

**IMPROVING STUDENTS' ABILITY IN WRITING DESCRIPTIVE
PARAGRAPH THROUGH POSTER AT EIGHTH GRADE STUDENTS OF MTsS
GEUDUBANG ACEH LANGSA**

THESIS

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STATEMENT OF APPROVAL

**IMPROVING STUDENTS' ABILITY IN WRITING DESCRIPTIVE
PARAGRAPH THROUGH POSTER AT EIGHTH GRADE STUDENTS
OF MTsS GEUDUBANG ACEH LANGSA**

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STATEMENT OF CERTIFICATION

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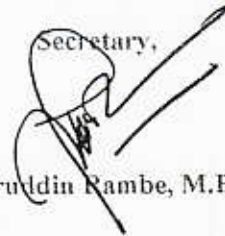
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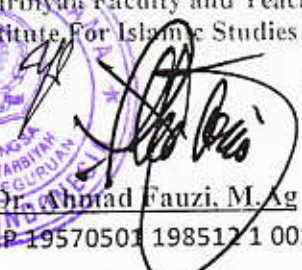


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ABSTRACT**Improving Students' Ability in Writing Descriptive Paragraph Through Poster at Eighth Grade Students of MTsS Geudubang Aceh Langsa**

By Riska Diah Restu
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The objective of the study is to deal with the improvement of eighth grade students of MTsS Geudubang Aceh Langsa in writing descriptive paragraph. The purpose of this study is to investigate the eighth grade in writing descriptive paragraph through posters and to know whether descriptive paragraph through poster able to improve students' writing skill. The population of this study was students of MTsS Gedubang Aceh. It consists of 4 classes and 116 students. As sample for this research are the students at the eighth grade. It is VIII¹ classes which consist of 29 students. To answer for the problem of the study, the writer applied collecting the data and through field research (PTK). In addition, for the field research the researcher conducted the two cycle four meetings and four treatments in writing test. The quantitative data were taken from collecting students writing score. The result of research showed that the means of students' score in the second cycle (83.13) was higher than in the first cycle (44.55). Based on observation the students were more active and interested during teaching learning process. It can be concluded that poster significantly improve the students' ability in writing descriptive paragraph.

Keywords: Poster And Descriptive Paragraph.

CHAPTER I

INTRODUCTION

A. The Background of Study

Writing is communicating message of information through written. When we begin to write, we must be have a lot of knowledge, vocabulary, and good imagination in order to our writen more interest to reader. ¹Writing has important role for the students. Because of writing skill helps the students gain independence, comperhensibility and creative in writing. If the students have mastered these skills, they are able to master English as well . Furthemore, for student, writing is became a necessary skill to master since it frequently determines their academic success.

In writing, the students can read what they have written and others speakers of that language can understand it. Writing skill is spesific ability which helped writers put theirs thought into words in a meaningfull from and to mentally interact with a messege. Writing is procces of revising. Succesfull writer is that revision is not just correction error of cleaning up a manuscript. Not just activity confined to the very end of writing procces². They add, delete, substitute, and rearrange materials in their meaning. According to the statement above writing is process revising of things what we write, make a planning what we will to express in the text or word as a result of thinking's process of writing.

³Educational unit Curriculum, (Curriculum Education Unit) expects that students can arrange the text have a meaning in descriptive text form. It states “expressing

¹James Briton and Tony Burgess, Tony.*The Davelopment of Writing Abilities*. (Mac.Millan : scholl Countil, 1975), P.11-18

²²Cardoronello, *Paragraph practice Writing the paragraph and the Short Composition*. Fifth Edition, (New York : Mc Millan Publishing, 1986), P.12-42

³Departemen Pendidikan Nasional,*Standar Isis Kurikulum Tingkat Satuan Pendidikan*, (Jakarta: Depdiknas,2000), P.23-35

meaning in short functional text and write a short essay in the form of descriptive and recount to interact with the surrounding environment

Even though writing is difficult for some peoples, because writing in indonesia and writing in English are different. In this case, writing in english is very difficult for some students. Writing needs imagination and creative well in order that our written more interest and easy to read and understand by reader. Based on the author's observation in MTSs Geudubang Aceh Langsa that will do the research that students at that school are less active in developing their ideas in writing a paragraph. Their ideas are more monotonous and repeat each word in writing. Then the purpose media poster to get more ideas and vocabulary students in writing a paragraph.

In teaching writing the teacher explains kinds of text writing like narrative paragraph, descriptive paragraph, expository paragraph, and report paragraph.⁴Descriptive is the text, paragraph or speech that is mean to give a verbal picture of an object, character, location, or event Descriptive paragraph is a text which list the characteristic of something. Based on the explanation above the studebts describe and reveal a particular person, place or things. The purpose of descriptive writing is to make our reader see, feel, and hear what we have seen, felt, and heard. Whether we were describing a person, a place, ang things.

After studied descriptive paragraph, the student will be able to increase their writing ability.⁵Writing is process and that we write is often heavily influenced by contrains of genres, then these elements have to be present in learning English activities. Through writing also, we know that someone has mastered English. That is why teaching

⁴Larson, *Meaning-based translation A guide to cross-language equivalence*.(Lanham, MD: University Press of America : 1984), P.336

⁵http://www.readingrockets.org/strategies/descriptive_writingMitchell, *Writing to learn across the curriculum and the English teacher. English Journal* 14 : 38 pm

English Based on Competence based curriculum hoped could make student able to write. In fact, even though the teacher had taught writing as well as possible and had used some methods and techniques in teaching writing in order their students are more easy to understand and can write well. Students still can not understand and confused, to learn writing. It cause by less of practice and the method that used in teaching writing less interested by students

So, the teacher as educator must be able to make new method in teaching writing in order their student motivated, interested and fun in learning writing. In this research, the researcher used the poster as a media to teach “writing descriptive paragraph”. Poster is a work of art or graphic design which includes the composition of image and letter on large paper contains advice and messages. Dr. Jeff Radel states :“ poster is any piece of printed paper designed to be attached to wall or vertical surface“. Based the explanation poster is a big printed paper and board that contains simple word or picture that aim to communicate ideas. For the student, the function of poster is order to make the students more understand in learning writing and can improved their ideas in writing descriptive paragraph.

The reason why I choose poster as important media in this research is to improve students' ability in writing descriptive paragraph. ⁶This media more effective and interested, motivated, the students' attention in writing, especially in writing descriptive paragraph. Therefore, poster is one of way to help an educator to improve students' ability in writing paragraph in learning english. Because, sometimes most of student get a difficult to imagine an object to be written, students need media to help them. Moreover, when in junior high school age students who are in need of visual encouragement to explore their writing. Then, the poster can be helped to develop their writing skills. In this

⁶<https://www.teachstarter.com/teaching-resource/descriptive-writing-poster/> 14 : 48 pm

research, the researcher focused on improving students' ability in writing descriptive paragraph through posters at eighth grade students of MTsS Geudubang Aceh Langsa.

