THE USE OF ENVIRONMENTAL MEDIA TO IMPROVE STUDENTS’ DESCRIPTIVE TEXT WRITING
(A Classroom Action Research with 8th Grade Students of MTs Darul Ulum Putatnganten Grobogan in the Academic Year of 2011/2012).

Final Project
Submitted in Partial Fulfillment of Requirement
for Degree of Bachelor of Islamic Education
in English Department

By:
KHOIRUL MUZAKKI
073411063

FACULTY OF TARBIYAH
WALISONGO STATE INSTITUTE FOR ISLAMIC STUDIES
SEMARANG
2012
ABSTRACT

Title: The Use of Environmental Media to Improve Students’ Descriptive Text Writing (A Classroom Action Research with 8th Grade Students of MTs Darul Ulum Putatnganten Grobogan in the Academic Year of 2011/2012).

Writer: Khoirul Muzakki
Student’s Number: 073411063

The background of this research is based on the phenomenon that some teachers may use a conventional way to teach students. They can not create new ways to support teaching writing. It will be difficult for students to achieve teaching and learning target. The environmental media can be used as teaching medium to help teachers in teaching, especially in teaching descriptive text writing, because students can observe the object which will be theme directly before writing it into paragraph. By the way, students can describe and write the theme detailly and maximally.

The main objective of this study want to show the implementation of environmental media in descriptive text learning and describe the improvement of students’ text writing after being taught through using environmental media. The method of the research was a classroom action research. The researcher used second grade of MTs Darul Ulum Putatnganten Grobogan as sample. That class amount to 40 students.

There were two cycle in this research. Before conducting the cycle, the pre cycle was conducted to measure students’ ability in writing by using conventional way. The first cycle, researcher used environmental media of mosque as learning source that related to theme. The second cycle, researcher used kind environment around school for example, canteen, library, laboratorium, etc. as teaching aid.

The techniques of data collection that are used by the researcher in this research are documentation, observation, and test. The documentation is used to know the students’ list, school’s curriculum, and the score of the last test. The observation is used to observe the teaching process and students’ activities in the class. The test is used to measure students’ result.

The instruments that were used to collect the data were test as and observation check list. The test was used to prove the improvement of students’ descriptive text writing. The observation check list was used to measure students’ participation and response while learning process.

The result of the test showed that the students’ score in the pre cycle test was 53. 85. Students’ score in the cycle I test was 65. Students’ score in the cycle II test was 71.6. The achievement of the test showed that the treatment was successful an
effective because the result of the cycle I test was higher than the pre cycle test, and the cycle II test was higher than the cycle I. In line with this result, the researcher concluded that the research improved students’ descriptive text writing.
A THESIS STATEMENT

I am, the student with the following identity:
Name : Khoirul Muzakki
Student’s Number : 073411063
Department : English Language Education

certify that this thesis is definitely the researcher’s own work. I am completely responsible for the content of this thesis. Other writer’s opinions or findings included in the thesis are quoted or cited or accordance with ethical standards.

Semarang, Mei 28th, 2012
The Writer,

Khoirul Muzakki
073411063
ADVISOR NOTE

Semarang, Mei 29th 2012

To
Dean of Faculty of Tarbiyah
Walisongo State Institute for Islamic Studies

Assalamu'alaikum Wr. Wb.

I inform that I have given guidance, briefing and correction to whatever extent necessary of following thesis identification:
Title : The Use of Environmental Media to Improve Students' Descriptive Text Writing (A Classroom Action Research with 8th Grade Students of MTs Darul Ulum Putatganten Grobogan in the Academic Year of 2011/2012)

Name : Khoirul Muzakki
Student Number : 073411063
Department : Tadris
Field of the Study : English Language Education

I state that the thesis is ready to be submitted to Education Faculty Walisongo State Institute for Islamic Studies to be examined at Munaqosah session.

Wassalamu'alaikum Wr. Wb.

Advisor I

Muhammad Nafi Annury, M.Pd
ADVISOR NOTE

To
Dean of Faculty of tarbiyah
Walisongo State Institute for Islamic Studies

Assalamualaikum Wr. Wb

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

Title : THE USE OF ENVIRONMENTAL MEDIA TO IMPROVE STUDENTS’
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Name : Khoirul Muzakki
Students Number : 073411063
Department : Tadris
Field of Study : English Language Education
I state that this thesis is ready to be submitted to Education Faculty Walisongo State Institute for
Islamic Studies to be examined at Munaqsah session.

Wassalamualaikum Wr. Wb

Advisor II

Drs. Mahfudjumadi M.Ag
NIP.19680320199803 1 004
RATIFICATION

Thesis with the following identification:

Title: The Use of Environmental Media to Improve Students’ Descriptive Text Writing (A Classroom Action Research at the 8th Grade of MTs Darul Ulum Grobogan in the Academic Year of 2011/2012)

Name: Khoirul Muzakki
Students’ Number: 073411063
Department: Tadris
Filed of Study: English Language Education

Had been ratified by the board of examiners of Education Faculty of Walisongo State Institute for Islamic Studies and can be received as one of any requirement for gaining the Bachelor Degree in English Language Education.

Semarang, June 2012

THE BORD OF EXAMINERS

Chair Person,

Dr. H. Radharjo, M.Ed.St.
NIP. 19651123 199103 1 003

Examiner I,

Dra. Hj. Siti Maryam, M.Pd.
NIP. 19650727 199203 2 002

Advisor I,

Muhammad Nafi Annury, M.Pd
NIP 19780719 200501 1 007

Secretary,

Dr. Ahwan Fanani, M.Ag.
NIP. 19780930 200312 1 001

Examiner II,

Siti Tariyiah, S.S, M.Hum.
NIP. 19721108 199903 2 001

Advisor II,

Drs. Mahfud Junaedi, M.Ag.
NIP 19690320 199803 1 004
Allah will exalt in degree those of you who believe, and those who have been granted knowledge.

1. By time.
2. Man is in loss,
3. Except those who believe and do good works and exhort one another to truth and to patience.¹

DEDICATION

This thesis is dedicated to:
1. The researcher’s beloved father, Darmadi, the strongest man in the world, who always gives motivation in everything.
2. The researcher’s beloved mother, Nur Aini Mahmudah, for being her everlasting spirit in soul.
3. The researcher’s beloved brothers and sisters, Misbahul Fuad, Zuhad Abdul Hakim, Indah Nailatul Muna, and Arina Nurul Izzah who always support me to finish this thesis.
ACKNOWLEDGMENT

The first of all, the writer would like to express his sincere thanks to almighty Allah SWT who has given health, blessing, guidance and inspiration to the writer in finishing this thesis with the title The Use of Environmental Media to Improve Students’ Descriptive Text Writing

This thesis is arranged or made to fulfill one requirement to get the degree of bachelor of Islamic education in English language department of state institute for Islamic Studies Walisongo Semarang (IAIN Walisongo).

The writer realizes that he cannot complete this thesis without the guidance, advice, suggestion, support and encouragement for many people during the writing on thesis. In occasion, the writer would like to thank to:

1. Dr. Sudjai, M.Ag. As the Dean of Tarbiyah Faculty of IAIN Walisongo.
2. Siti Tarwiyah, M. Hum. As the Head of English Department.
3. Muhammad Nafi Annury, M.Pd. As the first advisor who has gave good guidance for the writer.
4. Drs. Mahfud Junaedi, M.Ag. As the second advisor who also gives attention and good guidance in arranging this thesis.
5. The lectures of English Department of Tarbiyah Faculty IAIN Walisongo that have delivered knowledge and experience to the writer.
6. Drs. Mukri As Headmaster of MTs Darul Ulum Karangrayung Grobogan
7. Edi Kristanto, S.Pd. As an English Teacher of MTs Darul Ulum Karangrayung Grobogan.

8. All of researcher's friends at English Department of Tarbiyah Faculty Walisongo Semarang state Institute of Islamic Studies Semarang who gave the researchers lots of assistance, thanks for the good cooperation and best help.

Finally, the researcher realizes that this thesis is still less perfect. The writer hopes any suggestion and criticism to make it perfect.

