DEVELOPING MOTION PICTURESFOR TEACHING DESCRIPTIVE TEXT
(A Case of the Second Grade Students of SMP Negeri 7 Tegal in the Academic Year of 2014/2015)

a final project

submitted in partial fulfilment of the requirements

for the degree of *Sarjana Pendidikan*

in English

by

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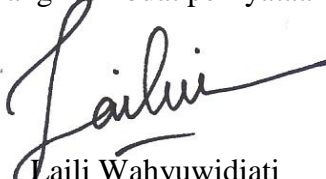Jurusan   : Bahasa Inggris
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(A Case of the Second Grade Students of SMP Negeri 7 Tegal in the Academic Year of 2014/2015)

Yang saya tulis dalam rangka memenuhi salah satu syarat untuk memperoleh gelar sarjana atau strata 1 (S1) adalah benar-benar karya saya sendiri, yang melewati tahap penelitian, pembimbingan, dan pemaparan atau ujian.

Semua kutipan, baik yang langsung maupun tak langsung, baik yang diperoleh dari sumber kepustakaan, wahana elektronik, wawancara langsung, maupun sumber lainnya telah disertai keterangan mengenai identitas sumbernya dengan cara sebagaimana lazimnya dalam menuliskan karya ilmiah. Dengan demikian, walaupun tim penguji dan dosen pembimbing penulisan tugas akhir/skripsi/final project ini membubuhkan tanda tangan sebagai keabsahannya, seluruh isi karya ilmiah ini tetap menjadi tanggung jawab saya sendiri. Jika kemudian diketemukan ketidakberesan saya bersedia menerima akibatnya.

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Yang membuat pernyataan,

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MOTTO AND DEDICATION

And seek help in patience and prayer [Al-Baqarah 2:45]

Only a life lived for others is worth living (Einstein)

To my beloved parents (Bapak Khaerun and Ibu Windiyarti), my beloved sister and brother (Mba Ayu and Mas Nana), my lovely nephews (Mizan and Fale), and all of my friends who always support me.

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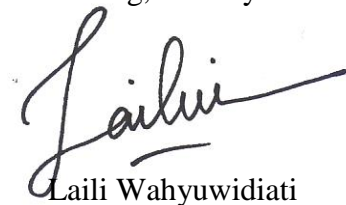
The writer modestly would like to thank to the following people:

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Finally, the writer realizes that her study is still far from being perfect. There are many weaknesses of this final project. The writer welcomes for critics and suggestions to make this final project better.

Semarang, January 2015

Laili Wahyuwidiati

ABSTRACT

Wahyuwidiati, Laili. 2015.*Developing Motion Pictures for Teaching Descriptive Text(A Case of the Second Grade Students of SMP Negeri 7 Tegal in the Academic Year of 2014/2015).* Final Project.English Department.Faculty of Languages and Arts.Semarang State University.

Keywords : Developing, Motion Pictures, Descriptive Text.

This final project is about developing media for teaching descriptive text.The objectives of this study are toprovide model of descriptive text in the form of Motion Pictures and to develop the Motion Pictures model of written descriptive text.The Research and Development (R & D) approach was adopted by conducting the preliminary survey, designing and developing the prototype of the product, conducting limited testing and product validation, having a revision process and describing the research result.

The subjects of the study were the second grade students of SMPN 7 Tegal in the academic year of 2014/2015. The instruments used were questionnaires, interview guideline and test.

I used the rating scale as proposed by Jacobs et al (1981) in Brown(2004:246) to score the students' result in writing test. The score ranges from 1 to 5. This rating scale measures the students' writing skills in some aspects : grammar, vocabulary, mechanics, content, and style.

The results of the students' test by using Motion Pictures as the descriptive teaching media, and also the assessment from the experts were very good. It could be concluded that Motion Pictures has a good prospect to be used in the descriptive text teaching and learning process. As suggestion, the teachers shouldmaintain the writing practices on a regular frequent basisso that the students will not get difficulties every time they are asked towrite, and for the future researcher should maximize the use of media in the teaching and learning process. Realizing that media can work better with the help of any techniques, the future researcher should apply the interesting techniques in using Motion Pictures as media.

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CHAPTER I

INTRODUCTION

1.1 Background of the Study

English as an international language takes an important role in communication among nations in the world. In Indonesia, English is the first foreign language that is taught in formal education institutions. The government, in the new curriculum of Kurikulum 2013, states English will be taught starting from junior high school degree. It becomes a new problem in teaching English since the students have less experience before. However, it is still important to make a progress in order to make it possible in teaching and learning English from the beginner.

English can be learned not only in formal education institutions but also in nonformal education such as joining English course or independent learning with some learning media. In this case, English can be learned practically everywhere and everytime. In other hand, teachers of English also need to have teaching media to help them in transfering English to their students.

In learning English, there are four skills that should be achieved by the learners of English. There are listening, speaking, reading, and writing. Some methods have been created to help teacher in teaching English in order to give the better understanding to the students without restricting their creativity.

There are standard competence and basic competence dealing with writing. According to English syllabus of School Unit level Curriculum, the teaching of writing for junior high school involves the teaching of short functional text. In this stage they should express meaning. It means that they should produce a text.

Genres for grade VIII of junior high school include recount, narrative,and descriptive. As one of genres that is given to grade VIII of junior high school, descriptive text is used to train the students to be able todescribething or give the information about it. By studying descriptive text, the students will be able to give an account of imagination or factual events.

As one of the skills among four skills that is taught in Junior High School, writing needs special methods and techniques. Some students are really difficult to express their creativity in writing text. In other hand, text is really important to be tought because it is the nature of communication.

Megayanti (2010) in her paper states that sometimes writing is regarded as the most difficult skill since itis a kind of combination between process and product. This activity needs a longprocess before it becomes a final product. A writer has to start this activity fromfinding the idea until producing a final draft. Besides, the writer also has anindirect responsibility to make this writing product has value, function, and be aninteresting text for the readers.In order to be able to produce a good writing in English, students have todo a lot of practice. Although writing seems to be a complicated activity, it isbelieved as the most effective

media to record a history. Writing has a vitalfunction in spreading the information and recording events thathappen in theworld.

Descriptive text as one of text types that should be mastered by the students of juniorhigh school becomes a big problem. The descriptive text needs students' imagination and skill of writing. Writing descriptive text needs specification.When students writing descriptive text, they should have imagination to gain idea, a skill of writing, and a lot of vocabularies. In writing descriptive text, they also need to understand the sensory detail of the object that they describe. They need something to help them in writing descriptive and need motivation to keep them writing.

According to this problem, motivating and giving the students media to learn can help them more. The students need something to explore their mind and motivate them to continue their writing. Then, by practicing, the students writing skill will be improved.

There are also some techniques that can help the teachers use a strategy for teaching, such as a lecture, discussion, demonstration, role-play, retelling story and audiovisual media. In the classroom, the teacher has to choose which technique and strategy will be most effective and efficient.

The students usually use some books which are relevant to the curriculum to learn English. Based on Longman Dictionary of Language Teaching and Applied Linguistics, it is stated that material in language teaching is anything which can be used by teachers or learners to facilitate the learning of a language. Materials may

be linguistic, visual, auditory, or kinesthetic, and they may be presented in print out, audio or video form, on CD-ROMS, on the internet or through live performance or display. Inside the material the writer must arrange the model to make process of teaching and more perfect. It can be said that Model like a plan, pattern or something that is designed to show the main object of something such asa concept or a system. Model in language teaching is someone or something which is used as a standard or goal for the learner, for example the pronunciation of an educated native speaker (Jack C.R. et al2002).

The teacher also has to help students solve their problems in writingbecause as an educator teacher is responsible for selecting educational materialsand activities at the right level and of the right type to achieve the goals ofteaching and learning process. However, many factors affect the success or failurein achieving the goals of teaching and learning, to say the least, the teacher andstudents. In addition, "there are other factors, which affect the result of teachinglike time allotment, the use of visual aids, methods, teaching materials and otherfacilities" (Ramelan 1992:3-4). Hence, to support teaching process we need to usesome aids to help both students and teacher. These aids are called media.

According to Celce-Murcia (2001:461), "media are tools or physical thingsused by the teacher to motivate the students by bringing a slice of real life into theclassroom and by presenting language in its more complete communicationcomplex." Media is important in teaching and learning English. They help both ofthe teacher and the students. On the one hand, media help the

teacher deliverthe material being taught easier and more expressive. On the other hand, thestudents can understand the material easily. Moreover, media is a good way toengage the students in learning English. Pictures, photo, games, songs and filmsare the most popular visual aids being used since those media are easy to befound.

Motion pictures are audiovisiual works consisting of a series of related images. In motion pictures, there are some related images which are compiled together with any accompanying sounds. I prefer to make Motion Picturesas a teaching media for descriptive text because it can build the creativity and imagination of the students and also because it is easy to use.

Based on this reason, I decide to carry out a research entitled "Developing Motion Pictures for Teaching Descriptive Text"

1.2 Reasons for Choosing the Topic

Based on the School Based Curriculum (Curriculum 2013), goals of teaching writing in junior high school are(1) training of thinking and expressing ideas in writing in a systematic, (2) training habits to solve problems systematically, and (3) training in documenting ideas, findings, experiences, and knowledge. The Students should pay attention to the content and organization, reasoning, the use of grammar, the choice of words, cohesion and coherence, vocabulary, and effective use of sentences.

I choose Motion Pictures to improve students' ability in writing descriptive text because of some reasons:

1. Descriptive text is the basic text genre which is mostly used.

2. Students find some difficulties in gaining idea in writing descriptive text.

3. Students need media to help them explore the idea and improve their writing skill.

4. Motion Pictures as one of media that can help the students give illustration in writing descriptive text.

1.3 Statement of the Problem

To make this research easier to follow, it would be broken into the following question: How to developMotion Pictures to improve students' ability in writing descriptive texts?

1.4 Objectiveof the Study

The objective of this study is to develop Motion Pictures to improve students' ability in writing descriptive texts.

1.5 Significance of the Study

a. Theoretical Significance

Theoretically, this study will provide us with a new technique in writing descriptive text that is by using Motion Pictures.

b. Practical Significance

The results of this study will give us a kind of knowledge that can be used as the bases to select a good and appropriate technique in teaching and learning process.

c. Pedagogical Significance

Pedagogically, the result will give us fundamental knowledge that can be implemented in the classroom for the benefit of the students' development in writing learning process.

1.6 Outline of the Report

I organize this final project into the following chapters:

Chapter I presents the Introduction. It covers the general background of the study, the reason for choosing the topic, the statement of the problem, the objective of the study, the significance of the study, and the outline of the report.