B. The Research Question

Based on the background of the study, the research question in this research is formulated as the following “ Does poster improves students' ability in writing descriptive paragraph at eighth grade students MTsS Geudubang Aceh Langsa ? “

C. The Purpose Of Study

Based on the problem of study, the purpose of study in this research is to know the improvement students' ability in writing paragraph by using posters at MTsS Geudubang Aceh Langsa.

D. The Scope of Study

Writing is communicating message or information through written, that difficult for students. Therefore, this study is intended to expose poster as one way in teaching writing. It is focused to improve the Eighth Grade Students of MTsS Geudubang Aceh Langsa in writing paragraph.

E. Terminology

a. Writing

Writing is medium of human communication that represents language and emotion through the inscription or recording of signs and symbols.⁷ In most languages, writing is complement to speech or spoken language. Writing is not a language but a form

⁷Sara Cushing Weagle, *Assessing Writing*, Elektronik Book, (The Edinburgh Building, Cambridge University Press : Elektronik Book, 1996),P.39-58

of technology that developed as tools developed with human society. Within a language system, writing relies on many of the same structures as speech, such as vocabulary, grammar and semantics. With the added dependency of a system of signs or symbols the result of writing is generally called text, and the recipient of text is called a reader. Writing has been instrumental in keeping history, maintaining culture, and dissemination of knowledge through media and the information of legal system

b. Descriptive text

Descriptive text is a text which says what a person or thing is like. Describing characteristic an object. Describing the phenomenon in parts qualities and characteristics.

c. Poster

Poster is any piece of printed paper designed to be attached to a wall or vertical surface. Typically posters include both textual and graphic elements, although a poster may be either wholly graphical or wolly text. Posters are designed to be both eye-catching and informative. ⁸Posters may be used for many purpose . they are frequent tool of advertisers trying to communicate a massege. Posters are also particularly famous works, and are generally low-cost compared to original artwork.

F. The significant of Study

The researcher expected that thisresearch will be useful for :

a. Teacher :

For the English teachers to develop the quality of teaching writing especially in writing descriptive paragraph writing. The result of this study are useful for English teachers to handle the student in teaching writing and help student to improve students' ability in writing descriptive paragraph

⁸<http://www.slideshare.net/hebatrangkuti/what-is-poster>Azwar Rangkuti, Teacher at SMKN 1 JULOK. 16:10 pm

through posters. From this study, the teacher can be successful in teaching writing process.

b. Student :

For the student to increase students' ability order to understand how to write a descriptive paragraph through posters. The result of this study are expected to improve students' ability in writing skill through posters that makes student more active to share their ideas to others and use it for a better comprehension.

c. Researcher :

For the readers who have interest related research to enlarge their understanding about descriptive paragraph writing. Finally, for the researchers, this study will give the information for the readers in learning writing descriptive paragraph through posters more effective or not to improve students' ability in writing.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

1. Definition of Writing

Writing is the expression of language in the form of letters, symbols, or words. The primary purpose of writing is communication. People have used many tools for writing including paint, pencils, pens, pens, typewriters, and computers. The writing can be formed on the wall of a cave, a piece of paper, or a computer screen. The writing process includes prewriting, composing, revising, editing, and publishing.

Writing ability is one of the most important skills as called the highest achievement in learning english properly.⁹ Studies of skilled writers illustrate well the complexity of the writing process¹⁰. Writing skills are specific abilities which help writers put their thoughts into word in a meaningful form and to mentally interact with the message. Writing furthermore it is now widely recognized that writing play a vital role not only in conveying information, but also in transforming knowledge to create new knowledge.¹¹

⁹Ronald T. Kellogg, *Training writing skills: A cognitive developmental perspective*, (Saint Louis University : USA, 2008), P.3-4

¹⁰Deborah McCutchen, *Implications of language skills and writing-relevant knowledge formemory during the development of writing skill* (University of Washington : USA, 2011), P.52

¹¹Sara Cushing Weagle, *Assessing Writing*, Elektronik Book, (The Edinburgh Building, Cambridge University Press : Elektronik Book, 1996), P.39-58

The process of writing is a matter of elaborating text in accord with what the writer can reasonably assume that the reader knows and expect “. Based on two definition above writing constitute that writing has important role in to convey information and idea to create and elaborate new knowledge into the text or words suitable with expecting of the reader.¹²

1.1 Based Of The Definition

Writing is an activity to convey an idea or idea whether it's writing letters, numbers, using hand and pencil, pen, through the media in the form of stone, paper, books, and the most popular is social media.

1.2 The Functions of Writing

Are to express o communicate the through mind, feeling, ideas, messages, opinion and etc, in the written form. The function of writing depend on who has writing, because each of writers has a certain reader’s target.In this study the researcher focused on the function of writing to the students. How students create their ideas and feeling by their written.¹³

1.3 How to Teach Writing

How to teach writing is based on the teacher how teacher teaching and what the media that used to make their students received the teacher explanation about writing.

¹²Nystrand, *Assessment of planning, translating, and revising in junior high writers*, New York 1983), P.36

¹³Ken Hylan, *Teaching and Researching Writing Person Education*, (England : 2002),

Teachers may present general guidelines for all writing, but specific types of writing, such as poems and essays, may require specific lessons. Students can benefit from practice at writing about the results of their own research, as well as to expressing their own feelings and experiences. The writing strategies involved in each form usually require explicit teaching, frequent practice and information given to students about their progress¹⁴

In this case the researcher as a teacher used media to teach writing descriptive paragraph, that is media poster.

2 Paragraph

2.1 Definition of Paragraph

A paragraph is a unit of thought that has several or many sentences in it. It is important to express the ideas in well organized paragraph, because through the paragraph, it can state thoughts, ideas, feelings and opinion clearly to the readers.

A paragraph is a basic unit of organization in writing in which a group of related sentences that develops one main idea. They further state that a paragraph has three major structural parts, namely topic sentences, supporting sentences, and concluding sentences.¹⁵

Based on the explanation above paragraph is the draft of writing that forms as a group of words that develop by one main idea. Paragraph has structural parts such as topic sentences, supporting sentences, Main idea, and concluding sentences, which supports the written.

¹⁴[Kerryn Colen](#), [Roslyn Petelin](#), *Challenges in collaborative writing in the contemporary corporation*, Corporate Communications, (Brisbane, Australia: An International Journal, School of English, Media Studies, and Art History, 2002), P.136 - 145

¹⁵Oshima.A. And Hongue, A, *Introduction to Academic Writing*. (Addison Wesley : Publishing Company, 1988), P.105

2.2 Kinds of Paragraph

Paragraph is a piece of writing . below there are somekinds of paragraph¹⁶

1. Expository has a function to expose, explain, argue, describe, or define the author's subject to th reader
2. Narrative has a function to amuse , entertain, actual or vicarious experience in a different way.
3. Procedure has a function to explain how something through a sequence af action of steps is done.
4. Descriptive has a function to describe a certain person, place or thing.

