualities, features, behavior and the character of the subject
4. Languages Features

- a. Focus on specific participant
- b. Use of attributive and identifying processes
- c. Use of Simple present
- d. The example of descriptive text
- e. Adjectives to describes place

Blonde	Fat	Attractive	Small
Brown-eyed	Thick	Masculine	Well-built
Blue-eyed	Short	Feminime	Good-looking
Rosy	Tall	Petite	Handsome
Heavy	Muscular	Tiny	Beautiful

E. Metode Pembelajaran

Pendekatan : scientific approach

F. Media dan Sumber Pembelajaran

1. Media Pembelajaran

- a. Worksheet
- b. Boardmarker
- c. White board

2. Sumber Pembelajaran

Materials and media in English Language Teaching

G. Langkah-langkah Kegiatan Pembelajaran

Uraian Kegiatan	Alokasi Waktu
Kegiatan Awal	10 menit
<ol style="list-style-type: none"> 1. Guru mengawali proses pembelajaran dengan salam, berdoa, dan mengabsen. 2. Mengkonfirmasi kesiapan siswa. 3. Siswa bersama guru mengingat materi yang dipelajari pada pertemuan sebelumnya. 4. Apersepsi: Guru memberi stimulus kepada siswa dengan bertanya jawab. 5. Motivasi: Menjelaskan pentingnya materi yang akan dipelajari berikut. 6. Kompetensi yang harus dikuasai siswa. 	
Kegiatan Inti	50 menit
<p>Mengamati</p> <ol style="list-style-type: none"> 1. Peserta didik mendengarkan penjelasan guru tentang teks deskriptif melalui gambar orang 	

<p>yang dibawa oleh guru.</p> <ol style="list-style-type: none"> 2. Peserta didik mendengarkan materi teks deskriptif yang dibacakan oleh guru. <p>Menanya</p> <ol style="list-style-type: none"> 1. Peserta didik diharapkan dapat mengajukan pertanyaan tentang penerapan. 2. Peserta didik mengajukan pertanyaan tentang hal-hal lain yang ingin diketahui dengan cara yang sederhana. <p>Mengeksplorasi</p> <ol style="list-style-type: none"> 1. Guru memberikan worksheet kepada peserta didik dan membimbing peserta didik. 2. Peserta didik secara individu membuat teks deskriptif sesuai gambar yang ada dalam flashcard dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan. 3. Peserta didik menganalisis dan 	
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

<p>menemukan kosa kata sulit pada teks deskriptif</p> <p>Mengasosiasi</p> <ol style="list-style-type: none"> 1. Guru dan peserta didik berdiskusi tentang kesulitan dalam penulisan teks deskriptif. 2. Peserta didik memperoleh umpan balik dari guru tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam teks deskriptif yang mereka hasilkan. <p>Mengkomunikasikan</p> <ol style="list-style-type: none"> 1. Peserta didik menyampaikan hasil menulis teks deskriptifnya di depan kelas. 	
<p>Kegiatan Penutup</p> <ol style="list-style-type: none"> 1. Guru mengkonfirmasi pemahaman siswa. 2. Menanyakan kesulitan siswa selama KBM. 3. Guru bersama siswa menyimpulkan tentang materi yang telah diajarkan. 4. Guru memberikan motivasi kepada 	<p>10 menit</p>

siswa untuk belajar lebih giat. 5. Guru mengakhiri jam mata pelajaran.	
---------------------------------------------------------------------------	--

H. Instrument

Please, the students make a descriptive text based on the flashcards' picture!

I. Penilaian

Form : written test

Technique : writing descriptive text

Aspect : grammar, vocabulary, mechanics, relevance, fluency

Scoring Descriptive Essay Rubric Heaton Grid and Categories

Grammar	5	Mastery of grammar taught on course, only 1 or 2 minor mistakes.
	4	A few minor mistakes only (preposition, article, etc).
	3	Only one major mistake but a few minor mistakes.
	2	Major mistakes that lead to

		difficulty in understanding, lack of mastery of sentence construction.
	1	Numerous serious mistakes, no mastery of sentence construction, almost intelligible.
Vocabulary	5	Use of wide range of vocabulary taught previously.
	4	Good use of new words acquired, fairly acquired synonyms, convoluted words.
	3	Attempt to use words acquired fairly appropriate vocabulary on the whole but sometimes limited, has to resort to use synonyms, convoluted words, etc. on a few occasions.
	2	Limited vocabulary, use synonym (but not always

		appropriate). Imprecise and vague, affect the meaning.
	1	Very limited vocabulary, inappropriate use of synonyms, seriously hinders communication.
Mechanics	5	No errors.
	4	1 or 2 minor errors only (e.g le or el).
	3	Several errors some interfere with communication, not too hard to understand.
	2	Several errors some interfere with communication, some words very hard to organize.
	1	Numerous errors, hard to recognize several words, communication made very difficult.
Relevance	5	Flowing style very easy to understand both complex and simple sentences very effective.