Chapter II reviews the related literature. It discusses the definition of motion pictures, general concept of writing, teaching English writing, types of genre writing, and eight grader of junior high school curriculum in writing.

Chapter III explains the qualitative research method includesqualitative research approach and R & D research, the location of the study, the source of data, the form of data, the procedure of collecting the data, the procedure of analyzing the data, and the technique in reporting the result of the analysis.

Chapter IV presents the data analysis and the discussion of the research result. It describes the Findings and Interpretation. The steps of   the developing Motion Pictures as a teaching media in descriptive text.

Chapter V contains the conclusion and suggestion.

CHAPTER 2

REVIEW OF RELATED LITERATURE

In this chapter, I will present the review of the previous study and review of the theoretical studies, which underline the topic of my study.

2.1 Previous Studies

Susanthi (2010) wrote about *"The Use of Photographs to Improve Writing Descriptive Text(A Case of The Eleventh Grade Students of SMA PGRI 2 Comal Pemalang in Academic Year 2011/2012)"*, the objectives of the study are to investigate whether using photographs effective to develop the writing skill in writing descriptive text and to find out the advantages and disadvantages of using photographs in teaching writing. The research design of the study was qualitative research. The result of the students' progress during the teaching learning process by using photographs was very good. The mean of the pre-test was 62.85. The data analysis shows that the mean of the post-test was 77.93. The result of the students' tests showed that the students mastery improved 15.08 from the pre-test. It means that the use of photographs was the effective technique in teaching writing descriptive.

Putri (2011) wrote about*"Developing Comic Material Model of Spoken Narrative Text (For Junior High School Year VIII Semester II")*, the objective of the study is to develop a material model of spoken narrative text by using comic.

The research design of the study was qualitative research and research and development research. This study showed that there was a significant improvement of students' speaking ability after being taught using comic as media.

Carter, Patricia A., Holland, Sharon M., Mladic, Stacey L.,Sarbiewski, Gail M., Sebastian, Daune M. (1998) wrote about *"Improving Student Writing Skills Using Wordless PictureBooks."*. The study is about improving students' ability through wordless picture books as the media. The research design of the study was action research. The result of the study showed that the post-test scores are better than the pre-test scores. It indicates that using wordless picture books is effective to improve students' writing ability.

A study done by Agista (2010) entitled "*Using Television News Program "Indonesia This Morning" on Metro TV for Improving Students' Skill in Writing News Item Text (The Case of the First Grade Students of SMA Negeri 1 Banjarnegara in the Academic Year 2009/ 2010)",* the objectives of the study is to investigate whether using television program "Indonesia This Morning" on Metro TV effectives to develop writing skill in writing news item text or not. The research method in this study was action research. The result of the study showed an improvement to the students' ability. The mean of the pre-test was 64.23 and the post-test was 81.47.

Those are the results of the previous studies that have been done by some researchers both in Indonesia and International, which applied some strategies to develop students' speaking and writing skill by using picture and video,but in

their researches they have not written about "Developing Motion Pictures for Teaching Descriptive Text". According to the reasons above, I choose that topic to my research. It is different with the previous studies because I develop the media of motion pictures for improving students' ability in writing especially in writing descriptive text. I provide not only pictures but also videos, audios and subtitles as the illustrations to make it easier and more live action, so the students can get the better understanding.

2.2   Theoritical Studies

This part will explain some related review related to the study that is about concept of Motion Pictures, writing skill, and descriptive text in junior high school curriculum.

2.2.1. Definition of Motion Pictures

According to Harmer (2003:134), Pictures can be in the form of flashcards, large wall pictures, cue cards, photographs, or illustrations.

Wright (2004:2) states that "specifically, pictures contribute to interest and motivation, a sense of the context of the language, and a specific reference point or stimulus."

Picture is one of the visual aids that can be used to create situation for writing classes more clearly. Picture also can provoke creativity of the students in writing."As one studies picture books without words, one realizes how

pleasurable,varied, plentiful and instructive they are for use in teaching reading and writing skills"(Preston and Ellis 1983:5).

According to Oxford dictionary (2008) picture is a painting, drawing, etc, that shows a scene, a person or thing. Picture also means photograph or image on a television screen.

According to Oxford dictionary (2008) motion is act or process of moving or the way something moves. Motion in science is the position, direction of motion and speed of an object.Motion also means a natural event that involves a change in the position or location of something. Motion can be a stimulus for the students because it can attract their attention.

According to Gerlach and Erly (1980) who give six types of media classification, motion picture is a moving image in color or black and white produced from live action or from graphic representations.

Motion pictures are a form of entertainment that enacts a story by a sequence of images giving the illusionof continuous movement

According to the definitions above, I can draw a conclusion that motion pictures are audiovisual works consisting of series of related images that, when shown in succession, impart an impression motion, together with any accompanying sounds. Motion pictures are tipically embodied in film, videotape, or disk. Motion pictures provide not only picture but also sound. Some related pictures are combined and we can put sounds related the pictures and also its transcript.

2.2.2 Writing Skill

In language, writing is one of the language skills after listening, speaking, and reading. It is also an important part of communication. Good writing skill makes everyone deliver and communicate their message to the audience larger than through face-to-face.

"Writing is a language skill which is using to indirect communication with other people. Writing is productive and expressive activity." (Tarigan1986:4).

In writing, a writer expresses his/her ideas, experience, and feeling for a special purpose. The result of writing is generally called text, and the recipient of text is called a reader.

2.2.3 The Important of Writing

Ramelan (1992:9) says that writing as part of man's culture because it can be used to preserve thought, ideas and also speech sound. From quotation, we can conclude that writing is record what we want restore in the form of written language. It is done due to the most fact that our remembrance is limited.

Writing is the most complex skills to develop, but it is still very important to be learned and thought. It plays an important role in the modern society. By writing, people can give information to others clearer and easier. Many people are interested in it. At the begining, they did it as a hobby, but later, many of them earn their living by doing it for instance journalist, authors, novelist, ect.

2.2.4   The Requirements of Good Writing

According Bram (1995:13) to write an interesting, good and enjoyable text or paragraph, we first should know what a paragraph or text. Let us define a paragraph, a good one, as a group sentence, which contain relevant information about one main or central idea.

A group of sentences become a good paragraph normally focusing on only one central idea that is expressed in the topic sentence, so the writer needs to construct a good topic sentence as the starting point and finish writing the rest of the paragraph successfully.

Rohman (1965:107) says:

> 'Good writing' is that discovered combination of words which allows a person the integrity to dominate his subject with a pattern both fresh and original. 'Bad writing', then, is an echo of someone else's combination which we have merely taken over for the occasion of our writing . . . 'Good writing' must be the discovery by a responsible person of his uniqueness wit6hin his subject.

Bram stated (1995:13) that in writing a good paragraph should have three qualifications i.e. topic sentence, unity and coherence.

a. Topic sentence

A topic sentence must have a subject and an attitude. In other words, it consists of a topic or subject matter and a restricting statement. The subject tell us what to writer while the attitude shows or gives reason for writing: the subject claims what we write about and the attitude implies why we write.

b. Unity

A paragraph is unified by mutually supported sentences. The word "unity" is synonymous with "oneness" all sentences in a paragraph that should focus on the thing expressed in the topic sentence; all of the sentence stick together. A good topic sentence, at least to some extent, may make the readers eager or even curious to find out every single piece of information in the paragraph.

c. Coherence

Coherence plays a crucial role in making a paragraph read well. Every coherent paragraph contains smoothly connected ideas. Each sentence moves on naturally.

To achieve coherence, the writer needs to use the transition, such as however, although, finally and nevertheless. As the word implies, a transition is similar to change from one item of idea to another. A coherent paragraph consist of interrelated sentence that move in such a way that they smooth the way, one for the other. Without transitions, it is difficult for (beginning) writers to produce a coherent paragraph. Good writing is essential to success in the kind of careers you will likely want to achieve.

Bailey (2003:5) states that good writing includes the writing that must follow commonsense rules, the writing must be easy to be read and the writing must attract the reader in the first place. Further Bailey (2003:57) adds good writing that includes:

1) Getting the grammar right

2) Having a range of vocabulary

3) Punctuating meaningful

4) Using the conventions of lay out

5) Spelling accurately

6) Using a range of sentences structure

7) Linking ideas and information across sentences to develop topic.

8) Developing and organizing the content clearly and convincingly.

Writing skill is complex and difficult to teach since in this case writing does not only mean putting down graphics from on piece of paper but also contain some categories of writing. According to Brown (2004:243) there are five catergories in writing.

a) Content : The substance of writing, the ideas expressed.

b) Organization : The organization of introduction, body, and conclusion are correct.

c) Grammar : The employing of grammatical forms and syntactic pattern.

d) Vocabulary : The choice of idioms, words and lexical item to give a particular tone or flavor to writing.

e) Mechanic : The use of graphic convention of the language.

To encourage the students in their writing, an English teacher plays an important role in developing their ability. He/she should be patient and creative to support and help them in improving their writing ability.

The writer needs some stages and stepswhen they wants to generate writing. Whiteand Arndt in Harmer(2003:258) set a stage of writing. The stage includes:

(1) Drafting

(2) Structuring

(3) Reviewing

(4) Focusing

(5) Generating idea
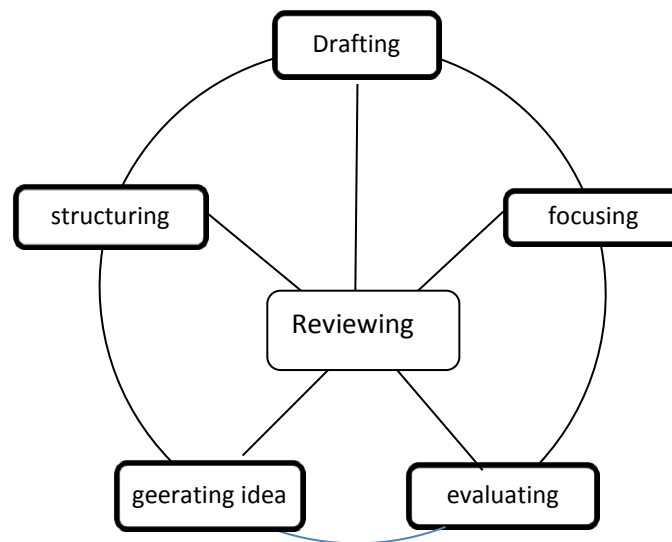
Figure 2.1 Stage of Writing

2.2.5 Components of Writing

Knowing component of writing is very important to make our writing good and understandable by the audience. There are five components of writing (Harmer 2004:108).