2.3 Descriptive Paragraph

2.3.1 Definition of Descriptive Paragraph

Descriptive paragraphs let the reader touch, taste, see, hear, and, smell what you are describing. The reader should feel as if they can see what you are describing clearly. You want to paint a picture as you write the descriptive paragraph.

A descriptive paragraph is a paragraph type we use when we want to tell how something looks, smells, feels, acts, testes,sounds, etc". Based on the explanation abovethe researcher desire329o0133s the students can looks, smells, acts, testes, and sounds into their written.

¹⁶Rizky,Maulia, *Improving Students' Achievement in Writing Expository Paragraph Through Proble Based Learning (PBL) To Eleventh Grade Students of SMA N 3 Langsa.* (Skripsi:2011), P.14-20

2.3.2 The Characteristic of Descriptive Writing

To complete our intention, here are the characteristics based on descriptive writing or paragraph has a two Dominant Generic Structures are identification and Description. Identification : identifies phenomenon to be described, and Description: describes parts, qualities, characteristics. That purpose of the Description is used in all forms of writing to create a vivid impression of a person, place, object or event to describe a special place and explain why it is special, describe the most important person in your life. descriptive animal's habitat in your report.

2.3.3 The Definition and Purpose of Descriptive Text

Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.¹⁷

a. The Generic Structure of Descriptive Text

Descriptive text has structure as below:

1. Identification; identifying the phenomenon to be described.
2. Description; describing the phenomenon in parts, qualities, or/and characteristics.

b. The Language Feature of Descriptive Text

1. Using attributive and identifying process.

¹⁷<http://www.wikihow.com/Write-a-Descriptive-Paragraph> 22:40PM

2. Using adjective and classifiers in nominal group.
3. Using simple present tense

c. Examples and structures of the text

Macquarie University

Identification Macquarie University is one of the largest universities in Australia. This year, in 2004, it celebrates its 40th anniversary.

Description The university is located at the North Ryde Greenbelt, Sydney, where the New South Wales government sets aside 135 hectares for the institution. In 1964, Macquarie area was a rural retreat on the city fringe, but today the campus and its surroundings have evolved beyond recognition. The North Ryde District has grown into a district of intensive occupation anchored by a vibrant and growing university. Blessed with a fortunate location and room to breathe, Macquarie can be proud of that careful planning that retains and enrich the university's most attractive natural features. A pleasing balance between buildings and plating is evident across the campus. This emphasis on the importance of landscape has created images of Macquarie as a place that members of the university are most likely to pleaurably recollect.

One of the highlights of the landscape is the Mars Creek zone. It comprises landscaped creek sides and valley floor, a grass amphitheatre, and artificial lake... surrounded by rocks and pebbles, native plants and eucalypts.

Today, a railway station is under construction. In three years¹ time,

Macquarie will be the only university in Australia with a railway station on site. Macquarie is poised to be the most readily accessible in Sydney region by rail and motorway, yet retaining its beautiful site.

3. Posters

A work of graphic art consisting of a simple and clear (usually colored) pictures accompanied by a brief text. Posters are usually executed on large sheets of paper for the purpose of propaganda, advertising, communication, or education. Pictures (Drawings, graphs, tables, charts, and maps) can be valuable resources for teaching writing. Posters for students is a usually large sheet with writing or pictures on it that is displayed as a notice, advertisement, or for decoration.

Poster is a large notice with a picture on it, that is displayed in public places. It consists of heading, picture, and message. The tenses used is simple present tense. Based on the explanation above poster and other picture is one of resources in teaching and learning writing, that used as a media. In order to be able to understand by people concept, thought or idea can be delivered as oral, written, picture or three dimension models. Language picture is more communicative than written language.

The role of picture is very important. It has great meaning in visual communication especially in business, politic, social, industrial, security

andeducation. The quality of presenting picture is the key to succeed a plan or a design. The teacher must consider the quality of picture which is presented to students.¹⁸

3.1 The Purpose of Poster

The purpose of used the poster in this case is related with educational. The researcher used poster as a media to explain, teaching, and improve students' ability in writing. Especially in writing descriptive paragraph.

3.2 Applying of Poster

The use of "Poster" Media in Teaching Writing

Another way to make one of poster in a writing descriptive activity in gave students just one Poster and the student describe what it is on the poster. This activity the creativity and imagination of the learners as well as their public writing skills.

The poster which is used in this method is composite between picture and interesting words. Because it can make the students' ideas more creatively. By seeing the interesting word and picture on the poster, hopefully the researcher in this case, learners can develop their ideas into the the written well. In this section, the researcher tried to explain the process of applying "poster" media in teaching.

1. The researcher prepared the material (poster). Poster which are used should not ambiguous.
2. The researcher showed the posters to the learners.

¹⁸Justina O. Osa and Linda R. Musser. *The Role of Posters in Teacher Education Programs* (Education Libraries Volume 27, No. 1 Summer 2004), P. 16-21

3. The researcher explained what should they do after seeing the posters.
4. The researcher asked to the students to write descriptive paragraph by using the poster.
5. The researcher evaluated the result of the activity
6. The researcher gave the score.

B. Related of Study

There are some researches relate to this study. One of them was the implementation of film to students' writing skill in descriptive text. The first study was done by the student of Pekalongan University, Ikhsanudin (2012), entitled "*The Effectiveness of Using CJ7 Film to Improve Students' Writing Skill in Descriptive Text The True Experiment of Eighth Grade Students of SMP Negeri 1 Doro in the Academic Year of 2011/2012*". The writer took the whole students of VIII A and VIII B. The numbers of the students were 32 students and 31 students. There were eight meetings during the experiment, four meetings used treatments to experiment class, one to conduct post-test, two meetings were to teach control class and one class was to conduct post-test. In the test, the average scores of the experiment class and control class of the students were 71.93(standard of deviation = 12.751) and 73.33(standard of deviation = 6.183).While the independent samples test table at the Equal variances not assumed, was obtained: t-value = -0.392 with the Sig. (2-tailed) = 0.699. t-value and t-table were compared t-table = 2.045 and t-value = -0.392, it means that t-table > t-value so that H0 was accepted and it was significant (probability) because the Sig value. = 0.699 and 95% confidence level, it means that Sig. > 0.05, so H0 was accepted. It means that there was no significant influence in using CJ7 film in teaching descriptive text. Then, from the additional data collected the writer concluded that there was no significant influence in using CJ7 film in teaching descriptive text.

The second Research “*The Use of Diary Writing in the Teaching of Writing Recount Text*” (An Experimental Study at the Eighth Grade Students of SMP Nurul Islami Mijen Semarang in the Academic Year of 2009/2010) written by Iqin Ainatuz Zahiroh, (English Language Education of Walisongo State Institute for Islamic Studies, Semarang, 2010).

The writer said that, the main objective of this study is to find out the effectiveness of the teaching of writing recount text with the use of diary writing.

After the research finished, she said that there is a significant difference in writing recount text score between students taught by using diary and those who taught by using non-diary writing. It is showed the mean of experimental class is higher than control class.