The researcher does hope this thesis can be useful for the improvement of English teaching learning, especially for the writer himself and for the readers in general.

Semarang, Mei 28th 2012
The writer

Khoirul Muzakki
073411063
# TABLE OF CONTENT

<table>
<thead>
<tr>
<th>PAGE OF TITLE</th>
<th>i</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABSTRACT</td>
<td>ii</td>
</tr>
<tr>
<td>ADVISOR PROPOSAL</td>
<td>iii</td>
</tr>
<tr>
<td>RATIFICATION</td>
<td>iv</td>
</tr>
<tr>
<td>A THESIS STATEMENT</td>
<td>v</td>
</tr>
<tr>
<td>MOTTO</td>
<td>vi</td>
</tr>
<tr>
<td>DEDICATION</td>
<td>vii</td>
</tr>
<tr>
<td>ACKNOWLEDGMENT</td>
<td>viii</td>
</tr>
<tr>
<td>TABLE OF CONTENT</td>
<td>x</td>
</tr>
</tbody>
</table>

## CHAPTER I: INTRODUCTION

A. Research Background............................................. 1
B. Reason for Choosing the Topic ............................................. 4
C. Research Question.............................................................. 4
D. Objective of the Study .......................................................... 5
E. Pedagogical Implication .......................................................... 5
F. Scope of the Study................................................................. 5
G. Definition of Key Term ........................................................... 6

CHAPTER II : REVIEW OF THE RELATED LITERATURE

A. Previous Research............................................................... 7

B. Theoretical Review

1. Enviromental Media ............................................................... 9
   a. Definition of Enviromental Media ......................................... 9
   b. The Techniques of Enviromental Media .................................. 9
   c. Types of environmental Media .............................................. 10
   d. Procedure of Enviromental Media ......................................... 11
   e. Principle of Enviromental Media ............................................ 12

2. Descriptive Text Writing
   a. General Concept of Writing ............................................... 13
   b. General Concept of Descriptive .......................................... 14
      1) Part of Genres ............................................................. 14
      2) Definition of Descriptive ................................................ 15
      3) Social Function of Descriptive ......................................... 16
      4) Generic Structure of Descriptive ...................................... 16
      5) Grammatical Pattern of Descriptive .................................. 17
      6) Model of Descriptive Text ................................................. 18

3. Enviromental Media in Teaching Descriptive Writing
   a. Teaching Writing ............................................................. 18
   b. The Use of Teaching Media to Teach Writing ......................... 19
c. The Use of Environmental Media to Teach Descriptive…… 22
C. Action Hypothesis............................................................ 23

CHAPTER III : RESEARCH OF INVESTIGATION
A. Research Approach..................................................... 24
B. Subject of The Research.............................................. 24
C. Time and Setting.......................................................... 25
D. Design of Research.................................................... 25
E. Focus of The Research............................................... 28
F. Collaborator............................................................... 28
G. Source of Data............................................................ 28
H. Procedure of Study.................................................... 29
I. Technique of Data Collection....................................... 33
J. Technique of Data Analysis......................................... 36
K. Achievement Indicator.............................................. 38

CHAPTER IV : RESEARCH FINDING AND ANALYSIS
A. Research Finding....................................................... 39
  1) The Data of Pre-cycle Finding................................. 39
  2) The Data of Cycle I Finding..................................... 45
  3) The Data of Cycle II Finding................................... 53
B. Discussion............................................................... 60
  1. Analysis of Cycle I.................................................. 60
  2. Analysis of Cycle II................................................ 61
  3. Analysis of Whole Meeting...................................... 62
CHAPTER V : CONCLUSION AND SUGGESTION

A. Conclusion................................................................................................. 66
B. Suggestion.................................................................................................. 68

BIBLIOGRAPHY
APPENDICES
CURRICULUM VITAE
CHAPTER I
INTRODUCTION

A. Research Background

The mastery of writing is very important in our global community. The advances of technology and transportation allow people from nations and cultures to interact with each other. Communication across languages become over more essential. The ability of speaking and writing a second language has effect in our social life, so it become principal requirement in our global life.

Not only speaking, the ability of writing determines person’s success in their communication. Besides spoken, the people need written media to deliver their idea to others. The book, magazine, journal, and newspaper are some example of written media which represent writer’s idea. The people get information and knowledge from reading written text.

The history proved that written culture has given great contribution in human civilization. In fact, the prophet Muhammad got the revelation of instruction to read (Iqra’) and write (‘Allama bi Al Qolam).

Surah Al ‘Alaq (The Clot) verse 1-5

أَقِمْ ۖ بِآسِمَةِ رَبِّكَ الَّذِي خَلَقَ ٱلْإِنسَانَ مِنْ عَلَقٍ ۖ أَقِمْ وَرَبِّكَ الْكَرِيمُ ۖ ٱلْذِي عَلَمَ بِالْقَلِيدِ ۖ عَلَمَ ٱلْإِنسَانَ مَا لَمْ يَعْلَمْ

1. Read! In the Name of your Lord, Who has created (all that exists), 2. Has created man from a clot (a piece of thick coagulated blood), 3. Read! And your Lord is the Most Generous, 4. Who has taught (the writing) by the pen [the first person to write was Prophet Idrees (Enoch)], 5. Has taught man that which he knew not.

---

Surah al ‘Alaq is agreed by scholars of Islam as a first revelation that has three principles, they are: first, explaining the wisdom of human creation, superiority of instruction to read (Iqro’) and to write (‘Allama bi al Qolam) as a superiority of human than other creature. Second, explaining about the human greed toward worldly and finally being shattered that caused by their love toward worldly. The normative value in this first revelation asks more human to understand the urgent of reading and writing through the first revelation. The God gives miracle to Prophet Muhammad who well known as a illiteracy. This thing as a sign that Allah bestows a “mind “that make human more precious than other creature.

Reading and writing is two activities that link each other. This shows that Islam asks human to read and write early because the God revelation cannot be received without read before and it will not be enjoyed by next generation if there is no documentation in written form.

As a part of language skill, writing is very important to support communication among human being. Language is not only spoken, but also written. It is a basic language skill, just as important as speaking, listening, and reading. So that, writing must be taught for student.

Jeremy Harmer explains the reason for teaching writing to students of English as a foreign language include reinforcement, language development, learning style, and most importantly, writing is a skill in its own right. Some students acquire language in a purely oral/aural way, but most of us benefit greatly from seeing the language written down. Students often find it useful to write sentences using new language shortly after they have studied it. The actual process of writing helps students to learn as they go along. ³

Mastery of writing is necessary. Writing is needed for fulfilling part of our job. Students need to know how to write letters, how to put written reports together, how to replay advertisements, etc.

Writing has a higher status than speaking because almost everybody can speak but only a few people can write. We must write with correct grammar. We organize what we write into sentences and paragraphs. We use more formal vocabulary and we do not use slang.\(^4\) It demands us to have good ability in writing sentences, especially to compose text correctly.

Unfortunately, there are mistakes of teaching in the class which cause students can not understand writing material fully. One of them, mistake of descriptive text teaching. Learning of descriptive text writing still use conventional methods. Teacher becomes center of study. Students are less involved in learning process. Teachers are less variable in teaching so that students feel bored. Teachers need creativity to increase students learning motivation.

Researcher applies outdoor class method by using environmental media in learning of descriptive text writing. It is an approach to guide students to go out from the class for introducing them with their environment. Using environmental media as source of learning can make students more excited.

There are some advantages in using environmental media. Using environment as learning media means familiarizing students with their environment. Moreover, in teaching descriptive text, teachers can not ask their students to compose descriptive text in the class without introducing object that will be described. Students must observe object directly so they can describe it in detail.

\(^4\) http://www.englishclub.com/esl-articles/200108.htm, 28 Februari 2012
B. Reason for Choosing the Topic

Writing is one of English basic skill which is important to be learned. It is unlike spoken, written need accuracy in the composition. There are rules of grammar on writing. We need diligence and consistency to master writing. It needs a strategy so it can be learned easily.

The mistakes in the teaching will not make learning interesting. That situation can not make students understand the material comprehensively. In the descriptive text teaching, the teachers ask students to compose descriptive text by sitting in the class without observing object described. Writing needs inspiration and imagination. The teachers should guide students to observe the object which will be written in descriptive text directly.