(1) Organization

It contains reasonable sentences that support the topic of the writing. The idea of the students are well organized and can be understood by the reader.

(2) Content

Content refers to the sentences that flow easily and not too hard to understand although a simple writing. The reasonable sentences that are arranged into good story here that is meant by the content.

(3) Grammar

Grammar is connecting with how the words are arranged into good sentences. Good means correct in the tenses and has meaning. Some students got the problem with this. This is because some of them are still confused what verbs that should be used in the sentence. They can not differentiate between the verbs that should be applied according to the times. Another problem is the use of 'to be' in English. Because of those mistakes sometimes their writing can not be understood by others.

(4) Punctuation

When the students write they must think about the punctuation or spelling that is used in writing. It will make their writing reasonable to be read. The pause is also needed when we read a text. The capital letter is also important when they write the first word in the sentence. This ability needs careful practice.

(5) Style

Style deals with the precise vocabulary usage and the use of parallel structure. Vocabulary takes important role in English. Vocabulary is the basic thing that should be owned by the students. Without that, they can not do many kind of English task. The lack of vocabulary means the failure in the communication. In the writing, students must have enough vocabulary to make it success.

2.2.6 Types of GenreWriting

Some of genres of writing have their ownpurposes to the reader. According to Hyland (2007:29) there are some genres of writing text. It shows in table below:

Table 2.1 Types of Genre Writing

Genre	Purpose
Recount	To reconstruct past experiences by retelling events in original sequence
Procedure	To show how something is done
Narrative	To entertain and instruct via reflection on experience
Description	To give an account of imagined or factual events
Report	To present factual information, sally by classifying things and then describing their characteristics.
Explanation	To give reason for state of affairs or a judgment
Exposition	To give argument for why a thesis has been proposed

2.2.7   Descriptive Text

Description is used in all forms of writing to create a vivid impression of a person, place, object or event. For example to describe a special place and explain why it is special or describe the most important person in someone's life.

Descriptive writing is usually used to help a writer develop an aspect of their work, e.g. to create a particular mood, atmosphere or describe a place so that the reader can create vivid pictures of characters, places, objects etc.

2.2.8   Generic structure

According to Hammond (1992:78) the generic structure of descriptive text consists of identification and description.

(a) Identification: Identifies phenomenon to be described.

(b) Description: Describes parts, qualities, characteristics, etc.

2.2.9   Language features

The language features of descriptive text are very simple and easy to be taught. They usually use present tense. Descriptive texts contain some adjective clause. However, sometimes it uses past tense if the thing to be described doesn't exist anymore. Based on Hammond (1992:78) there are significant of grammatical features:

(1) Focus on specific participants

(2) Use of Simple Present Tense

(3) Use of Simple Past Tense if Extinct.

(4) Verbs of being and having 'Relational Processes'.

(5) Use of descriptive adjectives (strong legs, white fangs)

(6) Use of detailed Noun Phrase to give information about the subject. (a very beautiful scenery, a sweet young lady, very thick fur)

(7) Use of action verbs 'Material Processes' (It eats grass, It runs fast)

(8) Use of adverbials to give additional information about behavior (fast, at tree house)

(9) Use of Figurative language (John is as white as chalk.)

2.2.10 The Tasks of The Teacher in Writing

Harmer (2004:41) states that when helping students become better writers, teachers have a number of crucial tasks to perform. This is especially true when students are doing 'writing-for-writing' activities, where they may be reluctant to express themselves or have difficulty finding ways and means of expressing themselves to their satisfaction.

According to Harmer (2004:41-42) among the tasks which teachers have to perform before, during, and after student writing are the followings:

a. Demonstrating

Since, as we have said, students need to be aware of writing conventions and genre constaints in specific types of writing, teachers have to be able to draw these features to their attention.

b. Motivating and provoking

The teacher can help in provoking the students into having ideas, enthusing them with the value of the task, and persuading them what fun it can be.

c. Supporting

Teachers need to be extremely supportive when students are writing in class, always available (except during exam writing of course), and prepared to help students overcome difficulties.

d. Responding

When responding, we react to the content and construction of a piece supportively and often (but not always) make suggestions for its improvemet.

e. Evaluating

When evaluating our students' writing for test purposes, we can indicate where they wrote well and where they made mistakes, and we may award grades; but, although test-marking is different from responding, we can still use it not just to grade students but also as learning opportunity.

2.2.11 Junior High School Curriculum

According to English syllabus of school Unit level curriculum, the teaching of writing for Junior high school involves the teaching of short functional text. There are standard competence and basic competence for eight grader students as the following:

Table 2.2 Standard Competence of Second Grade of Junior High School in First Semester

Standard Competence	Basic Competence
Writing 12. Expressing meaning in short functional text and short essay in the form of *descriptive*, and *recount* to interact with society.	12.1 Expressing meaning in simple short functional text using written language accurately, fluently, and acceptable to interact with society. 12.2 expressing meaning and rhetoric step in simple short functional text using written language accurately, fluently, and acceptable to interact with society in the form of *descriptive* and *recount*.

CHAPTER 3

METHODS OF INVESTIGATION

In this chapter, I will explain the research design,procedure of developing material, procedure of validation, and technique in reporting the result of validation.

3.1 Research Design

In this sub chapter, I will present the research design I used in conducting my study. In this research, I used not only qualitative research but also R & D research design.

3.1.1 Qualitative Research

The result of Qualitative research is determined by the description analysis and interpretation. In Putri's paper, according to Mujiyanto (2009: 25) qualitative research is intended to uncover the indication comprehensively and appropriate to the context through collecting data from genuine setting by making the researcher as the key instrument.

Mack, Natasha et al. (2005:1) says qualitative research is a type of scientific research. In general terms, scientific research consistsof aninvestigation that (1)seeks answers to a question(2)systematically uses a predefined set of procedures to answer the question(3) collects evidence(4)produces findings that were not determined in

advance(5)produces findings that are applicable beyond the immediate boundaries of the study.According to Johnson (1989: 33), qualitative approaches to research have gained a strong foothold in L2 research.

According to Borg and Gall (2007:276) the focus of qualitative observation is much emergent than quantitative observation. In the process qualitative observers are free to shift their attention to new phenomena and explore new research questions. However, observers look at behaviour and its environmental setting from a holistic perspective.

Denzim and Lincoln (1994:2) offered:

Qualitative research is multimethod in its focus, involving an interpretive, naturalistic approach to its subject matter. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them.

In this final project I will seek the answer whether it is good teaching media for writing descriptive text by using motion pictures or not. I will investigate the students' need in learning written descriptive text. Qualitative research presents data and the result in a descriptive form.

The aim of this study is to find out the students capacity in writing skill especially by writing descriptive text using motion pictures media. In this reserach, I want to investigate the students problem when they write a descriptive text after watching motion pictures. Based on the reasons above, this study will presents data and reserach result as the form of Qualitative description.

3.1.2 R & D Research

In education, R & D Research is aimed at investigating activities which are related to education in order to improve qualities of education system, curriculum, or even teaching material. It was done by using the methodology of R & D Research. Some experts in education tried to make development in curriculum and material based on the need of the learners.

According to Borg and Gall (2007:589) research and development is an industry-based development model in which the findings of research are used to design new products and procedures, which then are systematically field-tested, evaluated, and refined until they meet specified criteria of effectiveness, quality, or similar standards. Educational R&D holds great promise for improving education because it involves a close connection between systematic program evaluation and program development.

According to Sujadi (2003: 164) Research and Development (R & D) is a process or steps to develop a new product, or enhance existing products, which can be accounted for. The products are not only in the form of objects or hardware such as books, modules, learning tools in the classroom or in the laboratory, but it can also software such as computer programs for data processing, classroom, library or laboratory, or models of education, learning, training, guidance, evaluation, management, etc.

The term R&D in this study refersto theprocess of creating a new teaching medium or improving existing ones to improve the students' descriptive text writing ability.

3.2 Subject of the Study

3.2.1 Population

The subject of the study was the students of second grade students of SMPN 7 Tegal in the academic year of 2014/2015. The school was chosen because of the consideration that SMPN 7 Tegal is one of the state junior high schools which is used to be an RSBI standard school. It enables the researcher to conduct the study since SMPN 7 Tegal really considers about the quality of their students' English capability and it also has the sufficient facility to try out the study.

3.2.2 Sample

The random sampling was used in implementing the product. The second grade students of SMPN 7 Tegal in the academic year of 2014/2015class 8H were expected to be the good sample because they suit the purpose of the study. There were 28 students in class 8H who were selected as a sample to have a try-out to apply the writing descriptive teaching media.

3.3 Stage of the Media Development

This study use Research and Development (R&D) research designto students ofjunior high school in SMP N7 Tegal to develop teaching media and to

know the use of motion picturesto improve students ability in writing descriptive text.

The steps from Research and Development method by Borg and Gall (1983:775) are as the following:

Diagram 3.1 The Steps of R&D
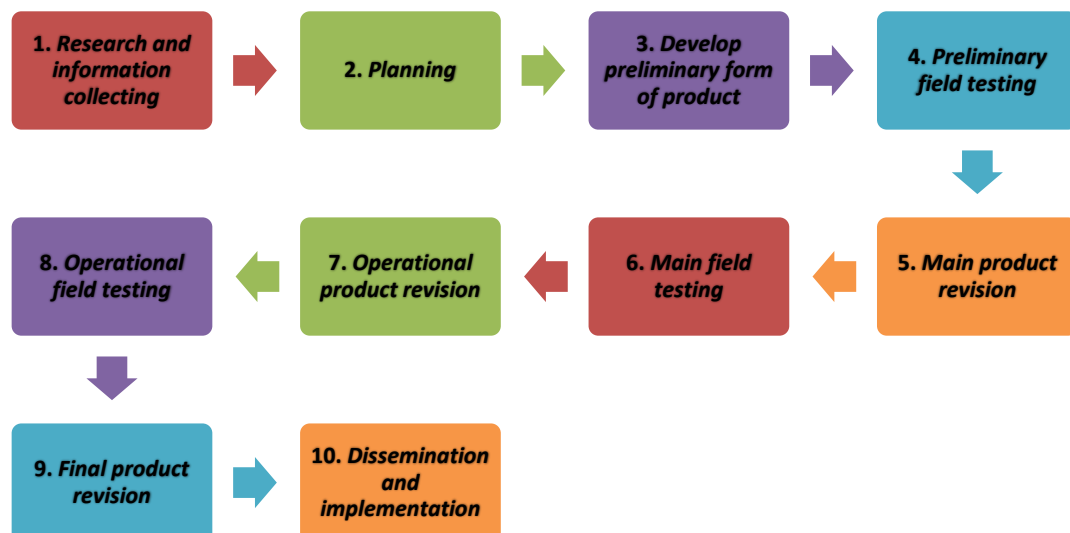
1. *Research and information collecting*; In this frist step, there are literature study about the topic and preparation of the research design.
2. *Planning*; included in this step formulating skills and expertise related to the problem, determine the objectives to be achieved at each stage, and if possible / necessary carry out a feasibility study on a limited basis;
3. *Develop preliminary form of product*, which is beginning to develop the shape of the product to be produced. Included in this step is the preparation of the

supporting components, prepare guidelines and manuals, and to evaluate the feasibility of supporting tools;

4. *Preliminary field testing*, which perform initial field trials on a limited scale. with the involvement of the subject as much as 6-12 subjects. In this step data collection and analysis can be done by means of interviews, observations or questionnaires;

5. *Main product revision*, which make improvements to the initial product generated based on the results of the initial trial. This improvement was probably done more than once, according to the results shown in limited trials, in order to obtain a draft of products (models) are ready to be tested primary broader;

6. *Main field testing*, the main trials involving all students.