On the other hand, the test of hypothesis using t-test formula shows the value of the t-test is higher than the value of the t-table. The hypothesis is accepted. Based on the result, the writer concluded that diary writing is effective to be used in the teaching of writing recount text. It helped the students to solve their problems in writing recount text and improve students' fluency in writing.

The research was aimed at proving whether diary writing is effective to improve students' skill in writing recount text or not. The research was pre-experimental research design. The population of this research was the tenth grade students at SMA Alkhairaat Kalukubula and the sample was class XA. The number of the sample was 25 students. The writer employed cluster sampling and adopted one group pre-test and post-test design. The pre-test was used to measure the students' skill in writing recount text before treatment, and post-test was used to measure the students' skill after the treatment. Based on the result of both tests, the writer found that the t-counted was 8.56. The level of significance counted is set up at 0.05 and the degree of freedom (df) of the table is 25 –

1 = 24. The writer found that t-table was 2.064. It showed that t-counted was higher than the t-table. It means that the hypothesis of this research is accepted.¹⁹

C. Conceptual Framework

Writing has become an essential skill in learning English since it determines student's academic success. All the information, knowledge, and science already achieved can be expressed by writing down opinions, ideas, thoughts, or any pieces of information clearly and legibly.

Some of the students still find the difficulties to write and they face some problems in creating their ideas and feelings into writing. Even though they have learned it for years. The students' ability on descriptive writing is more easy than the others expository paragraph, narrative paragraph, and etc. Nevertheless, the students still find the difficulties to write a good descriptive paragraph. That is why it is necessary to have a way in solving the problem should be noticed in order to improve their ability so they can write good descriptive paragraph writing.

To make it easy for students in creating good descriptive paragraphs hence the researcher uses media posters to improve the student's ability. The poster is a medium in the form of artwork images in large size. Even bigger than an image. The poster of interest can be used in education, advertising, or communications. Then it is, in a poster education can help develop students' ideas in writing. Posters can be used as media for poster is a tool that can assist teachers in delivering learning materials on his or her

¹⁹<http://venussry.blogspot.co.id/2014/11/contoh-proposal-skripsi.html>Sri

Wahyuningsih, *IMPROVING STUDENT'S WRITING ABILITY THROUGH DIARY* (A Classroom Action Research at the PBI 5B Pekalongan University in the Academic Year 2012/2013), P.14

students. Posters also can increase the ability of students to write a paragraph especially descriptive paragraph because the poster is also an image that can help develop students' ideas in writing. When the student wants to write her develop ideas by looking at the posters, the ideas and the vocabulary they are getting. In order to by using poster the student more explore their ideas and their vocabulary into the written and they can more interested, motivated, and not monotonous in follow the learning and teaching writing process.

D. Hypothesis

A hypothesis is a statement of the research assumption about the relationship between two variables that the researcher plans to test within the framework of the researcher study.²⁰The hypothesis of this study was prepared as a tentative answer for the research problem stated previously. The hypothesis was proposed in terms of null hypotheses (Ho) and alternative hypotheses (Ha). They are follows:

(Ha) : Poster can improve students' ability in writing descriptive paragraph at Eighth Grade Students MTsS Geudubang Aceh Langsa

(Ho) : Poster can not improve students' ability in writing descriptive paragraph at Eighth Grade Students MTsS Geudubang Aceh Langsa

²⁰Ag. Bambang Setiyadi, *Metode Penelitian untuk Bahasa Asing* (Yogyakarta: Graha Ilmu, 2006), P.90

CHAPTER III

RESEARCH METHOD

A. Location of Research

Location of research is a place where research is done. This classroom action research takes place in MTsS Geudubang Aceh Langa. The school is located in Jalan Kebun Baru Desa Geudubang Aceh, Kecamatan Langsa Baro, Kota Langsa.

B. Subject of Research

Population is the larger group, whether individuals, objects, or events which many studies need to generalize result to a well defined. This group is also as the target population or universe. Population of this research is all students who study about descriptive text in MTsS Geudubang Aceh Langsa. According to data, there are 120 students in eight grade who learn it and they are divided to 3 classes.

Sample is a single elements from which data rare obtained. This classroom action reserach uses accopobability sampling. Nonprobability sampling is unknown possibily of any pipulation elements. In the classroom action research, the subject as sample is choen by using purposive sampling. Purposive sampling is a method of sampling by considering some information of population. Based on teacher's information, the best sample is studenta of class VIII¹. This class consists of 40 students and concerned as the best sample because they are usually taught by using posters to improve student' ability in writing descriptive paragraph. While the the research, there are only 29 students are choosen as sample. The three leftwere absences and has a duty in school organization.

C. Procedure of Research

This research is utilized as classroom action research. Anne says that action research involves a set of self-reflective, critical, and well-ordered approach to digging your own teaching contexts by applied some processes : planning, action, observation, and reflection. So, it can be concluded that classroom action research is a research that has aim to improve the quality of a class by implementing certain strategy and consist of several steps : palnning, action, observation, and reflection.²¹

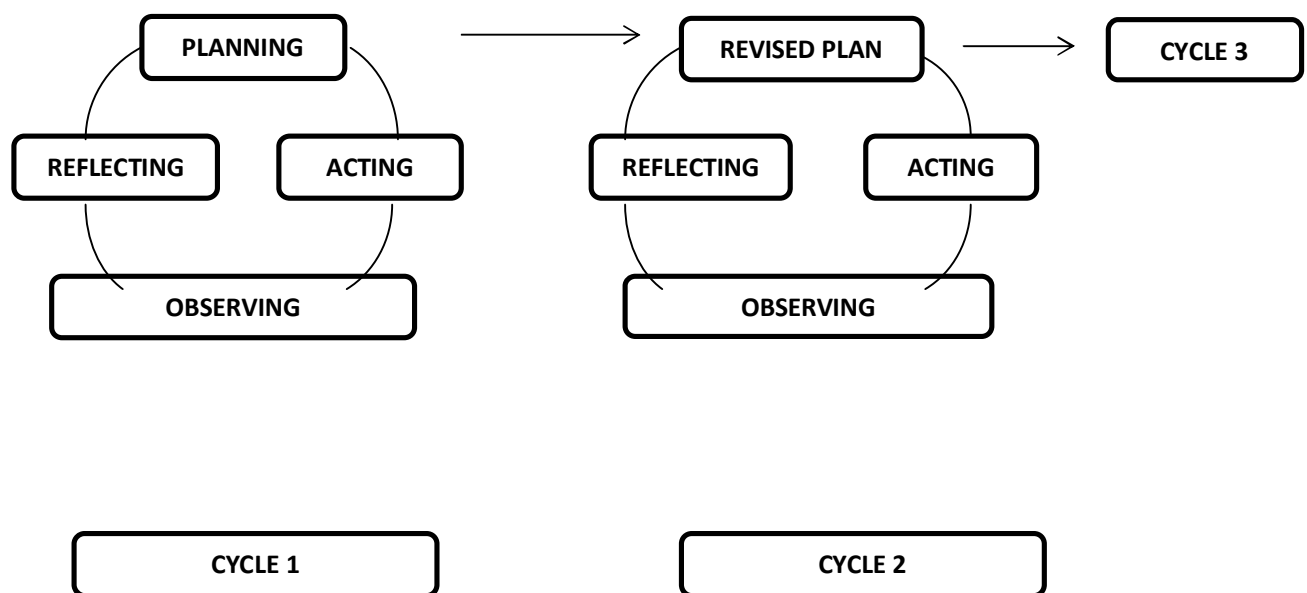


Figure I : Diagram of Classroom Action Research Cycle

The method of collecting the data plays an important role in conducting any kind of research in order that the result of the study valid. In collecting the data, the researcher used writing test as the instrument. Students as observed subject were test by asking