Some reasons for choosing the topic are:
1. The learning through environment can be conducted easily. Teacher guides students to go out of class and observe environment to be inspiration in descriptive text writing.
2. The teachers can use environment as learning source. It is for introducing students with their environment.
3. Open situation can refresh students’ mind so that they can express idea easily. Their imagination can be developed.
4. By observing object directly, students can describe object in detail and accurately.

By the learning, writer hopes can improve learning motivation and student’s writing skill in descriptive text.

C. Research Questions

The study is aimed to answer the following question:
1. How is the implementation of the use of environmental media in descriptive text learning at VIII grade students of MTs Darul Ulum Karangrayung Grobogan in the academic year of 2011/2012?
2. Can the use of environmental media improve students’ ability in descriptive text writing in MTs Darul Ulum Karangrayung Grobogan?

D. Objective of The Study

Based on the problem above, the aims of this study are as follows:

1. To show how using environmental media is implemented in descriptive text learning at VIII grade student of MTs Darul Ulum.
2. To describe the improvement of students’ descriptive text writing in MTs Darul Ulum after being taught through using environmental media.

E. Pedagogical Implication

The result of this study is useful for all who be a part of education institution:

2. For the students
   It can motivate students’ spirit in learning. It can grow creativity and imagination. Students can observe object that will be described directly. It can help students to improve students’ descriptive text writing.

3. For the teacher
   Teacher can use environment as teaching aid in learning process to motivate the students. It can make teaching process is easier.

4. For the school
   It will make a right decision to use some teaching aids to support teaching and learning process.

5. For the readers
   They will get more information and experience from this research.

6. For the writer
   The writer will get new knowledge and experience in teaching descriptive text using environmental media.
F. Scope of the Study

As we know that basic language skill consist of speaking, reading, listening, and writing. In this research, writer limits in writing skill. There are many kinds of genre in English writing, there are twelve items. One of them is descriptive text. Researcher will limit this discussion on descriptive text writing. Enviromental media becomes the way of descriptive text learning to improve students’ writing skill.

G. Definition of Key Term

a. Environmental Media

Environment based on Webster Dictionary is circumstances, object, or conditions by which one is surrounded. The environmental media in this research is object surrounding outdoor class which can be used as learning source to support students learning activity. For example, garden, laboratorium, mosque.

b. Descriptive Text Writing.

To write is to put our ideas and thoughts into papers or other teaching aids in order to show to the reader what inside our brain are. Writing is not only writing something in a paper, but how we can develop a kit in it, the word writing comes from a verb, which means it is an activity, a process.5

Descriptive text writing is some one’s capability to write or arrange descriptive text into papers correctly and accurately. Students’ writing skill depend on teachers’ ability and teaching strategy in learning process. It needs a learning strategy to improve students’ writing skill.

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A. Previous Research

The previous research is from Suryati (2201403571) English Department, The Faculty of Languages and Arts of UNNES, 2008. The title is The Use of Picture as a Teaching aid to Teach Descriptive Text Writing, The Case of the Seventh Year Students of SMPN I Wonosobo in Academic Year of 2007/2008. Her study is to find out the class using pictures as a media in writing descriptive text achievement and without using picture at SMPN I Wonosobo in the academic year of 2007/2008. Her thesis explained about procedure result and effect of teaching descriptive text using pictures. She has given pre test and post test to her class treatment. Her methodology of research used experimental study on research. She had choosen two classes, one class as control class and the other class as experimental class.

For the experimental class, she used picture for student while she teach Present Continuous Tense and the other class she did not use picture. She used reliability and validity test, for each class result of her experiment, the analysis data used quantitative analysis. And the result was significant, picture could be more effective in teaching descriptive text at SMPN I Wonosobo in academic year 2007/2008.

The research shown that teaching Descriptive Text using picture as a teaching aid is very helpful for the improvement of the students’ ability in Descriptive Text. As a result, the students’ progress after the treatment was good enough.

The second one is from Tri Yogi Budi Wardani (2201403502) English Department, The Faculty of Languages and Arts of UNNES, 2008. The title is The Effectiveness of Pictures as Media in Improving Descriptive Writing Skill, The Case of the Eighth Grade of SMPN I Wanadadi in the Academic Year of
2007/2008. Her study is limited to the writing paragraph achievement and the benefit of teaching descriptive text using picture at SMPN I Wanadadi. Her thesis explained about procedures, result and effect of teaching descriptive text using pictures and the advantages. She has given pre test before treatment and post test after it. She chose two classes to be result research, one class as control class and the other class as experimental class.

For the experimental class, she used picture for student while she teach vocabulary and the other class she did not use picture. And the result was significant.

The similarity between his research with my research is that the research focus is writing skill in descriptive text.

There are many differences between their researches with my research. They are:
1. They used experimental study but I will use classroom action research study.
2. They used a picture as a teaching aid in their research but I will use environmental media in my research.

There are other some researches which have research focus in writing skill of descriptive text. But researcher have not find research as my research which have environmental media.
B. Review of Related Literature

1) Environmental Media

   a. Definition of Environmental Media

      The use of environmental media in teaching principally is performing a fact, event, or thing into actual form to help teaching process. On the other hand, teacher and students can learn actual event in outdoor class by facing students to their environment to be learned and observed which is adapted with learning materials. This way is effective enough because the students are faced with real event or condition naturally.

      The use of environmental media can keep its truth and accurateness of the data based on material. The environment around us both in the class and out class can be learning source. The environment consist of community, physical environment, natural event, etc around school. Through this method, students is guided to recognize their environment to be inspiration in learning.  

   b. The Techniques of Environmental Media

      There are some techniques to use environmental media as learning source. First technique can be done by observation. The students observe environment around them to understand its relevance with learning material. The students write and report result of their observation. The learning activity can be done by observation, interview, learning the data, etc.

      Secondly, teacher can use environmental media by camping. The camping need long time because students must inspire natural phenomenon there. The use of environmental media by camping is suitable to learn science, biology, sociology, and physic. Students can record what they do, see, and feel while camping. Students bring its result to be discussed together in the class.

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Third technique is field trip or study tour. Before doing field trip, teacher should plan the tour object that will be learned. The tour object should be relevant with learning material. For example, the museum for teaching history, the zoo for teaching biology, and planetarium for teaching astronomy. Besides for learning purpose, field trip is conducted for recreation purpose. Field trip is conducted in holiday usually.

Fourth technique is society submission. This way is conducted if the school cooperate with society in social events. The service project to society give advantages for students and society. Students can implement their ability to help society. On the other hand, students can learn and record their experiences in the field.

c. Types of Environmental Media

Generally, environmental media is divided into three categories. The categories are:

1) Social Environment

Social environment as learning source relate to human interaction with society life. For example, social organization, tradition, culture, and religion. Social environment is used to learn social and humanism knowledge. In practice teaching, the use of social environmental media should be started from the closest environment as family, neighbor, village, etc. It must be relevant with curriculum and students’ development level. Teacher can asks students to learn government structure in the village or learn village’s culture.

2) Natural Environment

Natural environmental media relate to natural things in the world likes geographical condition, season, flora, fauna, and natural energy source. Differ with social environment, characteristic of natural environment is permanent. So, natural environment is easier to be learned than social environment. Students can observe and write it certainly
included its process and change. Students can learn and identify destruction of natural environment as adulteration of water, land, and air. The use of natural environmental media can improve students’ understanding and grow students’ awareness to care and keep their natural environment.

3) Synthetic Environment

Synthetic environment is environment that is created and built by human to certain purpose intentionally. For example, building, mosque, and garden. Students can learn synthetic environment from some aspects as its process, function, and maintenance. Synthetic environment should be teaching media or learning source to enrich teaching material.

d. Procedure of Environmental Media

There are some procedures for using environmental media.

1) Determining the learning target and purpose that will be acquired by students. For example, by using environmental media students can explain and identify kind of animals and plants around them.

2) Determining the object that will be learned or visited. To determine the object, teacher should consider proximity, efficiency, safety, and availability of learning sources there.