7. *Operational product revision*, which make repairs / improvements to the test results more widely, so that the products developed have a design ready validated operational model.

8. *Operational field testing*, the test measures the operational validation of the models that have been generated;

9. *Final product revision,* which make the final repairs to the model developed in order to produce the final product (final);

10. *Dissemination and implementation,* the steps to disseminate the products / models developed.

According to Thornton et al. (2009: 18) in Putri's paper, there are five methods in the process of developing the curriculum and materials, they are as follows:

(1) Analysis

   The first stage of the research is analysis. A means analysis is an ethnographically oriented investigation focusing not only on the perceived needs of end users but also on the broader socioeducational context in which any innovation is to take place.

(2) Design

   Design is the result of the findings of the means analysis.

(3) Development

   After designing syllabus, materials development is developed according to the level at which the students are taught.

(4) Implementation

   In order to ensure the quality of teaching materials had been developed, teachers are necessary to try it out to the students as the implementation of teaching material in learning activity.

(5) Evaluation

   Evaluation has two main purposes: (1) to collect formative feedback on the curriculum and materials and (2) to access the training needs of English teachers.

Borg and Gall (2007:592) notes:

> If you plan to do an R&D project for a thesis or dissertation, you should keep these cautions in mind. It is best to undertake a small-scale project that involves a limited amount of original instructional design. Also, unless you have substantial financial resources, you will need to avoid expensive instructional media, such as film and synchronized slide-tape. Another way to scale down the project is to limit development to just a few steps of the R&D cycle.

Based on the research and developmental approach by Borg and Gall, and Thornton et. al above, I applied some methods in conducting R & D research: (1) analyzing, (2) designing, (3) developing, (4) *expert validating,(5) revising, (6) implementing.*

Diagram 3.2 Stages of Media Development

This research consists of six stages. Each stage is explained as follow:

3.3.1. Analyzing

The first stage is analyzing the students' needs. The purpose of this stage is to stipulate and define the instructional requirements. This stage is aimed to collect the relevant information dealing with the writing teaching and learning of the second grade students of SMPN 7 Tegal in the academic year of 2014/2015. This collected data would be the first ground to decide whether the development of the media is really necessary or not. The information and data are also included the current status quo of how teaching writing especially in the form of descriptive is conducted in SMPN 7 Tegal. That is why, an assessment/analysis was used to obtain information as much as possible related to developing the media

3.3.2. Designing

The second step is designing. This step is aimed to design the teaching media. After collecting the needed data and information from the first step, the researcher then used them to plan designing the product. A well-prepared basic Motion Pictures was designed in this stage.

I tried to design a good educational product to help teachers in teaching writing descriptive and students in gaining the idea to write a descriptive text. In this stage, I tried to find an approprriate topic of descriptive text for junior high school level. Then, I designed the media by filming and compiling using some instruments and computer program.

3.3.3. Developing

The third step is developing or producing. This step aimed to create the first product. In the developing stage, the media was created by using a program application called Ulead Video 11.

Creating Motion Pictures began with filming the video and taking pictures related to the topic of description, compiling the videos and the pictures together, then putting the audio on it. After that, the text script of motion pictures is also provided in the video.

3.3.4. Expert Validating

After creating the product, the next step is the expert validating. This step aimed to measure up the appropriateness of the product professionally. By involving the experts in the process, the product would be even much more reliable. Moreover, the experts suggestion and validation would cover the weaknesses of the product, so when it's implemented, the mistake or error in the product could be minimized.

In this study, the first draft of the product was evaluated by some experts below:

1) Dr. Abdurrachman Faridi, M.Pd., the advisor of this study.

2) Innu Siswarini, S.Pd., an English teacher in SMP N 7Tegal.

3) Frimadhona Syafri,S.S, M.Hum.,as the expert of language (English).

4) Gunadi, S.Pd., M.Pd., as the expert of media (Art).

Those experts were chosen to represent each field of study in developing the product. The teacher was also asked to evaluate the product because she was the one who knew better the students condition in the field. The evaluation did not only focus on the appropriateness of the content related to the curriculum, student and teachers, but also about the performance or the attractiveness of the media.

3.3.5. Revising

The revision of the product was done after it had been validated by the experts. This step aimed to improve the quality of the product. In revising, the researcher had to really consider the experts suggestion. Probably, in some aspects of product needed to be revised. In this case, the researcher had to start to design or develop the product well.

3.3.6. Implementing

The last step is implementation. In this stage, the media was applied in the second grade students of SMPN 7Tegal in the academic year of 2014/2015 to see the performance of the product.

3.4 Instrument

The instrument not only media prototypefor teaching writing descriptive text but also the questionnaire that will be given to the students and the teacher after developing the media. The definition of questionnaire itself based on wikipedia is a research instrument consisting of series of questions and other prompts for the purpose of gathering information from respondents.According to

Borg and Gall (2007:228) questionaires are printed forms that ask the same question of all individuals in the sample and for which respondents record their answers in verbal forms. Respondents record a written or typed response to each questionaire item. The characteristic of questionnaire are It is inexpensive, it doesn't need much effort, and it's very easy to conducted. This research using a close ended questions in dichotomus choice so the respondents just wrote the checklist (V) on the columns.

3.5 Procedure of Try Out

There are several procedure of collecting the data. The first procedure is the writer has to find a class of students in a school. Second, The writer explain to a teacher about the material and the media that will be used, until it is reach an understanding. Third, the teacher explain to the students about the material. Fourth, the writer distribute the material to the students. Fifth, the writer observe along the class, she note some lack of the material to make improvement. After that, the writer discuss with the teacher about the material. After everything is done, the writer give a questionnaire to the students, and to the teacher. And finnaly, the writer analyzed some data and computed the data.

3.6   Procedure of Analysing the Try Out Data

3.6.1   Analysis of questionnaire

The writer analyzed the questionnaire by counting the number of the students who answer at each questions. The respondents just wrote the checklist (V) on the columns because the writer used questionnaire types close ended questions.

Table 3.1 Questionnaire for the Students

No.	Pertanyaan	Student's Response	
		Ya	Tidak
1.	Apakah kalian merasa kesulitan dengan materi descriptive ini?		
2.	Apakah media motion pictures yang diberikan menolong kalian untuk mempermudah membuat kalimat?		
3.	Apakah kalian kesulitan untuk memahami audio (ucapan)dan ilustrasi dalam motion pictures?		
4.	Apakah kalian merasa kesulitan memahami makna kata dalam motion pictures secara langsung yangberbahasa Inggris?		
5.	Apakah kalian merasa kesulitan untuk menulis sebuah teks deskripsisesuaidengan motion pictures dalambahasa inggris?		
6.	Apakah kalian merasa kesulitan dengan grammar yang ada dalam motion pictures?		
7.	Apakah kalian kesulitan mengekspresikan cerita dalam bentuk tulis dengan kalimatmu sendiri?		
8.	Apakah kalian merasa kesulitan dalam mengekspresikan cerita deskripsi dengan grammar yang tepat?		
9.	Apakah kalian kesulitan dalam merangkai		

	kalimatuntik mendeskripsikan benda dalam motion pictures?		
10.	Apakah kalian mengalami kesulitan saat mengerjakan tugas-tugas yang diberikan?		

Table 3.2 Questionnaire for the Teacher

No.	Pertanyaan	Teacher's Response	
		Ya	Tidak
1.	Apakah menurut anda siswa dapat menerima materi yang diberikan?		
2.	Apakah menurut anda siswa dapat memahami isi dari materi tersebut?		
3.	Apakah menurut anda siswa kesulitan untuk memahami gambar-gambar dan video dalam motion pictures?		
4.	Apakah menurut anda penyampaian materi melalui writingterdapat kendala?		
5.	Apakah menurut anda siswa cepat menangkap isi motion pictures tersebut?		
6.	Apakah menurut anda materi yang diberikan terlalu monoton?		
7.	Apakah menurut anda siswa mengalami kendala saat menulis descriptive text?		

8.	Apakah menurut anda siswa masih kesulitan merangkai kata dalam menulis?		
9.	Apakah menurut anda materi yang diberikan sudah layak untuk dipakai siswa kelas 8?		
10.	Apakah menurut anda materi yang diberikan sudah berdasarkan Standar Kompetensi dan Kompetensi Dasar?		

3.7 Technique of Reporting the Material Validation

Technique in reporting the result of the analysis from this research is in description way, because the writer used the qualitatif research, which is a qualitative research has different characteristic fromthe other. It is not using score but it is interpreted in the form of description.

CHAPTER 5

CONCLUSIONS AND SUGGESTIONS

This chapter preserves the important points from the whole discussion in the study. It also suggests some recommendations for the readers and the academic teaching as well as for further research.

5.1 Conclusions

Based on the analysis, there are two main points that can be concluded. Firstly, there were some problems faced by the teacher and the second grade students of SMPN7Tegal in descriptive text teaching and learning process. One of the problems is that the students are really difficult to express their creativity in writing text. On the other hand, text is really important to be taught because it is the nature of communication. The teacher needs effective and efficient technique and startegy to achieve the goals of teaching and learning process. Hence, to support teaching process, some aids had to be found to help both students and teacher.The research and development of new descriptive text teaching media is needed and appropriate to be used inside the classroom during the English teaching and learning process.

Secondly, there were some important steps to develop Motion Pictures as a descriptive text teaching media. This process needed to be done systematically in order to get the significant result of the product. It has been conducted and supervised by the researcher towards the process of developing Motion Pictures,

starting from analysing the purpose of English learning process until doing the product validation and revision, so that the product could be valid and credible to be used in the descriptive text teaching and learning for junior high school students.