²¹Prof. Dr Sugiono, *Metode penelitian Kualitatif dan Kuantitatif dan R dan D.*(Bandung. :2008) P 24

them to write descriptive paragraph through poster to tested the students. For the evaluation of the writing descriptive paragraph, the researcher used nine components of evaluating the descriptive paragraph writing. The Component of Scoring Writing Text.

Figure I : Table of Assesment Writing

Classroom action research has several cycles depend on necessary. Each cycle also consists several steps : planning, action, observation and reflection. Before the researcher does the cycles in action, the observation will be done intial at first. Researcher design can be done with some steps as follows:

1. Collect data such as documentation includes the number of the students, students' name list, and pre test.
2. After the researcher collects the data, the pre-test will be applied too. Its purpose is to find out the mean score of students' writing in descriptive paragraph before using the posters.
3. The researcher assesses the result of the students' writing in pre-test and evaluation

There will be two cycles in this study. There are four components (planning, acting, observing, and reflecting) in onecycle for doing classroom action researc. Here is the explanation :

1. Planning

Planning is a place to conduct treatments or after making sure about the problem of research. In this stage, researcher need to prepare some materials that will

be used in this research process a cure for problem. The researcher made the concept of lesson plan for three meetings. It had been done for eighty minutes for each meeting. The researcher also prepared material teaching media.

2. Acting

The researcher greeting to the student and introduces herself then she explains her purpose teaching in their class and her intention of the research. Beside that, the researcher as teacher absen the students one by one to know each other. Then the researcher explained to the students about defination of writing, gendre of paragraph, defination of them, the characteristic of descriptive paragraph, defination of poster and the applying poster of descriptive paragraph writing. After it was done the researcher asked the students to write descriptive paragraph with topic “ fruits” in individually.

The researc greeting to the students, check the attending list and still gave the explanation about descriptive paragraph. Then the researcher gave the topic to the students about animal by poster which she put on the blacboard . then the researcher asked students to write into descriptive paragraph based on a animal poster on the whiteboard in individually.

The researcher explained again about what the descriptive paragraph writing is and gave some example which is supported the explanation. Then gave to the students an actor and the researcher asked them write descriptive paragraph.

3. Observing

The observation was conducted in observing the students’ activity during the process teaching and learning. The observation involved the information about the difficulties of student in writing descriptive paragraph, and other influenced factors that made their have the difficulties. Then the researcher observing the students behaviour in teaching and

learning process. Found that some students still confused with explanation about descriptive paragraph writing.

4. Reflecting

This step was done for analyzing the data got and concluding it. It based on the students' score almost students got improvment. However, it still less for the target. The evaluation of cycle 1 became reflection to the researcher to do cycle 2.

After checking the result of the students work, the researcher found the score of the students was improvment . the total score of students in the second cycle was higer than before cycle, it had proved that poster could improve students' ability in writing descriptive paragraph. After analyzing the two cycle research had the last procedure to know students' ability by having the second interview session.

The activities that will be done i each cycle is as follow:

1) Cycle 1

The first cycle was done for three meetings . identification phase started with collaboration between the researcher, as the researcher and the teacher as the observer. The researcher began to explained about writing and she asked the student to writing something. She said that most of the students still had the difficulties in writing and they still confused how to develop their ideas in written.

And then the researcher prepared some instruments such as lesson plan, observation sheet, and evaluation sheet. Then next step, the researcher used pre-test to assesss the studens in writing descriptive paragraph. After the result is got by resarcher,

she start the study with convetional method. She asks the student to read about descriptive paragraph including : defination, generic structure, andgeneral features.

So, in this cycle the role of teacher as a falcicator. She provides the need of student by giving their material of descriptive paragraph such as its generic structure, general features, and the example one.

2) Cycle 2

The second cycle is done based on the result of reflection from the first cycle. If the result from observation tells that the quality is still low, so it is acquired another action that the next cycle may make some improvement of the quality.

Researcher prepared the research instruments such as lesson plan, posters, observation sheet, and evaluation sheet. In acting researcher explained about descriptive paragraph with all of its elements although it has been studied on previous meeting. Then, the researcher makes sure that all of students get the point of material with asking three of them what the descriptive paragraph is. Then, the researcher show the posters to them. The posters are concerned have the same level as in previous one. As the next step, researcher ask them again to do a descriptive paragraph. To easly them in this cycle, the researcher show a poster to develop students' ideas. So, the student can easly to composing its own text. Meanwhile, the observation is done to find out the students' interest during teaching learning process.

The role of teacher in this cycle is as a moderator. As moderator, she explain the poster to them to improve their ideas and their vocabulary in writing descriptive paragraph. She aldso describe all elements of descriptive paragraph and also its axample from the poster. At last, she applies the second post-test to get another result of students' achievement. As reflecting, the teacher concluded the result of the second cycle to make a

plan to preview and make analysis of whole meeting. If the teacher does not reach the goal, then the research can be continued in cycle 3 as improvement for cycle 2.²²

D. Data Collecting Technique

Data collection is collecting information that relates to inquiry, information that be believed will respond to the research question. In this research, data is a gate as consideration wheter the implementation of posters to improve students' ability in wiring or not. Thus, the compatible technique is acquired to retain the validity of data and its reliability. For collection the data, the researcher uses an instruments is written test.

1. Written test

Test is important part of every teaching and learning experience. Test is a set of question that is used to measure the skill knowledge, intelligence and talent of an individual of a group. As a stated by Brown that a test is an instrument and a set of the techniques, a procedure, or items taht requires performace on the part of the test takes it measure an individual's ability, knowledge, or performance. A test is applied by researcher for collecting data. A test is very useful to know the students' achievement in understanding material which given by the teacher. In this research, the writer obtained data by giving pre-test and evaluation test. A pree-test given before the students get some activity from implementation using poster. Then, evaluation test was given after the teacher show the posters to the students.