3) Determining the way in learning process. For example, teacher can ask students to observe, write, interview, or describe the object while learning process. Teacher can divide students into some groups to facilitate them in learning process.
4) Determining the technical rules in learning activity. For example, teacher limit time of observation and ask students to prepare equipment which needed in learning process.7

e. The Principle of Environmental Media

Target of environmental media as learning source in order to motivate or stimulate students in improving learning quality. Environmental media gives opportunity students to create learning effectively.8

The principle of environmental media are;

1) Principle of Students’ Happiness

Environmental media should be attractive. So, the use of environmental media must consider characteristic, interest, and students’ condition. The teacher must know activities which students like it. This principle asks teacher to leave formal activity. It must be made informal, natural, and comfortable. By learning condition which is comfortable, students’ spirit in learning process can improve.

2) Principle of Students’ Development

It means developing students’ result can achieve and useful in their life. Environmental media is not only as comfortable learning, it must pay attention improvement of students’ achievement. Because, actually environmental media is just as a media to facilitate students to achieve learning purpose.

7 Nana Sudjana, Ahmad Rivai, Media Pengajaran (Bandung: Sinar Baru Algesindo, 2005) P. 212-214
8 Yeni Rachnawati, Pengelolaan Lingkungan Belajar (Jakarta: Kencana, 2010) p.22
2. Descriptive Text Writing

a. General Concept of Writing

Writing is a combination of process and product. The process refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers. The young learners like to know that writing is done in steps which are as important as the steps necessary to cook something such as chicken or eggs.\(^9\)

Writing is composition that involves thinking process which is written in varied and complex ways, transcribes, evaluates, and revises.\(^10\) It is one of the basic skills in language teaching which put the ideas into papers or other media to show to reader what inside the brain is.

According to Kern, writing is different from reading. Writing involves designing texts to construct a potentiality for that realized discourse, while reading involves creating discourse from texts, although the both writing and reading involve the use of available designs as resource in dialogic negotiation between internal and external representation of meaning. Available designs has been intended in here are for example the residual voice and language forms we have internalized, our knowledge of rhetoric and stylistic device, genres, formatting convention, and so on.\(^11\)

Writing is a process of creating, organizing, writing and polishing. In the first step of the process, you create ideas. In the second step, you organize the ideas, in the third step, you write a rough draft, in the final step, you polish your rough draft by editing it and making revisions.\(^12\)

Writing itself is considered as a means of communication. Communication in writing tends to involve a thinking process.

Writing, particularly academic writing is not easy. It takes study and practices to develop this skill. For both native speaker and new learners of English, it is important to note that writing is a process, not a product.

According to Meyers, first step before writing is exploring ideas.\textsuperscript{13} You must notice three components:

1. Your Subject
   What is my subject, the material I want to write about and what do I know about it? The subjects that are most interesting to your audience are usually those that you find most interesting.

2. Your Purpose
   What is my purpose? Communicating always has a purpose: to inform, to persuade, to entertain or maybe to do all three.

3. Your Audience
   Who is my audience? The answer to that question will determine what you say about your subject and what purpose you hope to achieve.\textsuperscript{14}

\textbf{b. General Concept of Descriptive}

\textbf{1) Part of Genre}

There are many kinds of genre. They are descriptive, narrative, anecdote, spoof, recount, report, analytical exposition, hortatory exposition, explanation, review, discussion, procedure, news item.

Narrative is kind of genre which has social function to entertain an actual or vicarious experience in unique ways. Descriptive is kind of genre which has social function to describe a particular person, place, or thing. Spoof is kind of genre which has social function to retell event to humorous twist. Anecdote is kind of genre which has social function ti

\textsuperscript{13} A Meyers, \textit{op. cit.}, p. 3.
\textsuperscript{14} A Meyers, \textit{op. cit.}, p. 5.
share and account unusual incident. Recount is kind of genre which has social function to retell event for the purpose for entertaining. Report is kind of genre which has social function to describe or report thing. Analytical exposition is kind of genre which has social function to persuade readers that something is in the case. Hortatory exposition is kind of genre which has social function to persuade the readers that something should not be the case. Explanation is kind of genre which has social function to explain the process involved in the information or working of natural or socio-cultural phenomenon. Discussion in kind of genre which has social function to present two points of view about issue. Review is kind of genre which has social function to critique an art work for public audience. Procedure is kind of genre which has social function to describe how something is accomplished through a sequence of actions and steps. News item is kind of genre which has social function to inform the reader about events of the day which are considered newsworthy.  

In this researcher takes descriptive as a basic genre in teaching of writing through environmental media. This study is specified in this text type only.

2) Definition of Descriptive

Descriptive text is a text which say what a person or a thing is like. Description is used in alls form of writing to create a vivid impression of a person, place, object or event. The writer usually use descriptive writing to create particular mood, atmosphere, or describe a place so that the reader can create vivid pictures of characters, places, objects, etc.

Writing description is like drawing picture into canvas. Writing description is creating a picture using words. When the writers write a

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15 Faiza Hawa, Genre Based Writing (Semarang, English Education Department Faculty of Language and Art Education IKIP PGRI Semarang, 2009) p.4
16 Ibid
description, they should use the sensory words. It is words that relate to the sense of sight, sound, touch, smell, and taste. The writers will be helped by sensory words to imagine what writers are describing. In example, when writers describe about person, writers describe about the physical characteristics such as height, weight, and hair color.\footnote{Ibid.}

There are two keys to make good description writing. The first key is using space order. In space order, writers could describe something from left to right. In example, when describing a person, writers could start by the person’s head and end with the person’s feet. The second key to write a good description is using specific details. While describing something, writers like paint a picture using words. The purpose is to make the readers imagine or see what the writers have described. The writers in this way should use a lot of specific details.\footnote{Anne Hogue, \textit{First Step in Academic Writing} (USA: Longman, 1996) p. 72}

3) **Social Function of Descriptive**

Descriptive is a written English text in which describes an concrete or abstract object. It can be a person, animal, school, or house. Descriptive has a social function which describes a particular person, place, or thing\footnote{Sanggan Siahaan, Kisno Shinoda, \textit{Generic Text Structure} (Yogyakarta: Graha Ilmu, 2008) p.89} As drawing anything into canvas, writing descriptive must show that anything described detailly. The text must describe thing or phenomenon actually. Describing an object means bring reader to imagine or see a thing or phenomenon described. Writer describe thing or object which he has visited or known.

4) **Generic Structure of Descriptive**

Descriptive is text containing two component, identification and description by which a writer describes a person, animal, or house.\footnote{Ibid.}
a) Identification

Identification introduces and identifies anything or phenomenon which described. It has function to bring reader to introduce what will be discussed. Like orientation of other genres, identification is usually put in first paragraph. It is as introduction to reader to read next paragraph. Identification usually answers the questions; what is the topic of the text, and what is the text above.

b) Description

Description is part of generic structure that consist of particular phenomenon or thing. It is main of issue that has a characteristic which distinguish with other genres. The description has function to describes parts, qualities, and characteristic of the parts of the object.\textsuperscript{21} It is put after identification or next paragraph of identification until final paragraph. In example, if you describe the classroom, you mention parts of classroom as its doors, chairs, table, and walls. You mention characteristic of the classroom as big (size), green (color), or clean (quality).\textsuperscript{22}

5). Grammatical Pattern of Descriptive

Besides paying attention the generic structure, we can identify descriptive from the grammatical pattern or language features. By understanding language features, we can identify or arrange descriptive easily. It is part of characteristics to distinguish descriptive with other genres.

Grammatical patterns of descriptive are; using certain nouns, simple present tense, noun phrase to give information about subject, adjectives,

\textsuperscript{21} \textit{Ibid.}
\textsuperscript{22} \textit{Ibid}
relative verb to give information about subject, thinking and feeling verb to express the writer’s perception about subject, action verb, adverbial to give additional information about subject, and using figurative language style.

6). Model of Descriptive Text

The example of descriptive text is as follow:

**My Pet**

Identification: I have a pet. It is a dog, and I call it Brownie.