5.2   Suggestions

Based on the conclusions above, some suggestions are offered.

(1) Theoretically

In teaching writing, such as writing a descriptive text, teacher needs interesting teaching media to attract the students' attention and enable them in gaining the ideas and build those ideas into a coherent and understandable text. Motion Pictures can be a new media to help both the teacher and the students in writing descriptive text teaching and learning process.

(2) Practically

The students should encourage themselves to learn English especiallyin writing by trying to write something that interested them. The students could have more exercises of writing descriptive text by finding many object surrounding them and describe it in the form of written text. Motion Pictures can motivate students to write more creatively to improve their writing skill.

(3) Pedagogically

The teacher should select a good and appropriate technique in teaching and learning process. Motion Picutres can be implemented in the classroom for the benefit of the students' development in writing learning process.Realizing that media can work better with the help of any techniques, the future researcher should apply the interesting techniques in using Motion Pictures as media. Moreover, the researcher should prepare the Motion Pictures well. Therefore, it is easy for the students to explore the ideas in the Motion Pictures.

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APPENDICES

Appendix 1: Interview Guideline

INTERVIEW GUIDELINE

1) Di kelas berapa saja Ibu mengajar mata pelajaran (mapel) Bahasa Inggris?

2) Apakah untuk semester satu ini terdapat materi descriptive textuntuk kelas VIII?

3) Apa saja topik-topik*descriptive*yang diajarkan?

4) Media apa saja yang digunakan untuk mengajarkan materi *descriptive text*tersebut?

5) Apa saja kelebihan maupun kekurangan media yang digunakan tersebut?

6) Pengembangan media pembelajaran seperti apa yang dibutuhkan untuk mengajarkan *descriptive text*?

7) Perlukah media pembelajaran untuk mengajarkan *descriptive text* pada siswa kelas VIII yang dimunculkan di depan kelas saat proses belajar mengajar?

```
Nama        :

Sekolah     :

TTD         :
```

OBSERVATION CHECKLIST

Angket Kebutuhan Guru terhadap Media Pembelajaran Descriptive Writing "Motion Pictures"

Berilah tanda (√) pada jawaban yang sesuai (boleh lebih dari satu jawaban).

1. Di kelas berapa saja Bapak/Ibu mengajar mata pelajaran Bahasa Inggris?

   ☐ Kelas VII

   ☐ Kelas VIII

   ☐ Kelas IX

2. Apakah di semester gasal ini terdapat materi *descriptive text* untuk kelas VIII?

   ☐ Ada

   ☐ Tidak Ada

3. Apa saja topik-topik *descriptive text* yang diajarkan?

   ☐ Describing animals

   ☐ Describing places

   ☐ Describing things

   ☐ Describing people

   ☐ Lainnya ….

4. Media apa saja yang digunakan untuk mengajarkan materi *descriptive text* tersebut?

   ☐ Picture

   ☐ Picture Card

   ☐ Word Card

   ☐ Flash Card

   ☐ Video

   ☐ Text Book

☐ Lainnya ….

5. Apa saja kelebihan media yang digunakan tersebut?

………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………
………

6. Apa saja kekurangan media yang digunakan tersebut?

………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………
………

7. Menurut Bapak/Ibu, pengembangan media pembelajaran seperti apa yang dibutuhkan untuk mengajarkan *descriptive text* pada siswa kelas VIII di dalam kelas?

☐ Inovasi media visual yang sederhana, menarik dan interaktif

☐ Inovasi media visual dengan beragam permainan *in pairs*

☐ Inovasi media audio visual yang canggih, menarik dan interaktif

8. Menurut Bapak/Ibu, perlukah media pembelajaran untuk mengajarkan *descriptive text* pada siswa kelas VIII yang dimunculkan di depan kelas saat proses belajar mengajar?

☐ Perlu

☐ Tidak perlu

Alasan:………………………………………………………………………………………
………………………………………………………………………….................................

Appendix 2: The Need Questionnaire for the Students

ANGKET PENELITIAN UNTUK SISWA

PERANAN MEDIA MOTON PICTURES DALAM MENINGKATKAN

EFEKTIVITAS MENULIS DESCRIPTIVE TEXT PADA SISWA DI SEKOLAH MENENGAH PERTAMA NEGERI 7 TEGAL

LAILI WAHYUWIDIATI (2201410047)

1. **I.   KETERANGAN ANGKET**
   1. Angket ini dimaksudkan untuk memperoleh data objektif dari siswa dalam penyusunan skripsi.
   2. Dengan mengisi angket ini, berarti telah ikut serta membantu kami dalam penyelesaian studi.

1. **II.   PETUNJUK PENGISIAN ANGKET**
   1. Sebelum anda menjawab daftar pertanyaan yang telah disiapkan, terlebih dahulu isi daftar identitas yang telah disediakan.
   2. Bacalah dengan baik setiap pertanyaan, kemudian beri tanda silang (x) pada jawaban yang dianggap paling tepat.
   3. Isilah angket ini dengan jujur serta penuh ketelitian sehingga semua soal dapat dijawab. Dan sebelumnya tak lupa kami ucapkan banyak terima kasih atas segala bantuannya.

1. **III. IDENTITAS SISWA**
   1. Nama   :
   2. Umur   :
   3. Jenis kelamin :
   4. Hari/Tgl   :

1. **IV. DAFTAR PERTANYAAN**

No.	Pertanyaan	Student's Response	
		Ya	**Tidak**
1.	Apakah kalian merasa kesulitan dengan materi descriptive ini?		
2.	Apakah media motion pictures yang diberikan menolong kalian untuk mempermudah membuat		

	kalimat?		
3.	Apakah kalian kesulitan untuk memahami audio (ucapan) dan ilustrasi dalam motion pictures?		
4.	Apakah kalian merasa kesulitan memahami makna kata dalam motion pictures secara langsung yang berbahasa Inggris?		
5.	Apakah kalian merasa kesulitan untuk menulis sebuah teks deskripsi sesuai dengan motion pictures dalambahasa inggris?		
6.	Apakah kalian merasa kesulitan dengan grammar yang ada dalam motion pictures?		
7.	Apakah kalian kesulitan mendeskripsikan sesuatu dalam bentuk tulis dengan kalimatmu sendiri?		
8.	Apakah kalian merasa kesulitan dalam mengekspresikan cerita deskripsi dengan grammar yang tepat?		
9.	Apakah kalian kesulitan dalam merangkai kalimatuntuk mendeskripsikan benda dalam motion pictures?		
10.	Apakah kalian mengalami kesulitan saat mengerjakan tugas-tugas yang diberikan?		

Appendix 3: The Need Questionnaire for the Teacher

PERANAN MEDIA MOTION PICTURES DALAM MENINGKATKAN

EFEKTIVITAS MENULIS DESCRIPTIVE TEXTPADA SISWA DI SEKOLAH
MENENGAH PERTAMA NEGERI 7TEGAL

LAILI WAHYUWIDIATI (2201410047)

1. **I. PETUNJUK WAWANCARA**
    1. Sebelum anda menjawab daftar pertanyaan yang telah disiapkan terlebih dahulu isi identitas yang telah tersedia.
    2. Jawablah tes wawancara ini dengan jujur dan penuh ketelitian karena jawaban Bapak/Ibu Guru akan membantu kelengkapan data yang penulis butuhkan. Dan sebelumnya tidak lupa kami ucapkan terima kasih atas segala bantuannya.

1. **II. IDENTITAS GURU**
    1. Nama   :
    2. Jabatan   :
    3. Bidang Studi Yang Diajarkan   :

1. **III. DAFTAR PERTANYAA**

No.	Pertanyaan	Teacher's Response	
		Ya	**Tidak**
1.	Apakah menurut anda siswa dapat menerima materi yang diberikan?		
2.	Apakah menurut anda siswa dapat memahami isi dari materi tersebut?		
3.	Apakah menurut anda siswa kesulitan untuk memahami gambar-gambar dan video dalam motion pictures?		
4.	Apakah menurut anda penyampaian materi melalui writingterdapat kendala?		
5.	Apakah menurut anda siswa cepat menangkap isi motion pictures tersebut?		

6.	Apakah menurut anda materi yang diberikan terlalu monoton?		
7.	Apakah menurut anda siswa mengalami kendala saat menulis descriptive text?		
8.	Apakah menurut anda siswa masih kesulitan merangkai kata dalam menulis?		
9.	Apakah menurut anda materi yang diberikan sudah layak untuk dipakai siswa kelas 8?		
10.	Apakah menurut anda materi yang diberikan sudah berdasarkan Standar Kompetensi dan Kompetensi Dasar?		

Appendix 4: Lesson Plan

LESSON PLAN

School   : SMP Negeri 7 Tegal

Subject   : English

Class / Semester   : VIII / I

Allocation time   : 4X 45 minutes

A. COMPETENCE STANDARD

Menulis

6. Mengungkapkan makna dalam teks tulis fungsional dan essai pendek sederhana berbentuk descriptive dan recount untuk berinteraksi dalam kehidupan sehari- hari

B. BASIC COMPETENCE

6.2 Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk deskriptif dan recount

C. INDICATOR

- Students identify the information from descriptive text given by teacher
- Students identify the social function, the generic structure, and linguistics features
- Students write a descriptive text

D. LEARNING OBJECTIVE

1. Students are able to identify the information from a descriptive text given by the teacher correctly.
2. Students are able to identify the social function, the generic structure, and the linguistic features of descriptive text correctly.
3. Students are able to write descriptive text.

E. LEARNING MATERIAL

My Close Friend

I have a close friend. Her name is Rini. She lives in Semarang. She studies at Semarang State University.

Rini is beutiful with her veil. She has a slim body and light tanned skin. Her eyes are big and her cheeks are so plump. Rini's hobby is reading. She can read everywhere. Usually she reads in the garden or in the library. She is very kind. She also likes to help others. She is always smile and very cheerful. I like to be her bestfriend.

List of vocabulary:

Slim (Adj)	/slɪm/	: ramping
Blonde (Adj)	/blɒnd/	: pirang
Moustache (N)	/mʊ'stɑːʃ/	: kumis
Beard (N)	/bɪəd/	: jenggot
Cheerful (Adj)	/'tʃɪə.f ə l/	: riang
Curly	/ˈkɜː.li/	: keriting
Young	/jʌŋ/	: muda

Descriptive text:

Descriptive text is text that tells about sensory experience—how something looks, sounds, tastes. Mostly it is about visualexperience, but description also deals with other kinds of perception.

Social function: to describe a particular person, place or thing.