Writing Assessment Guidelines (Writing)²³

²²Anne Burns, *Doing Action Research in English Language Teaching*. (England : 1988) P 9

¹⁹Sara Cushing Weigle, *Assesing Writing* (United Kingdom: Cambridge University Press), P.114 - 116

There is a rubric that can be used to assess writing skills test

Analytic Scoring

Categories	Score	Criteria
1. Content	30-27	EXCELENT TO VERY GOOD Knowledgeable, substantive, through development of thesis, relevant to assigned topic.
	26-22	GOOD TO AVERAGE Some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic, but lacks detail.
	21-17	FAIR TO POOR Limited knowledge of subject, little substantive, inadequate develop
	16-13	VERY POOR Does not show knowledge of subject, non-substantive, not pertinent, or not enough to evaluate.
2. Organization	20-18	EXCELENT TO VERY GOOD Ideas clearly stated/ supported, succinct, well organized, logical sequencing, cohesive.
	17-14	GOOD TO AVERAGE Loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.
	13-10	FAIR TO POOR Ideas confused or disconnected, lack logical sequencing and development.
	9-7	VERY POOR Does not communicate, no organization, or not enough to evaluate.
3. Vocabulary	20-18	EXCELENT TO VERY GOOD Effective word/ idiom choice and usage, word from mastery.
	17-14	GOOD TO AVERAGE Occasional errors of word/ idiom from, choice, usage but meaning not obscured.
	13-10	FAIR TO POOR Frequent errors of word/ idiom from, choice usage. Meaning confused or obscured.
	9-7	VERY POOR Essentially translation, little knowledge of english vocabulary/ idiom from, or not enough to evaluate
4. Language Usage	25-22	EXCELENT TO VERY GOOD Few errors of agreement, tense number, word order/ function, articles, pronouns, prepositions.

	21-18	GOOD TO AVERAGE Several errors of agreement, tense number, word/ order function, articles, pronouns, prepositions, but meaning seldom absconded.
	17-11	FAIR TO POOR Frequent errors of negation of agreement, tense number, word order/ function, articles, pronouns, prepositions and/ or fragment, run-ons deletions, meaning confused or obsconded.
	10-5	VERY POOR Dominated by errors, does not communicate, or out enough to evaluate.
5. Mechanics	5	EXCELENT TO VERY GOOD Demonstrate mastery of convention, few errors of spelling, punctuation, capitalization, paragraphing.
	4	GOOD TO AVERAGE Occasional errors of speling punctuation, capitalization, paragraphing but meaning not absconded.
	3	FAIR TO POOR Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obsconded.
	2	VERY POOR No mastery of conventions, dominated by errors of spelling, punctuation, capitalizations, paragraphing, handwriting illegible, or not to evaluate.

E. Data analyzing techniques

Data analysis is a process of seeking, organizing, summarizing data sistematically which collected by interview, field note, and documentation in order to make it understanding by everyone.²⁴This research the researcher applied quantitative , the quantitative data are analyzed by collecting students' descriptive paragraph writing score by using posters. The data are got from the observation and test. In finding the mean ofstudents' score for each cycle.

There are 5 marks which are cagorized as follow :

²⁴Sugiono, *Metode Penelitian Kualitatif Kuantitatif* dan R and D, 244 (Bandung : Media Perintis,2009) P 33-55

1. Poor (0%-39%)
2. Fair (40%-59%)
3. Average (60%-74%)
4. Good (75%-84%)
5. Excellent (85%-100%)

the researcher applied the following formula :

$$x = \frac{\sum x}{N} \times 100 \%$$

Where :

$$\bar{x} = \text{Mean}$$

$$\sum x = \text{the total number of score}$$

$$N = \text{the total number of students}$$

Further, in categorizing the members of master students, the researcher used the following formula :

$$P = \frac{R}{T} \times 100 \%$$

Where :

P : The percentage of students who get 75

R : The member of students who get 75 to up

T : The total number of student who will do the best

F. Achievement Indicator

The students' achievement and failure in doing the activities planned assessed by referring the criteria issued by MTsS Geudubang Aceh Langsa, namely Kriteria Keuntasan Minimal (Minimum Passing Grade Criteria). Material could be said that was successfully taught if students had minimal score 70. It means that 70% of the material were mastered by studnts.

CHAPTER IV

FINDING AND DISCUSSION

A. Research Finding

1. Data Presentation and Analysis

The researcher got the data after conducting the researcher on the eighth grade students of MTsS Geudubang Aceh Langsa, which consist 29 students. The data were taken from the writing score obtained by written test.

2. Data Analysis

in this study researcher applied the Quantitative data. The Quantitative data were analyzed by scoring students' descriptive paragraph writing test that was carried out in two cycles of classroom action research. The research asked them to write descriptive paragraph by using poster.

3. Test

The result of students' descriptive paragraph writing test could be seen below :

Tabel 3.1. the result of the test during the cycle

No	Name Of The Students	Cycle 1		7Cycle 2		
		T1	T2	T3	T4	T5
1.	Abu Bakar	45	62	76	80	90
2.	Adam Nur	63	76	82	89	94
3.	Aida	56	62	75	80	89
4.	Andreansyah	88	80	96	74	83
5.	Ardiansyah	86	57	67	89	87
6.	Chairil Anwar	50	46	89	89	78
7.	Dinda Kumala	88	68	87	69	83
8.	Faisal	90	24	64	93	86
9.	Fakhrurazi	65	69	62	85	77

10.	Indah	45	37	72	72	85
11.	Intan Kumala	67	89	85	81	74
12.	Iman Syahputra	81	67	94	67	96
13.	Kairuddin	50	94	64	72	82
14.	Melly Agustina	76	48	78	86	92
15.	Muhammad Yunus	48	61	95	74	89
16.	Mutia Dahliana	69	38	63	89	96
17.	Nadhila	36	47	64	66	92
18.	Pajaruddin	75	78	76	65	96
19.	Pratiwi Detia Wati	90	52	68	67	78
20.	Rahmayansyah	87	91	90	78	73
21.	Rian Rahmadi	42	84	89	98	86
22.	Rian Syakur	30	57	81	90	90
23.	Rinaldi Sahputra	86	67	65	88	78
24.	Saddam Husein	59	95	73	84	96
25.	Saiful Bahri	60	63	89	79	76
26.	Sri Wahyuni	34	78	87	95	92
27.	T.Lhukmanul Hakim	73	46	64	88	71
28.	Yana Kumala	26	87	44	95	80
29.	Yasa Basri	33	59	57	98	83
	Total	1292	1598	1906	2177	2411
	Mean	44.55	55.10	65.06	75.06	83.13

The result showed of the students got improvement in each meeting. The increasing of mean of students' score in each meeting was calculated by the following formula :

In the first meeting, the mean was 44.55, in the second meeting the mean was 55.10, in the third meeting, the mean was 66.72, in the forth meeting, the mean was 75.06, and in the last meeting the mean was 83.13. the mean of the students'

score in the last meeting was the highest score in all meeting. Therefore, it can be said that posters increased students' ability on descriptive paragraph writing.

The formula of master students was calculated by applying the following formula :

Where :

P = the percentage of students

R = the number of those who got score up 75 points

T = the total number of students

During the treatment 2 (p1) there are 3 students got up 75 points.