Description: Brownie is a Chinese breed. It is small, fluffy and cute. It has got thick brown fur. When I cuddle it, the fur feel soft. Brownie does not like bones. Everyday it eats soft food like steamed rice, fish or bread. Every morning I give her milk and bread. When I am at school, brownie plays with my cat. They get a long well, and never fight maybe because brownie does not bark a lot. It treats the other animals in our house gently, and it never eats shoes. Brownie is really a sweet and friendly animal.

3. Environmental Media in Teaching Descriptive Writing

a. Teaching Writing

Teaching a foreign language means first and foremost the formation and development of pupils’ habits and skill in hearing, speaking, reading, and writing. Teaching is delivery process of knowledge to students by the teacher. Teaching involves the application of technical and professional skills and knowledge to particular situation. It must necessarily involve teachers making

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judgements in the light of these skill and knowledge. Writing (as one of the four skills of listening, speaking, reading, and writing) has always formed part of the syllabus in the teaching of English.

This study is focus in teaching of writing. Writing is a skill is very important in teaching and learning a foreign language. It helps pupils to assimilate letters and sounds of the English language. It is vocabulary and grammar, and to develop habits and skills in pronunciation, speaking and reading. The practical value of writing is great because it can fix pattern of kinds (words, phrase, and sentences) in pupil’s memory, thus producing a powerful effect on their mind.

For writing learning role, students write predominantly to augment their learning of the grammar and vocabulary of the language. Partly because of the nature of the writing process which need for accuracy in writing. When writing, students frequently have more time to think than they do in oral activities. They can go through what they know in their minds, and even consult dictionaries, grammar books, or other reference material to help them. Writing encourages students to focus on using language accurately.

b. The Use of Teaching Media to Teach Writing

1) The Importance of Teaching Media

Methods or techniques as foreign language teaching is understood here as a body of scientifically tested theory concerning the teaching of foreign language in schools and other educational institutions. There are three main problem in teaching process ; firstly, aim of teaching a foreign language. Secondly, content of teaching, what to teach to attain the aims. Thirdly,

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25 GV Rogova, *op. cit*
method and techniques of teaching, how to teach a foreign language to attain the aims in the most effective way.\textsuperscript{27}

To achieve the effective classroom learning under the condition of compulsory secondary education, the teacher must use all the accessories that he has in order to arouse the interest of his pupils and retain it throughout the lesson which is possible only if the pupils are actively involved in the very process of classroom learning.

To teach a foreign language effectively, the teacher need teaching aids and teaching materials. By teaching aids, we mean various devices which can help the foreign language teacher in presenting linguistic material to his pupils and fixing it in their memory; in testing pupils knowledge of words, phrase, grammar item, their habits and skill in using them.\textsuperscript{28}

Teaching aids are tools that classroom teachers use to help their students learn quickly and thoroughly. Because every individual learns in a different way, teachers rely on these tools to explain concepts to students with a wide variety of learning needs. An aid is any person, material or event, which established condition to enable the student to acquire the knowledge, skills, and attitude.

Effective communication can no longer be considered possible with word alone. Sometimes, teachers need something that can help them in teaching learning process. They need something that helps transfer their ideas better than only words.

Teaching aids as many substances which play an important role in teaching learning process. They help the students master the material presented by the teachers more easily. It also can defined as any material which is employed as a vehicle to support the presentation of the stimulation, which makes up the event of instruction from the definitions

\textsuperscript{27} GV Rogova, op. cit. p.157
\textsuperscript{28} GV Rogova, op.cit. p.156
above the writer concluded that aids are the material such as pictures, flashcard, charts, graphs, toys, etc which are used by teachers during teaching learning process.

A teaching aid is a tool used by teachers, facilitators, or tutors to help learners to improve reading and other skills, illustrate or reinforce a skill, fact, or idea, and to relieve anxiety, fears, or boredom. It must be said that the use of teaching aids is very demanding on the teacher. He must know about each aids described above be able to operated it, and train pupils to use it. He should also know what preparation must be made for classroom use of each of these teaching aids, and what teaching material he has at his disposal.\(^\text{29}\)

2) **The Advantages of Using Teaching Media.**

It can be said that teaching aids in education is important. Using teaching aids in order to make their student more understand and interesting in their study help teachers transfer their ideas, minds even advises. According to Kemp as quoted by Apprilia the function of teaching aids is as follow:\(^\text{30}\)

a) **The instruction can be more interesting.**

Teaching aids can attract the students, interest. If they are interested, they will give much attention to what is taught or discussed. They will be curious to know about the lesson.

b) **Learning becomes more interactive**

Many activities can be created through applying environmental media in the teaching learning process. A teacher can guide students to go outdoor class to learn and recognize environmental media as learning

\(^{29}\) GV Rogoba, *op.cit.* p.57

source. This activity is relatively more interesting than the activity of listening to or writing the teacher explanation in the class in long time.

c) The quality of learning can be improved.

If there is a good preparation of using aids, it will be possible for the teacher to create a good language learning process in which the students’ participation is dominant; as a result, the students’ knowledge and skill can be improved.

The positive attitudes of students toward what they are learning and to the learning process itself can be improved. One of the ways in improving their attitudes is by using environmental media in teaching learning process. The students of junior high school are interested in teaching aid such as environmental media.

c. The Use of Environmental Media to Teach Descriptive Writing

As part of teaching aids, the use of environmental media is very important to improve learning quality. The implementation of environmental media is teachers conduces students to their environment to be learned. This way is effective enough because students faces real condition of their environment to get the truth. The use of environmental media is adapted with material or curriculum.31

The advantages of using environmental media are: first, learning activity becomes more interesting so students’ enthusiastic can be increased. Second, essence of learning has valuable because students faces real condition of the object. Third, the use of environmental media can enrich material because students learn kind of environmental media like social environment, natural environment, and synthetic environment. And fourth, students can inspire

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31 Basyrudin, op.cit. p.56
aspects of environment so students’ awareness to care and keep their environment is higher.\textsuperscript{32}

Environmental media can be used in teaching descriptive writing too. Teacher can use kind of environmental media as social environment, natural environment, and synthetic environment to improve students’ descriptive writing. All this time, some of teachers have done mistakes while teaching descriptive. Teacher just explains material of descriptive than asks students to arrange descriptive text without media. Teacher asks students to describe things without showing the object which will be described. Automatically, students can not describe the things accurately without observing the object directly.

The use of environmental media in descriptive teaching can help teacher or students to improve students’ descriptive writing because they can observe the object directly then arrange it into descriptive text accurately. On the other hands, students will recognize their environment. It will grow their awareness to care and keep their environment.

In this study, the researcher used environmental media around the school in example, mosque, garden, canteen, library, laboratorium, and sport field as theme. The researcher asked students to observe the theme directly then write into paragraphs.

C. Action Hypothesis

The hypothesis of the study can be related as follows:

“The use of environmental media can improve students’ descriptive text writing of MTs Darul Ulum Putatnganten Grobogan in the academic year of 2011/2012.

\textsuperscript{32} Basyrudin, \textit{op.cit.} p.58
CHAPTER III
RESEARCH METHOD

A. Research Approach

In this study, the writer used classroom action research. According to Arikunto, classroom action research is one of the types of investigation that has characteristic reflective participative, collaborative and spiral which has the purpose to repair and increase the system, method, process, competence and situation of teaching learning.33

The writer used classroom action research as an effort to develop English teaching learning process and to solve the problem faced by the students in learning English and to improve students’ writing skill in descriptive text.

B. Subject

There are populations that will be investigated in the classroom action research. Population is the group that you are interested in investigation. It is impossible to investigate the whole population directly, it is needed a sample. Sample is a part of population which represent all the population observed.34

In this research, the researcher used population of the students in MTs Darul Ulum Putatnganten. There are 6 classes at MTs Darul Ulum. It consists of class VII A has 40 students, class VII B has 39 students, class VIII A has 40 students, class VIII B has 39 students, class IX A has 35 students, class IX B has 34 students.

The researcher used class of VIII A as a sample in the research. The researcher views the students of VIII A have low skill and achievement in

achievement in writing. So, the researcher decided to take the class VIII A as participant of this research to improve their writing skill.