Generic structure:

Identification: identifies phenomenon to be described.

Description: describe parts, qualities, characteristic.

Language Features:

The use of Simple Present Tense

> S + V1/ Ves/ Vs
>
> e.g. :

It likes playing with anything.

> I have a close friend. Her name is Rini.
>
> She lives in Semarang. She studies at Semarang State University.

Identification

Rini is beutiful with her moslem head scarf. She has a slim body and

light skin. She has big eyes and plump cheeks.

Rini's hobby is reading. She can read everywhere.

She ususally reads in the garden or in the library.

She is very kind. She also likes to help others.

She always smiles and very cheerful. I'm happy to be her bestfriend.

Description

Grammar

PRESENT TENSE

POSITIVE

I / You / We / They	V1
He / She / It	V1 (s / es)

NEGATIVE

I / You / We / They	Do not (don't)	V1
He / She / It	Does not (doesn't)	

INTERROGATIVE

Do	I / You / We / They	V1	?
Does	He / She / It		

For example:

Positif

- I walk to school.

- He wears a suit

Negatif

- I do not walk to school.

- He does not wear a suit.

Interrogative

- Do I walk to school?

Yes, I do / No, I don't

- Does he wear a suit?

Yes, he does / No, he doesn't

3. **Adjectives**

Adjectives showing physical appearance

a.   Looks   : handsome, beautiful, ugly, pretty, cute, fat, thin, slim, charming, attractive

b.   Height   : tall, short

c.   Weight   : heavy, light

d.   Age   : young, old

e.   Hair type   : long, short, curly, straight, wavy

f.   Hair color   : black, grey, white, blonde

HOW TO CREATE ADJECTIVE IN A SENTENCE

Subject	To be	
I	Am	Adjective
He, She. It	Is	
They, We, You	Are	

For example:

- I am smart.
- She is beautiful.
- They are attractive.

F. METHOD OF STUDY / TECHNIQUE

1. Question-answer
2. Lecturing
3. Number-head together
4. Peer-editing
5. Group discussion
6. Group working

G. STEPS OF LEARNING ACTIVITY

First Meeting (Pre-test)

Phase	Activity	Time (minute)
Engagement	**Open activity** 1. Students are greeted by the teacher. 2. Students and teacher pray together. 3. Students are called the roll by teacher.	5
Exploration	**Main Activity** 4. Students are asked some questions related to the topic. 5. Students are given a picture of a person. 6. Students are asked to describe a person in the picture. 7. Students listen to teacher's explanation about the general purpose, generic structure, and linguistics features of descriptive text. 8. Students are shown some present sentences and adjectives. 9. Students are asked about the pattern of the sentences.	45

	10. Students are drilled about present tense.	
Elaboration	11. Students are asked to do exercises related to simple present tense 12. Students submit their work.	15
Confirmation	13. Students' answers are identified by the teacher. 14. Teacher makes general evaluation about students' writing. 15. Teacher has question and answer session about the activity.	15
Evaluation	**Closing activity** 16. Students pay attention to the summary of the lesson. 17. Students give a comment about what they had been studied.	10

Second Meeting (Post-test)

Phase	Activity	Time (minute)
Engagement	**Open activity** 1. Students are greeted by the teacher. 2. Students and teacher pray together. 3. Students are called the roll by teacher.	5
Exploration	**Main Activity** 4. Students are asked some questions related to the topic. 5. Students are watched *Motion Pictures* showing in front of the class. 6. Students listen to teacher's explanation about the general purpose, generic structure, and linguistics features of descriptive text in *Motion Pictures*.	30
Elaboration	7. Students are watched *Motion Pictures* showing in front of the class. 8. Students are asked to make a descriptive text based on the *Motion Pictures*.	30

	9. Students submit their work.	
Confirmation	10. Students' answers are identified by the teacher.	15
	11. Teacher makes general evaluation about students' writing.	
	12. Teacher has question and answer session about the activity.	
Evaluation	**Closing activity**	10
	13. Students pay attention to the summary of the lesson.	
	14. Students give a comment about what they had been studied.	

H. ASSESSMENT

Indicator	Tech-niques	Instrument Form	Example of Instrument
1. Students identify the form of simple present tense.	Written test	Question and Answer	• Choose the correct verb for each sentence!
2. Students identify the social function, the generic structure, and the linguistic features of descriptive text given by the teacher.	Written test	Descriptive Text	• Arrange some paragraphs below to be recount text and identify the generic structure!
3. Students write the simple descriptive text individually	Written Test	Essay	1. Look at the Motion Pictures showing in front of the class about "My Nephew" carefully! 2. Write a descriptive text related to the Motion Pictures!

a. **Evaluation**

Teacher give evaluation to the students based on:

I. **Indicator** : Students identify the form of simple present tense.

1. **Evaluation technique** : Written test
2. **Instrument** : Question and answer
3. **Instrument of evaluation**

Practice 8.

Choose the correct verb for each sentence.

1. A cat (has - have) a tail.

2. Komodos (is - are) giant lizard.

3. Komodos (live - lives) in the Komodo island.

4. Dogs usually (stay - stays) with people at home.

5. Do you (like - likes) keeping animals at home?

6. She does not (want - wants) animals at home.

7. My friends (do not like - does not like) animals, too.

8. She (keep - keeps) many rabbits for their meat.

9. Does he (want - wants) to have a pet?

10. Koalas (is - are) not found in Indonesia.

II. **Indicator :** Students identify the information from a descriptive text given by the teacher and the social function, the generic structure, and the linguistic features of descriptive text.

1. **Evaluation technique** : Written test
2. **Instrument** : Fill in the blank
3. **Instrument of evaluation**

Instructions

1. Fill the blank words with the right verb or to be!
2. Draw generic structure of descriptive text below!

MY SPHYNX CAT

My Sphynx cat ... (is/are) the only pet I have. He ... (has/have) a little hair but is not totally hairless as he has a peach fuzz over much of his body. His coat is often a warm chamois. My Sphynx has a normal cat proportion.

I ... (likes/like) his tail although my mom say that it is like a rats tail. I love his usual color varieties including, tortoiseshell, chocolate, black, blue, lilac, chocolate etc. He is really an amazing cat. Believe it or not, he is very intelligent cat. He ... (could/can) respond my voice commands.

He is really funny as well as my friends get a joke. I ... (loves/love) him so much as I love my mother.

III.   **Indicator**   : Students make a recount text individually.

1. **Evaluation technique**   : Written test
2. **Instrument**   : Essay
3. **Instrument of evaluation**
   Instructions
   1. Look at the Motion Pictures showing in front of the class about "My Nephew" carefully!
   2. Write a descriptive text related to the Motion Pictures!
4. **Assessment of the test** : rubric assessment

b. Rubric of assessment

Writing component	Score	Description
Grammar	5	Mastery of the grammar taught on course, only 1-2 minor mistakes.
	4	A few minor mistakes only (e.g. preposition, articles).
	3	Only 1or 2 major mistakes but a view minor ones.
	2	Major mistakes lead to difficulty in understanding, lack of mastery of sentence construction.
	1	Numerous serious mistakes, no mastery of sentence construction, almost unintelligible.
Vocabulary	5	Use of wide range of vocabulary taught previously.
	4	Good use of new words acquired, appropriate synonyms, circum location.
	3	Attempts to use word acquired, appropriate vocabulary on the whole but sometimes restricted, have to resort to use synonyms on a few occasions.
	2	Restricted vocabulary, use a synonym (but not always appropriate), imprecise and vague, affect meaning.
	1	Very restrictive vocabulary, inappropriate use of synonym seriously hinders communications.
Mechanic	5	No errors.
	4	1 or 2 minor errors only.
	3	Several errors, do not interfere significantly with communication, not too hard to understand.
	2	Several errors, some interfere with communication, some words very hard to recognize.
	1	Numerous errors, hard to recognize several words, communication is made full difficult.
Content	5	All sentences support the topic, and recognized.

	4	Well organized ideas, links could occasionally be clearer but communication not impaired.
	3	Some mediocre organization, reading required for clarification of ideas.
	2	Little or no attempt at connectivity, though reader can deduce some organizations, individual ideas may be clear but very difficult to deduce connection between them.
	1	Lack of organization so severe that communication is seriously impaired.
Style	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	Jerky style; an effort needed to understand and enjoy complex sentences, confusing mostly (but not all), simple sentences, fairly effective.
	1	Very jerky; hard to understand, cannot enjoy reading, almost all simple sentences confusing, excessive use of "and".

(Adapted from Harris, 1969: 68-69)

The calculation of the total score :

Grammar	: 0-5	
Vocabulary	: 0-5	
Mechanics	: 0-5	
Content	: 0-5	
Style	: <u>0-5</u> +	
Total	**: 0-25**	

To obtain an exact score, the total score times four

Total score	**: 25 X 4**
	: 100

Example of assessment:

Name of the student: Nica

Total score   =   (**[Grammar]** + **[Vocabulary]** + **[Mechanic]** + **[Content]** + **[Style]**) **X 4**

= (**3**   + **4**   + **2**   +   **3**   +   **4**   ) **X 4**

=   **16 X 4**

=   **64**

Semarang, March 4, 2014.

English Teacher,

Laili Wahyuwidiati

NIM 2201410047

Appendix 5: The Assessment Questionnaire of the Prototype

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Nama :

NIP :

TTD :
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ANGKET PENILAIAN PROTOTYPE/CHECKLIST AHLI BAHASA

MODEL MEDIA PEMBELAJARAN DESCRIPTIVE WRITING "MOTION PICTURES"

Petunjuk Pengisian

1) Bapak/Ibu diharapkan memberi koreksi dan masukan pada setiap komponen dengan cara menuliskan pada angket yang telah disediakan.

2) Penilaian yang diberikan kepada setiap komponen dengan cara membubuhkan tanda cek (√) pada rentang angka-angka penilaian yang dianggap tepat. Makna angka-angka tersebut adalah:

   Angka 4 = sangat baik
   Angka 3 = baik
   Angka 2 = cukup
   Angka 1 = kurang
   Contoh:

   Sangat baik <………> tidak baik

4	3	2	1

3) Selain mengisi angka tersebut, mohon Bapak/Ibu memberikan saran masukan.