Table. 3.2

Students who got score up 75 points in treatment 2

No	Name	Cycle 1
		Treatment 2
1.	Abu Bakar	76
2.	Intan Kumala	77
3.	Muhammad Yunus	76

During treatment 3 (p3) there are 8 students got score up 75% points

Table. 3.2

Students got score up to 75 points in treatment 3

No	Name	Cycle
		Treatment 3
1	Abdul Khaidir	76
2	Abu Bakar	82
3	Intan Kumala	85
4	Khairuddin	77
5	Melly Agustina	78
6	Muhammad Yunus	84
7	Mutia Dahlina	76
8	Rian Syakur	76

During Treatment 2 (p2) there are 14 students got score up 75 points

Tabel.3.3**Students who got score up tu 75 points in treatment 2**

no	Name	Cycle Treatment 4
1	Abdul Khaidir	80
2	Abu Bakar	89
3	Adam Nur	80
4	Andreansyah	77
5	Dinda Kumala	78
6	Intan Kumala	90
7	Iman Syahputra	77
8	Khairuddin	84
9	Melly Agustina	80
10	Muhammad Yunus	90
11	Mutia Dahliana	88
12	Nadhila	81
13	Rian Syakur	83
14	Rinaldi Sahputra	79

During the treatment 3(p3) there are 23 students got score up to 75 points.

Table.3.4**Students who got up to 75 points in the treatment 3**

No	Name	Cycle
		Treatment 3
1	Abdul Khaidir	90
2	Abu Bakar	94
3	Adam Nur	89
4	Adam Riansyah	87
5	Andreansyah	78
6	Ardiansyah	83
7	Chairil Anwar	86

8	Dinda Kumala	77
9	Faisal	85
10	Fakhrurrazi	85
11	Indah	96
12	Intan Kumala	82
13	Iman Syahputra	92
14	Khairuddin	89
15	Melly Agustina	95
16	Muhammad Yunus	92
17	Mutia Dahlian	90
18	Nadhila	86
19	Pajaruddin	76
20	Pra3tiwi Setia Wati	78
21	Ra87hamansyah	82
22	Ria78n Rahmadi	80
23	Rian Syakur	79

From the data showed, it meant that the students score increased from meeting to meeting. It could be concluded that poster significantly improves students' ability in writing descriptive paragraph. It can be showed that :

1. The highest and the lowest score in treatment 1 were 34 and 64
2. The highest and the lowest score in treatment 2 were 40 and 77
3. The highest and the lowest score in treatment 3 were 50 and 83
4. The highest and the lowest score in treatment 4 were 60 and 90
5. The highest and the lowest score in treatment 5 were 71 and 96

From the data showed above, it can concluded that the students' score had improved from the first treatment up to the last treatment.

1) The students who got increasing score about 46-50 points :

1. Aida from 34 to 83
2. Chairil Anwar from 36 to 83
3. Dinda Kumala from 40 to 86

2) The students who got increasing score about 41-45 points :

1. Abdul Kaidir from 45 to 90

2. Andreansyah from 44 to 87
3. Ardianyah from 35 to 78
4. Melly Agustina from 44 to 89
5. Pajaruddin from 45 to 86
6. Sri Wahyuni from 436 to 79

3) The students who got increasing score about 36-40 points :

1. Fakhurrazi from 46 to 85
2. Indah from 37 to 74
3. Iman Syahputra from 42 to 82
4. Khairuddin from 56 to 92
5. Nadhila from 52 to 90
6. Pratiwi Setia Wati from 34 to 71
7. Rahmansyah from 37 to 76
8. Rian Syakur from 39 to 78
9. Saddam Husein from 35 to 75
10. T. Lukmanul Hakim from 35 to 75
11. Yasa Basri from 34 to 74

4) The students who got increasing score about 30-35 points :

1. Abu Bakar from 63 to 94
2. Adam Nur from 56 to 89
3. Faisal from 44 to 79
4. Intan Kumala from 62 to 96
5. Muhammad Yunus from 64 to 95
6. Mutia Dahliana from 41 to 73
7. Rian Rahmadi from 41 to 73
8. Rinaldi sahputra from 47 to 82
9. Saiful Bahri from 50 to 80

4. research finding

After do the research add last two weeks and from all the data result analyed, it was found that the students' score increasing from cycle one to cycle two, it mean that the actions, which were done successfully, improved students' ability on descriptive paragraph writing. It was

supported by the mean treatment one was 44.55, treatment two was 55.10, treatment three was 65.72, treatment four was 75.06, and treatment five was 83.13.

The quantitative data were taken from the interview, observation, questionnaire and writing test. From the writing test, it could be concluded that the students very interested in learning descriptive paragraph through poster media.

B. Discussion

Since do the research, it was found that the students' score improved in each treatment, but some of them were got the low score because lack of vocabularies and lack of writin practice. Most of them did not brought the dictionary in the first meeting till the last meeting. From the second treatment two even thought it was not satisfied yet. Beside that the researcher deliver question and move around the class, it made the students aesier to ask if they need help. Then the researcher asked the students to write their vocabulary in front of class. It made all of the students can saw how to write in the right writen and how to read it.

As reflection, in the following cycle the teacher improved her abilityof teching descriptive paragraph through poster, and the students had be active and make their score increase from treatment to treatment. In improving students' question and the researcher gave another example of descriptive paragraph to make the students more understand about it.

The students' ability in writing descriptive paragraph increase from treatrment one in cycle one to treatment 5 in cycle two. It mean poster media make the students more active and interested in writing descriptive paragraph. They admitted that by using poster they are more undestand, enjoyed and interested in learning descriptive paragraph writing. Then they said that poster also solved their problem in writing descriptive paragraph.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This research finally brought a finding that score of students increased in each meeting. There were four meeting in this research, which comprised two cycles. In the cycle one, there were two meetings. In cycle two cycles there were two meetings. For all meeting the resecher did 3 treatment only, and one identification. From treatment one until treatment 3 students' score keep increasing. It could be seen from the mean of students' score in each treatment. The mean of students' score in treatment one was 44.55, treatment two was 65,72, in treatment three was 83.13. in other word, it could be concluded that poster significantly improved the students' ability in writing descriptive paragraph at eighth grade students of MTsS Geudubang Aceh Langsa.

B. Suggestion

Based on the research finding that showed the imrovement of students in writing description paragraph. There was some suggestion for the teacher and the reader,as in following:

The applying of an appropriate media in teaching writing especially description paragraph writing it is very important to support the teaching learning process, such as poster media. It is suggested to be applied because it make teacher easy to teach writing especially descriptive writing. It is also suggested for the reader who are interested in further study related to this research explore the knowledge to enlarge their understanding about descriptive paragraph writing.

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LESSON PLAN CYCLE 1
(MEETING 1 AND 2)

SCHOOL	: MTs Geudubang Aceh Langsa
GRADE/ SEMESTER	: VIII/ 1
SUBJECT	: ENGLISH
SKILL / FOKUS	: WRITING
WAKTU	: 2 X 40 MINUTES

A. StandardCompetence

Interacting the functional meaning of the text and write a short descriptive simple essay form and report to interest in the context of daily life.