C. Time and Setting

This research was conducted on the first semester in the academic year of 2010/2011 for a month began from 2nd up to 12th Mei 2012. It was conducted in MTs Darul Ulum at Putatnganten Grobogan.

D. Design of Research

The design of research which was used by the researcher is classroom action research. The major focus of action research is on concrete and practical issues of immediate concern to particular social groups or communities. It is approaches are essentially participatory, in that they are conducted by and with members of the actual community under study.35 Kemmis stated that action research is a reflective and collective research that is done by the researcher in social situation to improve their logic in social practice.

Arikunto stated that action research is one of the type investigation that has characteristic reflective participative, collaborative, and spiral that have purpose to repair and to increase the system, method, process, substance, competence and situation.36 According to Elliot, classroom action research is study about social situation, it means to improve action quality through diagnosis process, planning doing, obervation and learn about the influence that is effected.37

According to Kemmis and Mc. Taggort, action research is a group of activity and a piece of descriptive research carried out by the teacher in his or her own classroom, without the involvement of others, which is aimed at interesting

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35 Anne Burns, Collaborative Action Research for English Language Teachers, (New York: Cambridge University Press, 1999), p.24
36 Suharsimi Arikunto, et. al, loc. cit.
our understanding rather than changing the phenomenon under the investigation that would not be considered by these commentators to be ‘action research’, the essential impetus for carrying out action research is to change the system.\(^3\)

Generally, action research as a process for enhancing reflective practice and professional growth and development. However, supporters of action research put forward a number of reasons why it should be considered as more than just a procedure for professional development.\(^3\)

The classroom action research is part of the action research. But, the classroom action research has narrow discussion because the research object is limited in the class. Classroom action research is research activity that is done by the teacher in the class by planning, acting, observing, and reflecting collaboratively to improve learning quality.\(^4\)

Classroom action research is carried out by teachers in their context, in their classrooms. Teacher identify a problem or an area they wish to improve on theory, experience, or a hypothesis they think of an intervention. They document the intervention and result of it. If the result are positive, they could lead to the dissemination of the information. If not, the cycle may be started again.\(^4\)

1. **Model of Classroom Action Research**

   According to Kemmis and Mc Taggart’s (1998), action research occurs through a dynamic and complementary process, which consist of four essential moments of planning, action, observation, and reflection. These moments are the fundamental steps in a spiraling process through which

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\(^3\) [Anne Burns, *loc.cit.*]


\(^4\) [Anne Burns, *Doing Action Research in English Language Teaching*, (New York : Routledge, 2010). p. 5]
participants in an action research group undertake to develop a plan, act to implement the plan, observe the effects, and reflect on these effects.\textsuperscript{42}

There are four components in each cycles of a classroom action research. It consists of planning, action, observation, and reflection. The four phases of the classroom action cycle were conducted integrated like spiral.

\begin{itemize}
\item[a.] Initial observation
\end{itemize}

In this initial observation, the researcher intended to find out:

\begin{itemize}
\item[1.] Data collection such as documentations consist of the number of the students, students list and the last mark of the students.
\item[2.] Doing interview with the English teacher related to teaching learning process.
\end{itemize}

\textsuperscript{42} Anne Burns, loc. cit. p. 32
3. Identify the problem.

   Based on the interview with the English teacher, the researcher can identify the problem of teaching and learning process at MTs Darul Ulum. The problem is students’ lack motivation in learning activity in which the problem. It come from teaching and learning process which is not satisfied, lack of students’ activity during teaching and learning process, and students’ writing skill specially in understanding of descriptive text is very low.

E. Focus of the Research

   In this research, the researcher focuses on teaching writing using environmental media to improve students writing skill in descriptive for the eighth class at MTs Darul Ulum Putatnganten Grobogan. The environmental media that used in this research are the objects or things around the school, for example, mosque, garden, and library. English subject was taught every Wednesday and Saturday from 08.10 AM to 09.20 AM.

F. Collaborator

   A classroom action research is done collaboratively. The researcher needs participation of other subject as partner to support the research. The collaborator in this classroom action research is person who helps the researcher to collect the data. The collaborator in this research is the English teacher who teaches English in MTs Darul Ulum at Eighth class, he is Mr. Edi Kristanto, S.Pd

G. Source of the Data

   The source of data in this research is from what the researcher obtains during the research. It is from the headmaster and teacher of the eighth class who gives further information about the school and school curriculum, the teacher who
gives some further instructional information, teaching material, learning assessment and teaching methods applied in the eighth class of MTs Darul Ulum, and from school documents includes the data of teacher and students, lesson schedule, students' exercise book etc.

H. Procedure of the Study

The researcher in this research used principal of classroom action research that consist of four components in one cycle for doing the research. There are planning, acting, observing, and reflecting. The researcher arranged into two cycles. They are cycle I, and cycle II. The activities that will be done in each cycle as follow:

1. Preliminary Cycle

In this step, the researcher would not use the teaching aid (environental media) in teaching and learning process but used the conventional method. The researcher only gave the material about the writing and explanation about the descriptive text and then gave simple explanation about the descriptive text and the theme is my school’s garden without observe the object directly when writing.

2. Cycle I

The teacher used the enviromental media in learning process.

a. Planning

1) Preparing the enviromental media that appropriate with the material.
2) Arranging a lesson plan based on the teaching material.
3) Choosing the theme
4) Preparing the materials that needed.
5) Preparing checklists for observation.
b. Acting

Researcher with the English teacher began the teaching and learning process based on lesson plan. The procedures in the teaching and learning process as follow:
1) The researcher explains the material, although it had been explained on meeting before.
2) The researcher asks the students about their problems on the previous lesson.
3) The researcher explains the problem.
4) The researcher introduces the environmental media as learning source.
5) The researcher shows the object of environment around school which can be learning source. For example, library, garden and laboratorium. The teacher concentrates one object which will be described. It is school’s mosque.
6) The researcher persuades students to go to outdoor class for observing the mosque directly. The researcher gives time 15 minutes to observe the mosque accurately.
7) The researcher asks students to come back to the class for writing observation result in descriptive text writing.
8) After the students finishing their writing, the researcher asks them to collect their result.

c. Observation

The researcher observed the activity by using observation format, evaluated the results, collected the data and monitored the teaching learning process.
After having the treatment, the researcher took an assessment. The assessment was conducted to measure the students’ improvement in writing descriptive text. The test was the same as the previous cycle but in different theme.

d. Reflecting

The researcher analyzed and evaluated the actions that had been done. It consisted of quality, number and time from each action. The steps were as follow:

1. Analyzing and discussing the result of the observation. It was continued then to make reflection which one should be maintained and which one should be repaired in the next cycle. For there was found that the first cycle has no significant improvement of students’ writing skill.

2. Making a conclusion from cycle I.

2. Cycle II

The second cycle was done based on the result of reflection from the second cycle. If the result from observation showed improvement in quality, it is needed more action in order to make better improvement of the quality.

a. Planning

1) Identifying the teaching learning design, such as, arranging lesson plan which was according to the teaching learning process.

2) Preparing the teaching learning process resources, such as, the materials, the enviromental media of mosque, the observation sheets.

3) Preparing present list in order to know students’ activeness in joining teaching learning process by using enviromental media of mosque.

4) Preparing the materials that needed.

5) Preparing checklists for observation.

6) Preparing form of test.
b. Acting

1. The researcher explains the material, although it had been explained on meeting before.
2. The researcher asks the students about their problems on the previous lesson.
3. The researcher explains the problem.
4. The researcher asks students’ understanding.
5. The researcher divides the students into eight groups, so each group consists of four until five students.
6. The researcher shows some objects around the school which will be described by students. Library, laboratory, garden, sport field, mosque, canteen, office, school building.
7. Each group observe accurately one object which was chosen by the researcher.
8. The researcher guides the students to come back in the class to write the observation result in descriptive text writing.
9. Each group present the result of observation.
10. The students collect their works to the researcher.

b. Observing

After planning and acting, the third component that is used is observing. In observing, the writer observed the students’ activity and the class situation. Then, the collaborator observed the teaching process that the researcher did.

c. Reflecting

Reflecting was done at the end of step after finishing the observation. In this step, the writer had the result of the observation and the writer concluded for the improvement in the researcher’s study.
1) Evaluating the activity that has been done.
2) Analyzing the activity, whether they still found the problem or not,
3) Discussing with the teacher and analyzed the data to repair next cycle.
4) Making a conclusion from cycle 2.