4) Di samping validasi pada format A, Bapak/Ibu diharapkan memberikan komentar dan saran perbaikan secara umum terhadap prototype model pembelajaran *descriptive writing*"**Motion Pictures**" yang telah dibuat apabila masih terdapat kekurangan atau kesalahan. Saran perbaikan secara umum dituliskan pada angket format B.

a. Isi Model *Motion Pictures*

1. Apakah isi media "Motion Pictures" sudah sesuai dengan namanya?
   Sangat baik <……….> tidak baik

4	3	2	1

Saran masukan:

………………………………………………………………………………………………
………………………………………………………………………………………………
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2. Apakah pemilihan *Descriptive Text* dalam "Motion Pictures" sudah sesuai untuk siswa SMP?
   Sangat baik <……….> tidak baik

4	3	2	1

Saran masukan:

………………………………………………………………………………………………
………………………………………………………………………………………………
…………

3. Apakah pemilihan topik dan gambar pada "Motion Pictures" sudah sesuai untuk siswa SMP?
   Sangat baik <……….> tidak baik

4	3	2	1

Saran masukan:

………………………………………………………………………………………………
………………………………………………………………………………………………
…………

4. Apakah pemilihan nama "Motion Pictures" sudah sesuai untuk siswa SMP?
   Sangat baik <……….> tidak baik

4	3	2	1

Saran masukan:

………………………………………………………………………………………………
………………………………………………………………………………………………
…………

b. Saran perbaikan secara umum mengenai media pembelajaran *Motion Pictures*

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Nama  :

NIP    :

TTD   :
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ANGKET PENILAIAN PROTOTYPE/CHECKLIST AHLI MEDIA

MODEL MEDIA PEMBELAJARAN DESCRIPTIVE WRITING "MOTION PICTURES"

Petunjuk Pengisian

1) Bapak/Ibu diharapkan memberi koreksi dan masukan pada setiap komponen dengan cara menuliskan pada angket yang telah disediakan.

2) Penilaian yang diberikan kepada setiap komponen dengan cara membubuhkan tanda cek (√) pada rentang angka-angka penilaian yang dianggap tepat. Makna angka-angka tersebut adalah:

Angka 4 = sangat baik

Angka 3 = baik

Angka 2 = cukup

Angka 1 = kurang

Contoh:

Sangat baik <……….> tidak baik

4	3	2	1

3) Selain mengisi angka tersebut, mohon Bapak/Ibu memberikan saran masukan.

4) Di samping validasi pada format A, Bapak/Ibu diharapkan memberikan komentar dan saran perbaikan secara umum terhadap prototype model pembelajaran *descriptive writing*"Motion Pictures" yang telah dibuat apabila masih terdapat kekurangan atau kesalahan. Saran perbaikan secara umum dituliskan pada angket format B.

a. Model *Motion Pictures*

1. Apakah ilustrasi dalam "Motion Pictures" sudah sesuai dan mudah dipahami oleh siswa SMP?

    Sangat baik <………> tidak baik

4	3	2	1

    Saran masukan:

    ……………………………………………………………………………………………

    ……………………………………………………………………………………………

    ……

2. Apakah bentuk dan komposisi pengambilan gambar pada "Motion Pictures" sudah menarik dan sesuai penataannya?

    Sangat baik <………> tidak baik

4	3	2	1

    Saran masukan:

    ……………………………………………………………………………………………

    ……………………………………………………………………………………………

    ……

3. Apakah tampilan tulisan pada "Motion Pictures" sudah jelas dan menarik?

    Sangat baik <………> tidak baik

4	3	2	1

    Saran masukan:

    ……………………………………………………………………………………………

    ……………………………………………………………………………………………

    ……

4. Apakah durasi waktu "Motion Pictures" sudah sesuai untuk sebuah media pembelajaran yang ditampilkan di depan kelas?

    Sangat baik <………> tidak baik

4	3	2	1

    Saran masukan:

    ……………………………………………………………………………………………

    ……………………………………………………………………………………………

    ……

b. Saran perbaikan secara umum mengenai media pembelajaran *Motion Pictures*

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Nama :

NIP   :

TTD   :
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ANGKET PENILAIAN PROTOTYPE/CHECKLIST GURU

MODEL MEDIA PEMBELAJARAN DESCRIPTIVE WRITING "MOTION PICTURES"

Petunjuk Pengisian

5) Bapak/Ibu diharapkan memberi koreksi dan masukan pada setiap komponen dengan cara menuliskan pada angket yang telah disediakan.

6) Penilaian yang diberikan kepada setiap komponen dengan cara membubuhkan tanda cek (√) pada rentang angka-angka penilaian yang dianggap tepat. Makna angka-angka tersebut adalah:

Angka 4 = sangat baik

Angka 3 = baik

Angka 2 = cukup

Angka 1 = kurang

Contoh:

Sangat baik <……….> tidak baik

4	3	2	1

7) Selain mengisi angka tersebut, mohon Bapak/Ibu memberikan saran masukan.

8) Di samping validasi pada format A, Bapak/Ibu diharapkan memberikan komentar dan saran perbaikan secara umum terhadap prototype model pembelajaran *descriptive writing* "Motion Pictures" yang telah dibuat apabila masih terdapat kekurangan atau kesalahan. Saran perbaikan secara umum dituliskan pada angket format B.

FORMAT A

a. Model *Motion Pictures*

3. Apakah ilustrasi dalam "Motion Pictures" sudah sesuai dan mudah dipahami oleh siswa SMP?

   Sangat baik <………> tidak baik

4	3	2	1

   Saran masukan:

   ……………………………………………………………………………………………………
   ……………………………………………………………………………………………………
   ……

4. Apakah bentuk dan komposisi pengambilan gambar pada "Motion Pictures" sudah menarik dan sesuai penataannya?

   Sangat baik <………> tidak baik

5. 4	3	2	1
6.			

   Saran masukan:

   ……………………………………………………………………………………………………
   ……………………………………………………………………………………………………
   ……

4. Apakah tampilan tulisan dan audio pada "Motion Pictures" sudah jelas dan menarik?

   Sangat baik <………> tidak baik

5. 4	3	2	1
6.			

   Saran masukan:

   ……………………………………………………………………………………………………
   ……………………………………………………………………………………………………
   ……

5. Apakah durasi waktu "Motion Pictures" sudah sesuai untuk sebuah media pembelajaran yang ditampilkan di depan kelas?

   Sangat baik <………> tidak baik

6. 4	3	2	1
7.			

   Saran masukan:

   ……………………………………………………………………………………………………
   ……………………………………………………………………………………………………
   ……

c. Isi Model Motion Pictures

1. Apakah isi media "Motion Pictures" sudah sesuai dengan namanya?

Sangat baik <.........> tidak baik

4. 5.	3	2	1

Saran masukan:

……………………………………………………………………………………………

……………………………………………………………………………………………

……………

2. Apakah pemilihan *Descriptive Text* dalam "Motion Pictures" sudah sesuai untuk siswa SMP?

Sangat baik <.........> tidak baik

4. 5.	3	2	1

Saran masukan:

……………………………………………………………………………………………

……………………………………………………………………………………………

……………

3. Apakah pemilihan topik dan gambar pada "Motion Pictures" sudah sesuai untuk siswa SMP?

Sangat baik <.........> tidak baik

4. 5.	3	2	1

Saran masukan:

……………………………………………………………………………………………

……………………………………………………………………………………………

……………

4. Apakah pemilihan nama "Motion Pictures" sudah sesuai untuk siswa SMP?

Sangat baik <.........> tidak baik

4. 5.	3	2	1

Saran masukan:

……………………………………………………………………………………………

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d. **Saran perbaikan secara umum mengenai media pembelajaran *Motion Pictures***

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Appendix 6: List of the Students

No.	Code of Students
1	S-01
2	S-02
3	S-03
4	S-04
5	S-05
6	S-06
7	S-07
8	S-08
9	S-09
10	S-10
11	S-11
12	S-12
13	S-13
14	S-14
15	S-15
16	S-16
17	S-17
18	S-18
19	S-19
20	S-20
21	S-21
22	S-22
23	S-23
24	S-24
25	S-25
26	S-26
27	S-27
28	S-28

Appendix 7: The Result of Need Analysis

THE RESULT OF QUESTIONNAIRE ANALYSIS

SECOND GRADE STUDENTS OF SMPN 7TEGAL ACADEMIC YEAR 2014/2015

No.	Code of Students	1		2		3		4		5		6		7		8		9		10	
		Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
1	S-01		V		V		V	V		V		V			V	V			V	V	
2	S-02		V	V			V		V		V		V		V		V		V	V	
3	S-03		V	V		V			V		V		V		V		V		V		V
4	S-04		V	V		V		V			V		V	V		V			V	V	
5	S-05		V	V			V	V			V		V		V		V		V		V
6	S-06		V	V			V		V		V		V		V	V			V		V
7	S-07		V	V			V	V			V		V	V			V		V		V
8	S-08		V	V			V		V	V			V	V			V		V		V
9	S-09		V	V			V		V		V		V		V	V		V			V
10	S-10	V			V		V		V		V		V		V		V		V	V	
11	S-11		V	V			V		V	V			V	V		V		V			V
12	S-12	V			V		V		V	V			V		V		V		V		V
13	S-13		V		V		V	V		V		V			V		V		V		V
14	S-14	V			V	V		V		V			V		V		V		V		V
15	S-15		V	V			V		V		V		V		V	V			V	V	
16	S-16		V	V		V		V			V		V	V			V		V		V
17	S-17		V	V			V		V		V		V	V			V	V		V	
18	S-18		V	V			V	V		V			V		V		V		V		V
19	S-19		V	V			V		V	V			V	V			V		V		V
20	S-20		V	V			V		V		V		V		V		V		V		V
21	S-21		V	V			V		V		V		V		V		V	V			V
22	S-22		V	V		V		V		V			V		V		V		V		V
23	S-23		V	V		V		V		V		V			V	V			V		V
24	S-24		V	V		V		V			V		V	V		V		V			V
25	S-25		V	V			V		V		V		V		V	V		V			V
26	S-26		V	V			V	V			V		V		V		V		V		V
27	S-27		V	V			V		V		V		V		V		V		V		V
28	S-28		V	V			V		V		V		V		V		V		V		V
	Total	3	25	25	3	7	21	13	15	10	18	3	25	8	20	8	20	6	22	6	22
	Persentase	10.7%	89.3%	89.3%	10.7%	25%	75%	46.4%	53.6%	35.7%	64.3%	10.7%	89.3%	28.6%	71.4%	28.6%	71.4%	21.4%	78.6%	21.4%	78.6%