B. Basic Competence

Expressing the meaning of functional form of short written texts by using variety of simple written language accurately, fluently and appropriately in the context of daily life.

C. Indicator

- a. Students are able to write descriptive paragraph easily.
- b. Students are able to write descriptive paragraph using their ideas after show the posters.

D. Learning Objectives

- a. Students are able to write descriptive paragraph corectly through poster.

- b. Student are able mengembangkan their ideas through poster.

E. Character Education

- a. Cooperative Learning
- b. Active Participation
- c. Handiness
- d. Respect

F. Media

Poster

Theme : Fruits

Banana

Banana is the common name for a type of herb and also the name for the herbaceous plants that grow this herb. These plants belong to the genusMusa. They are native to the tropical region of Southeast Asia. There are about 110 different species of banana.

Most banana plants are grown for their herbs, but some are grown as ornamental plants, or for their fibres. In parts of Africa, beer has been made by fermenting the juice of certain cultivars, known as beer bananas The ash of banana can be used to make soap. In Asia, bananas are often planted to provide shade to plants that like shade, for example coffee, cocoa, nutmeg or black pepper. Because of this, banana plants can often be found in plantations of other crops.

Bananas are tasty fruits. They are green when unripe and turn yellow as they ripen. They have a nice, relaxing flavour.

Some kinds, or cultivars, of banana have a firmer, starchier fruit. These kinds are called plantains. Plantains are mostly used for cooking or fibre. The sweet, soft bananas that are used for desserts are called dessert bananas.

G. Taching Learning Process

Meeting 1

a. Pre activity

- Greeting to the students
- Introduce yourself to the students

b. While activity

- Explaining to the students in the intention of doing the research
- Explaining to the students about descriptive paragraph writing
- Introducing the poster
- Showing the poster about Fruits (papaya)
- Asking the student writing descriptive paragraph about fruits

c. Post activity

- Teacher give assessment to the student.
- Teacher asks students if any difficult from the material
- Teacher gives suggestion to the students in order to study hard.
- Theacher close the lesson.

Meeting 2

a. Pre activity

- Teacher greeats and students give response.
- Teacher asks students' condition
- Teacher chek students' attendance

b. While actifity

- Teacher reviews explanation about descriptive text.
- Teacher show the second posster about banana.

- Teacher ask the students write a descriptive paragraph about Banana.
- Teacher observes students' activity.

c. Post activity

- Teacher gives assessment to the student.
- Teacher asks student if any difficult in material.
- Teacher gives the feedback to the student.
- Teacher gives suggestion to the students in order to study hard.
- Teacher closing the lesson.

H. EVALUATION

Asking the students to write descriptive paragraph using posters has give by teacher.

Write a descriptive paragraph based on poster

Meeting 1 and 2





I. Assessment

Analysis	Score
contents are correct, grammar is correct	3
content is correct, grammar is less precise	2
content and grammar are less precise	1
No answer	0

Assessment Guidelines

1. For each number, each correct answer score 3

2. Maximum score of x 3 = 15

3. Maximum value = 10

4. Student Value = $\frac{SkorPerolehan}{SkorMaksimal} \times 10$

Knowing**Teacher****Researcher****RISKA DIAH RESTU**

LESSON PLAN CYCLE 2
(MEETING 3 AND 4)

SCHOOL : MTs Geudubang Aceh Langsa
GRADE/ SEMESTER : VIII/ 1
SUBJECT : ENGLISH
SKILL / FOKUS : WRITING
WAKTU : 2 X 40 MINUTES

J. StandardCompetence

Interacting the functional meaning of the text and write a short descriptive simple essay form and report to interect in the context of daily life.

K. Basic Competence

Expressing the meaning of functional form of short written texts by using variety of simple written language accurately, fluently and appropriately in the context of daily life.

L. Indicator

- c. Students are able to write descriptive paragraph easily.
- d. Students are able to write descriptive paragraph using their ideas after show the posters.

M. Learning Objectives

- c. Students are able to write descriptive paragraph corectly through poster.

d. Student are able mengembangkan their ideas through poster.

N. Character Education

- e. Cooperative Learning
- f. Active Participation
- g. Handiness
- h. Respect

O. Media

Poster

Theme : Animal

Elephant

Elephants are the largest living land [mammals](#). The largest elephant recorded was one shot in [Angola](#), 1974. It weighed 27,060 pounds (13.5 tons) and stood 13 feet 8 inches tall. Their skin colour is grey.

At birth, an elephant calf may weigh 100 [kg](#) (225 [pounds](#)). The baby elephant develops for 20 to 22 months inside its mother. No other land animal takes this long to [develop before being born](#).

In the [wild](#), elephants have strong [family](#) relationship. Their ways of acting toward other elephants are hard for people to understand. They "talk" to each other with very low [sounds](#). Most elephants sounds are so low, people cannot hear them. But elephants can hear these sounds far away. Elephants have strong, leathery skin to protect themselves.

P. Taching Learning Process

Meeting 3

a. Pre activity

- Teacher greets and students give response.
- Teacher asks students' condition.
- Teacher check students' attendance.

b. While activity

- Teacher asks student definition about descriptive text.
- Teacher give a gift to the one of student who can answer the question.
- Teacher show the third poster about animal (tiger).
- Teacher ask the student write a descriptive paragraph about tiger.
- Teacher asks the student to finish it.

c. Post activity

- Teacher give assessment to the students.
- Teacher ask student if any difficult in material
- Teacher suggestion the student in order to study hard.
- Teacher closes the lesson.

Meeting 4

a. Pre activity

- Teacher greets and students give response.
- Teacher asks students' condition
- Teacher chek students' attendance

b. While activity

- Teacher reviews what they have learned in the last meeting

- Teacher ask student to explain about descriptive text
- Teacher motivates the student to ask about descriptive text
- Teacher ask student kind of animal
- Teacher show the last poster about Elephant
- Teacher gives the test to evaluate students' improvement.
- Teacher ask student to write descriptive paragraph about elephant
- Teacher ask student to finish it

c. Post activity

- Teacher gives assessment
- Teacher gives a gift to the student who get a better
- Teacher reviews what the student have learned
- Teacher asks the student to submit their work.
- The teacher ending the lesson.

Q. EVALUATION

Asking the students to write descriptive paragraph using posters has give by teacher.

Write a descriptive paragraph based on poster

Meeting 3 and 4



A. Assessment

Analysis	Score
contents are correct, grammar is correct	3
content is correct, grammar is less precise	2
content and grammar are less precise	1
No answer	0

Assessment

1. For each number, each correct answer score 3
2. Maximum score of x 3 = 15
3. Maximum value = 10
4. Student Value = $\frac{SkorPerolehan}{SkorMaksimal} \times 10$

Guidelines

Knowing

Teacher

Researcher

RISKA DIAH RESTU