I. Technique of Data Collection

To support the investigation, the classroom action research needs the data. There are several ways to collect data in the classroom action research. There are, questionnaire, observation, field notes, interview, documentation, test etc. In this research, the researcher chooses some ways which are appropriate with research and can be done there. Techniques of data collection that are used by the researcher are documentation, observation and test.

1. Documentation

It refers to archival data that can help the researcher to collect the data. The researcher uses this method to obtain document which is related with this research. This method is used to know geographical location, profile, documentation of teaching and learning process in English subject, the list of students’ name, the score of the last test that related to the thesis and other documents at MTs Darul Ulum Putatnganten Grobogan.

2. Observation

Observation is mainstay of action research. It enables researchers to document and reflect systematically upon classroom interactions and events, as they actually occur rather than as we think they occur. The term observation is being used here in the sense of taking regular and conscious
notice of classroom actions and occurrences which are particularly relevant to the issues or topics being investigated.\textsuperscript{43}

Classroom observation is an observation that is focused on the understanding of how social event of the language classroom are enacted.\textsuperscript{44} Observation was used as a method to observe the teaching process and the students’ activities and respond or something that will be happen. Observation is intended to see and to know about the condition of class and students. Process of teaching descriptive text using environmental media to know students’ obstacle during teaching and learning process, the problem, understanding the material that can be seen from their attitude, behavior and responds.

3. Test

A test is a device for sampling behavior or performance related to the skills, competencies, attitudes, or other characteristics of people.\textsuperscript{45} Test is used to measure the person’s competence and to achieve the objective. The data was collected by giving writing test. Writing was conducted three times, there are assessment of precycle, cycle I and assessment of cycle II. The writing skill are complex and difficult to teach, requiring mastery not only of grammatical and rethorical devices but also of conceptual and judgement elements.\textsuperscript{46} The form of the test is direct writing test and the teacher gave scores on mechanic, vocabulary, language use, organization, and content.

In giving scores to the students, the researcher followed scale scoring categories of writing test developed by Jacobs as follows:

\begin{enumerate}
\item \textsuperscript{43} Anne Burns, \textit{op. cit.} p. 80
\item \textsuperscript{44} David Nunan, \textit{loc. cit.}
\item \textsuperscript{45} Bruce W. Tuckman, \textit{Measuring Educational Outcomes Fundamental of Testing}, (USA: Rutgers University Press, 1975), p. 207
\item \textsuperscript{46} J.B. Heaton, \textit{Writing English Language Test, A Practical for Teachers As A second or Foreign Language}, (London: Longman Group Ltd, 1975), p. 138.
\end{enumerate}
### Content

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<thead>
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<th>Score</th>
<th>Rating</th>
<th>Description</th>
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<tbody>
<tr>
<td>30-27</td>
<td>EXCELLENT TO VERY GOOD: Knowledge. Substantive. Thorough development of thesis. Relevant to assigned topic</td>
<td></td>
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<tr>
<td>26-22</td>
<td>GOOD TO AVERAGE: some knowledge of subject. Adequate range. Limited development of thesis. Mostly relevant to topic, but lacks detail</td>
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<tr>
<td>21-17</td>
<td>FAIR TO POOR: limited knowledge of subject. Little substance. Inadequate development of topic</td>
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<tr>
<td>16-13</td>
<td>VERY POOR: does not show knowledge of subject. Non-substantive. Non pertinent. Or not enough to evaluate</td>
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### Organization

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<thead>
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<tr>
<td>20-18</td>
<td>EXCELLENT TO VERY GOOD: fluent expression. Ideas clearly stated/supported. Succinct. Well-organized. Logical sequencing. Cohesive</td>
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<tr>
<td>17-14</td>
<td>GOOD TO AVERAGE: somewhat choppy. Loosely organized but main ideas stand out. Limited support. Logical but incomplete sequencing</td>
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<tr>
<td>13-10</td>
<td>FAIR TO POOR: non-fluent. Ideas confused or disconnected. Lacks logical sequencing development</td>
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<tr>
<td>9-7</td>
<td>VERY POOR: does not communicate. No organization. Or not enough to evaluate</td>
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### Vocabulary

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<tr>
<td>20-18</td>
<td>EXCELLENT TO VERY GOOD: Sophisticated range. Effective word/idiom choice and usage. Word form mastery. Appropriate register</td>
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</tr>
<tr>
<td>17-14</td>
<td>GOOD TO AVERAGE: adequate range. Occasional errors of word/idiom form, choice, usage but meaning not obscured</td>
<td></td>
</tr>
<tr>
<td>13-10</td>
<td>FAIR TO POOR: limited range. Frequent errors of word/idiom form, choice, usage. Meaning confused or obscured</td>
<td></td>
</tr>
<tr>
<td>9-7</td>
<td>VERY POOR: essentially translation. Little knowledge of English vocabulary, idioms, word form. Or not enough to evaluate</td>
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Language Use

25-22 EXCELLENT TO VERY GOOD: Effective complex constructions. Few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions.

21-18 GOOD TO AVERAGE: Effective but simple constructions. Minor problems in complex constructions. Several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured.

17-11 FAIR TO POOR: major problems in simple/complex constructions. Request errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions. Meaning confused or obscured.


Mechanics


3 FAIR TO POOR: frequent errors of spelling. Punctuation. Capitalization. Paragraphing. Poor handwriting. Meaning confused or obscured


J. Technique Data Analysis

From the interpretation of the data collection, technique data analysis produced. The researcher gets the data from documents, observation, and test to analyze data.

The data from document, observation and test are described as detail as the researcher gets. The data from documentation is as a basic way to do the research, the data from observation are grouped based on students’ respond and behavior that can be taken as clue or indicator for students’ understanding of the material and the data from test is as sign which the teaching and learning process is success or not.

In this research, the researcher described the implementation of using environmental media in teaching descriptive text and analyzed improvementation of students’ descriptive text writing after they taught by using environmental media.

The data gained is numeric and was analyzed by using statistical computation. This data is used to know the average of students’ mark and students’ mastery learning to know students’ achievement. After conducting the test, the writer gave score to the students’ writing.

The writer used test to measure students’ descriptive text writing covering content, organization, vocabulary, language use, and mechanics. And the criterions for each element are:
1. Content, substance of writing, ideas expressed, and relevant to assignments topic.
2. Grammar, employing on grammatical form and use of simple present tense
3. Organization, organization of the contents and arrangements of the generic structure.
4. Vocabulary, the choice of the words and lexical item to writing.
5. Mechanic, the use of capitals, paragraphing and punctuations.
In giving score of writing test, the writer processes the result of students’ test. The writer gives score for each component of writing as follow:

a) Content : the lowest score is 13 and the highest score is 30
b) Organization : the lowest score is 7 and highest score is 20
c) Vocabulary : the lowest score is 7 and the highest score is 20
d) Grammar : the lowest score is 5 and the highest score is 25
e) Mechanic : the lowest score is 2 and the highest score is 5

After getting the mean of each elements of writing, the writer formulates the result to get the total mean score as follow.

\[
M = \frac{\sum x}{N}
\]

- \(M\) : the average of students’ score
- \(\sum x\) : total score
- \(N\) : the number of the students\(^48\)

**K. Achievement Indicator**

The improvement of the students’ writing skill in news item text score can be seen in the achievement indicator as follow:

<table>
<thead>
<tr>
<th>No</th>
<th>Score</th>
<th>Criteria</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>81 – 100</td>
<td>Excellent</td>
<td>The students get the excellent criteria score in every category</td>
</tr>
<tr>
<td>2</td>
<td>61 – 80</td>
<td>Good</td>
<td>The students get the good criteria score in every category</td>
</tr>
<tr>
<td>3</td>
<td>41 – 60</td>
<td>Fair</td>
<td>The students get the fair criteria score in every category</td>
</tr>
<tr>
<td>4</td>
<td>21 – 40</td>
<td>Less</td>
<td>The students get the less criteria</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Score</th>
<th>Range</th>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>0 – 20</td>
<td>Poor</td>
<td>The students get the poor criteria in every category</td>
</tr>
</tbody>
</table>
CHAPTER IV
RESEARCH FINDING AND DISCUSSION

This chapter was on the implementation of environmental media as a teaching aid to improve students’ writing skill in descriptive text. It was conducted through a classroom action research which consisted of several activities. This chapter deals with the analysis of the instrument started from pre cycle, cycle I up to cycle test II. Its purposes were to know students’ ability in the writing descriptive text by using environmental media.