THE RESULT OF PRE-TEST ANALYSIS
SECOND GRADE STUDENTS OF SMPN 7TEGAL ACADEMIC YEAR 2014/2015

No.	Code of Students	Pretest					Total Score
		Grammar	Vocabulary	Mechanics	Content	Style	
1	S-01	3	3	3	4	4	68
2	S-02	2	2	3	3	3	52
3	S-03	2	2	3	3	3	52
4	S-04	4	4	3	3	4	72
5	S-05	5	4	3	3	3	72
6	S-06	1	3	2	2	2	40
7	S-07	2	3	3	3	3	56
8	S-08	1	2	2	3	2	40
9	S-09	5	4	4	3	3	76
10	S-10	2	2	3	3	3	52
11	S-11	1	2	2	2	3	40
12	S-12	5	3	3	3	4	72
13	S-13	1	2	2	3	2	40
14	S-14	2	3	3	2	2	48
15	S-15	5	4	3	3	3	72
16	S-16	5	4	3	4	4	80
17	S-17	1	2	3	2	2	40
18	S-18	2	2	3	3	3	52
19	S-19	4	3	3	4	4	72
20	S-20	5	5	4	4	5	92
21	S-21	5	5	4	4	5	92
22	S-22	2	2	3	3	3	52
23	S-23	2	3	2	3	2	48
24	S-24	1	2	2	2	3	40
25	S-25	5	4	4	4	5	88
26	S-26	3	3	2	3	2	52
27	S-27	3	3	4	4	4	72
28	S-28	2	2	3	3	3	52
	Mean	2.89	2.96	2.93	3.07	3.18	60.14

THE RESULT OF PRE-TEST ANALYSIS
SECOND GRADE STUDENTS OF SMPN 7TEGAL ACADEMIC YEAR 2014/2015

No.	Code of Students	Post-test					Total Score
		Grammar	Vocabulary	Mechanics	Content	Style	
1	S-01	5	5	4	4	5	92
2	S-02	5	5	4	4	5	92
3	S-03	5	4	3	4	3	76
4	S-04	4	4	4	4	4	80
5	S-05	5	5	5	5	5	100
6	S-06	3	3	3	4	4	68
7	S-07	5	5	3	3	4	80
8	S-08	5	4	4	4	4	84
9	S-09	4	5	4	5	5	92
10	S-10	5	4	4	3	4	80
11	S-11	4	3	3	4	4	72
12	S-12	5	5	4	4	4	88
13	S-13	2	3	3	3	2	52
14	S-14	3	3	3	2	4	60
15	S-15	5	5	4	5	5	96
16	S-16	5	4	4	3	3	76
17	S-17	5	4	3	3	3	72
18	S-18	5	4	3	4	4	80
19	S-19	5	4	4	5	5	92
20	S-20	5	5	5	5	5	100
21	S-21	5	5	5	5	5	100
22	S-22	3	4	4	3	4	72
23	S-23	4	4	4	4	3	76
24	S-24	3	3	3	4	4	68
25	S-25	5	5	4	5	4	92
26	S-26	4	4	3	4	5	80
27	S-27	5	5	4	4	4	88
28	S-28	3	3	4	3	4	68
	Mean	4.36	4.15	3.75	3.93	4.11	81.29

Appendix 8: Media Appearance
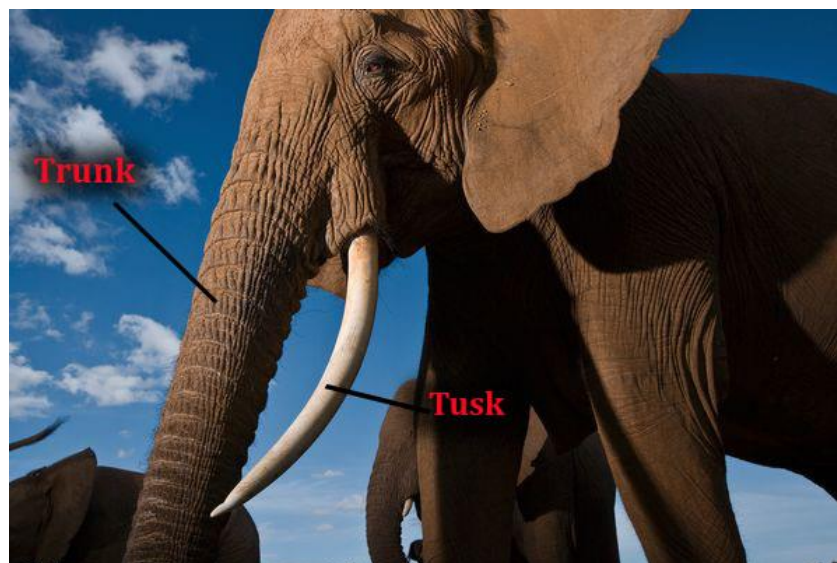
CD of Motion Pictures

Descriptive Text Material in Motion Pictures
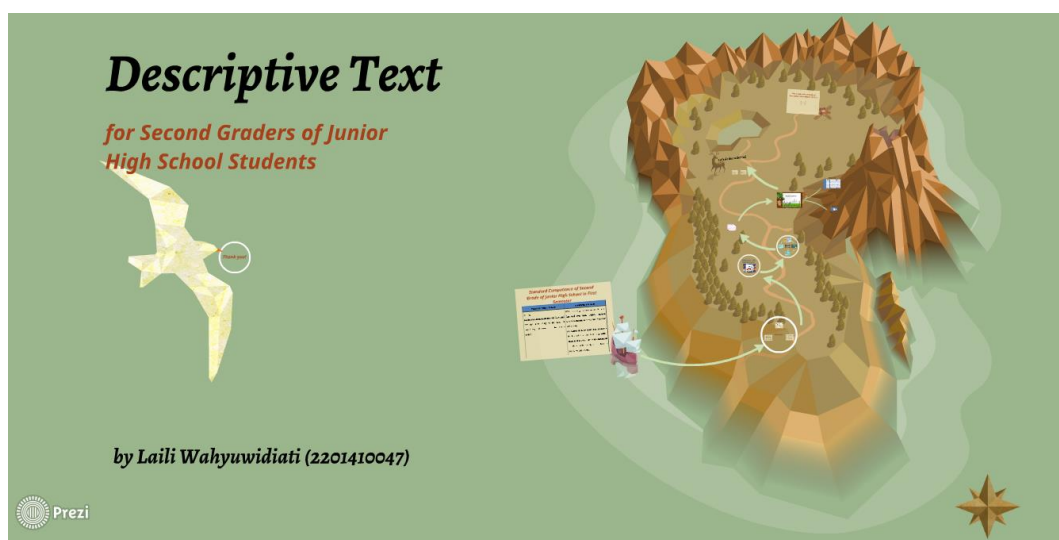
Scene in Describing Person

Scene in Describing Animal

Appendix 9: Script of Descriptive Text in Motion Pictures

DESCRIBING PERSON

My Close friend

I have a close friend. Her name is Rini. She lives in Semarang. She studies at Semarang State University.

Rini is beautiful with her moslem head scarf. She has a slim body and light skin. She has big eyes and plump cheeks. Rini's hobby is reading. She can read everywhere. She usually reads in the garden or in the library. She is very kind. She also likes to help others. She always smiles and very cheerful. I am happy to be her best friend.

DESCRIBING ANIMAL

Elephant

Elephant is one of the biggest animal in the world. This animal is from Africa.

Elephant has a big body. Its color is grey. It has strong and big legs. Elephant has two wide ears. Elephant has two eyes which are black and small enough. It has a long trunk and two strong tusks.

Elephant is a herbivore. It likes eat some plants such as grass, small trees, leaves, etc. Elephant is a tame animal. But if it is angry, it can be a dangerous animal.

DESCRIBING PLACE

Guci

Guci is a tourist attraction located in the Village District of Bumijawa, Guci Tegal. Guci has an area of 210 hectares, located in the northern foot of Mount Slamet with an altitude of approximately 1,050 meters.

Water flowing from the fountains in Guci believed to cure diseases such as rheumatism, sores and other skin diseases, especially Baths Shower 13 which has a shower of thirteen pieces.

There are about 10 waterfalls located in Guci. The facilities include lodging, forest tourism, heated swimming pool, tennis court, soccer field, and a campground.

Appendix 10: Letters

KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI SEMARANG
FAKULTAS BAHASA DAN SENI
Gedung B, KampusSekaran, Gunungpati, Semarang 50229
Telepon/Fax : (024) 8508010, Eamil : fbs@unnes.ac.id
Website : http://fbs.unnes.ac.id

Nomor : 3765/UN37.1.2/PM/2014   11 September 2014
Lamp : -
Hal   : Permohonan Izin Observasi

Yth. Kepala SMPN 7 Tegal
di Tegal

Dengan hormat kami beritahukan bahwa dalam rangka memenuhi tugas mata kuliah *Pendidikan Bahasa Inggris*, kami mohon Saudara berkenan memberikan izin kepada mahasiswa yang tersebut di bawah ini untuk melakukan observasi di Lembaga/Instansi yang Saudara pimpin. Adapun mahasiswa tersebut adalah:

No	Nama Mahasiswa	Nim	Jurusan	Waktu Pelaksanaan
1.	Laili Wahyuwidiati	2201410047	Pendidikan Bahasa Inggris	Oktober 2014 s.d selesai

Atas perhatian dan kerjasama Saudara kami sampaikan terima kasih.

gus Nuryatin, M.Hum.
196008031989011001

TembusanYth.:
1. Ketjur. Pendidikan Bahasa Inggris
2. Ybs

KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI SEMARANG
FAKULTAS BAHASA DAN SENI
Gedung B, Kampus Sekaran, Gunungpati, Semarang 50229
Telepon/Fax : (024) 8508010, email : fbs@unnes.ac.id
Laman : http://fbs.unnes.ac.id

Nomor : 4356/UN37.1.2/LT/2014   14 November 2014
Hal   : **Permohonan Izin Penelitian**

Yth. **Kepala SMPN 7 Tegal**
di Tegal

Dengan hormat, kami sampaikan bahwa dalam rangka penyusunan skripsi mahasiswa kami,

nama	: **Laili Wahyuwidiati**	
nim	: 2201410047	
jurusan	: Pendidikan Bahasa Inggris	
jenjang program	: S1	
tahun akademik	: 2014-2015	
judul	: **Developing Motion Pictures for Teaching Descriptive Text (A Case of The Second Grade Students of SMPN 7 Tegal in The Academic Year 2014/2015)**	

akan mengadakan penelitian di: SMPN 7 Tegal.
Waktu pelaksanaan : November 2014 s.d. selesai.
Kami mohon Saudara berkenan memberikan izin kepada mahasiswa di atas untuk keperluan yang dimaksud.

Atas perhatian dan kerjasama Saudara kami sampaikan terima kasih.

Dekan,

Prof. Dr. Agus Nuryatin, M.Hum.
NIP 196008031989011001

Tembusan:
1. Ketjur. PBI
2. Ybs.