	4	Quite flowing style mostly easy to understand a few complex sentences very effective.
	3	Reasonably smooth style not too hard to understand mostly (but not all) simple sentences-fairly effective.
	2	Awkward style an effort needed to understand and enjoy complex sentences confusing mostly (but not all) simple sentences-fairly effective.
	1	Very awkward hard to understand cannot enjoy reading almost all simple sentences confusing excessive use of “and”.
Fluency	5	All sentences support the topic-highly organized clear progression of ideas well linked-like educated native

		speaker.
	4	Ideas well organized-links could occasionally be clearer but communication not impaired.
	3	Some lack of organization re-reading required for classification of ideas.
	2	Little or no attempts of connectivity thought-reader can deduce some organization individual ideas may be clear but difficult to deduce connection between them.
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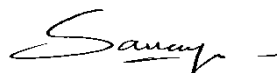
Guru Bahasa Inggris

Semarang, 9 Februari 2023

Guru Praktek



Ika Rahayuningsih, S.Pd



Fiha Sanaya Burhan

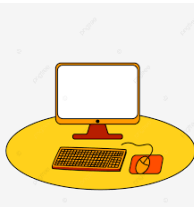
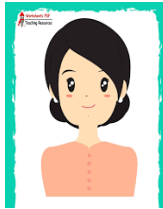
Appendix 13. Worksheet for Experimental Class

Worksheet for Experimental Class

Name :

Class :

Please, the students make four descriptive texts based on the flashcards' picture!



M _ T _ _ R

T _ G _ R

C _ _ P _ T _ R

S _ H _ _ L

Appendix 14. Documentation

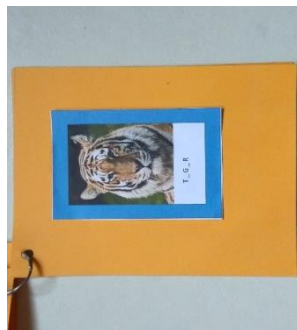
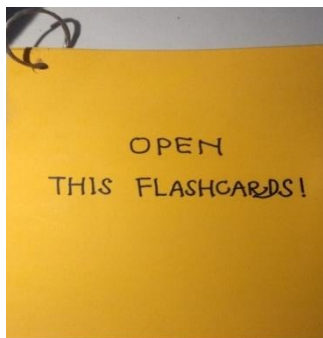
DOCUMENTATION





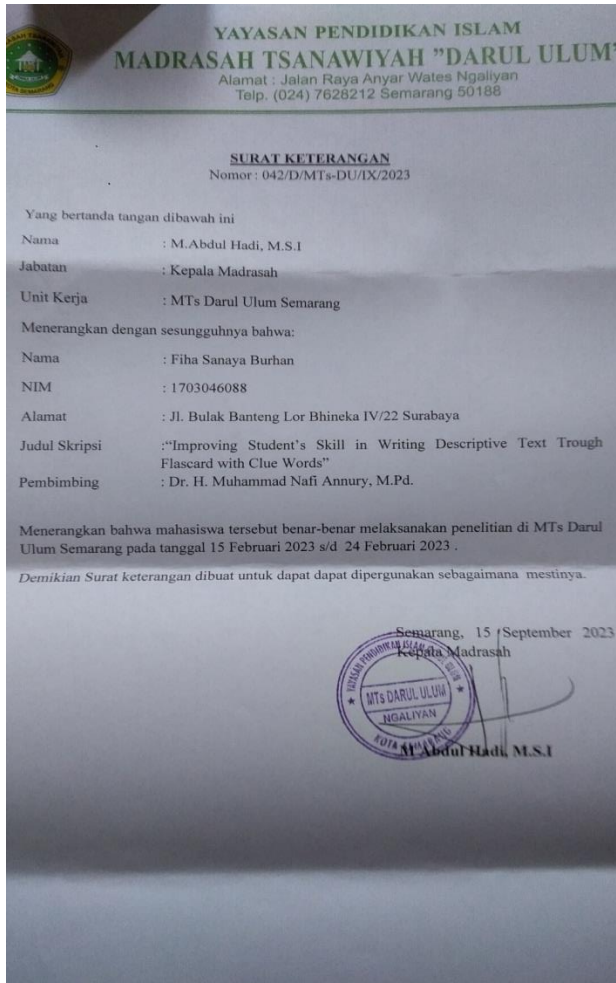
Appendix 15. Flashcard

FLASHCARD



Appendix 16. Research Approval

RESEARCH APPROVAL



CURRICULUM VITAE

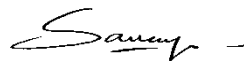
A. Personal Identity

1. Name : Fiha Sanaya Burhan
2. Place and date of birth : Rembang, 3rd of October
1999
3. Address : Bulak Banteng Lor
Bhineka IV/22.
RT.007/RW.008, Kel.
Bulak Banteng, Kec.
Kenjeran, Kota
Surabaya.
Phone : 085602623035
E-mail : fihasanaya1@gmail.com

B. Education Background

1. TK Bustanul Athfal Rembang (2003-2004)
2. TK Al-Sari II Surabaya (2004-2005)
3. SDN Bulak Banteng II/572 Surabaya (2005-2011)
4. SMP Negeri 5 Surabaya (2011-2014)
5. MA Unggulan Amanatul Ummah Surabaya (2014-2017)

Semarang, 22 September 2023



Fiha Sanaya Burhan