A. RESEARCH FINDING

1. The Data of Pre-cycle Finding

The pre-cycle was conducted on Saturday, Mei 5th 2012. They were 40 students who followed the test. The theme was “My School’s Garden” and without teaching aid like environmental media. In this activity, the teacher taught the students as usual and still used conventional method. The teacher gave the explanation about how to make descriptive text writing and gave them some examples. After that, students had to do some assessments based on the theme. The teacher gave a piece of paper and asked students to make a sentences and paragraph about the description of the garden. They just imagine the things in the garden and applied it into sentences and paragraph of descriptive text. It was followed by 40 students as the participants of the study.

The researcher observed the learning process to know how long is students’ enthusiastic and response in learning process. The result of observation in pre cycle were:
<table>
<thead>
<tr>
<th>No</th>
<th>Indicators</th>
<th>None (0 %)</th>
<th>A few (&lt; 20%)</th>
<th>Half (20-49%)</th>
<th>Many (50-69%)</th>
<th>Majority (&gt; 70 %)</th>
<th>Total score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The students are enthusiastic in listening the material from the teacher.</td>
<td></td>
<td>√</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>The students are enthusiastic in responding the teacher questions.</td>
<td></td>
<td>√</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>The students are enthusiastic in mentioning the vocabulary items from the theme.</td>
<td></td>
<td></td>
<td>√</td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>The students ask question to make sure their answer.</td>
<td></td>
<td>√</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>The students answer teacher's questions</td>
<td></td>
<td></td>
<td></td>
<td>√</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>6</td>
<td>The students answer peer's question correctly.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>7</td>
<td>The students help other peer to answer or complete the task.</td>
<td></td>
<td>√</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>The students are enthusiastic doing the test</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---------------------------------------------</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>The students are enthusiastic complete the task.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>The students are enthusiastic doing the test</td>
<td>√</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>The students are enthusiastic complete the task.</td>
<td>√</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

| Total score | 1 | 6 | 12 | 0 | 0 | 19 |

\[
\text{Score} = \frac{\text{Total score}}{\text{Maximal score}} \times 100\% \\
= \frac{19}{45} \times 100\% \\
= 42.2\% 
\]

Based on the result of observation above, it can be concluded that only half of the students were active and enthusiastic, a half of students need more attention from the teacher from teaching and learning process. The researcher saw during teaching and learning process taken place, the teacher only gave explanation about writing and material about descriptive text and the teacher asked some questions about the theme but in this teaching and learning process showed passive and less, it means that the students still felt difficult to answer and respond teacher’s questions and explanation. The students were not brave enough to ask question if they did not understand yet. During writing descriptive about theme, students appeared puzzlement to describe the object. Whereas, the theme was closed with them because every day they interact with garden. Factually, the students could not imagine the object maximally.
To measure students’ descriptive text writing, the teacher gave a test. The teacher gave chances 30 minutes for them. The purpose of test was to measure the students' writing skill in descriptive text. After did the test, it was found the result.

Table 3
Score test in Pre Cycle

<table>
<thead>
<tr>
<th>NO</th>
<th>Students’ Name</th>
<th>Score</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Abdul Kholiq</td>
<td>50</td>
<td>50%</td>
</tr>
<tr>
<td>2</td>
<td>Abdul Rouf</td>
<td>52</td>
<td>52%</td>
</tr>
<tr>
<td>3</td>
<td>Agung Budianto</td>
<td>42</td>
<td>42%</td>
</tr>
<tr>
<td>4</td>
<td>Ainun Nisa</td>
<td>55</td>
<td>55%</td>
</tr>
<tr>
<td>5</td>
<td>Alfiatur R</td>
<td>50</td>
<td>50%</td>
</tr>
<tr>
<td>6</td>
<td>Anis Harsari</td>
<td>58</td>
<td>58%</td>
</tr>
<tr>
<td>7</td>
<td>Ari Arinal F</td>
<td>50</td>
<td>50%</td>
</tr>
<tr>
<td>8</td>
<td>Asti Wulandini</td>
<td>58</td>
<td>58%</td>
</tr>
<tr>
<td>9</td>
<td>Badriatus Saadah</td>
<td>55</td>
<td>55%</td>
</tr>
<tr>
<td>10</td>
<td>Bayu Nurrohman</td>
<td>64</td>
<td>64%</td>
</tr>
<tr>
<td>11</td>
<td>Devit Kristi S</td>
<td>62</td>
<td>62%</td>
</tr>
<tr>
<td>12</td>
<td>Dewi Lestari</td>
<td>54</td>
<td>54%</td>
</tr>
<tr>
<td>13</td>
<td>Dian Kisworo</td>
<td>68</td>
<td>68%</td>
</tr>
<tr>
<td>14</td>
<td>Durotun Nasihah</td>
<td>65</td>
<td>65%</td>
</tr>
<tr>
<td>15</td>
<td>Dwi Aprilia</td>
<td>58</td>
<td>58%</td>
</tr>
<tr>
<td>16</td>
<td>Dwiki Bagas S</td>
<td>60</td>
<td>60%</td>
</tr>
<tr>
<td>17</td>
<td>Elisa Indriani</td>
<td>42</td>
<td>42%</td>
</tr>
<tr>
<td>18</td>
<td>Fitriani Maulida</td>
<td>Absent</td>
<td>Absent</td>
</tr>
<tr>
<td>19</td>
<td>Hesti Ningrum</td>
<td>45</td>
<td>45%</td>
</tr>
<tr>
<td>20</td>
<td>Ifa Khoirul U</td>
<td>48</td>
<td>48%</td>
</tr>
<tr>
<td>21</td>
<td>Ike Yuliani</td>
<td>52</td>
<td>52%</td>
</tr>
<tr>
<td>22</td>
<td>Khotimmatun Niza</td>
<td>50</td>
<td>50%</td>
</tr>
<tr>
<td>23</td>
<td>Krisbiantoro</td>
<td>58</td>
<td>58%</td>
</tr>
<tr>
<td>24</td>
<td>M. Ashari</td>
<td>58</td>
<td>58%</td>
</tr>
<tr>
<td>25</td>
<td>M. Nur Arifin</td>
<td>55</td>
<td>55%</td>
</tr>
<tr>
<td>26</td>
<td>M. Muslikin</td>
<td>52</td>
<td>52%</td>
</tr>
<tr>
<td>27</td>
<td>Maftuchah</td>
<td>50</td>
<td>50%</td>
</tr>
<tr>
<td>28</td>
<td>M. Ni’am</td>
<td>45</td>
<td>45%</td>
</tr>
<tr>
<td>29</td>
<td>M. Amrullah</td>
<td>48</td>
<td>48%</td>
</tr>
<tr>
<td>No</td>
<td>Name</td>
<td>Score</td>
<td>Percentage</td>
</tr>
<tr>
<td>----</td>
<td>-----------------------------</td>
<td>-------</td>
<td>------------</td>
</tr>
<tr>
<td>30</td>
<td>M. Firdaus</td>
<td>52</td>
<td>52%</td>
</tr>
<tr>
<td>31</td>
<td>M. Galih Erlanga</td>
<td>58</td>
<td>58%</td>
</tr>
<tr>
<td>32</td>
<td>M. Irfan Handika</td>
<td>48</td>
<td>48%</td>
</tr>
<tr>
<td>33</td>
<td>Nur Afif M</td>
<td>60</td>
<td>60%</td>
</tr>
<tr>
<td>34</td>
<td>Rozikin</td>
<td>58</td>
<td>58%</td>
</tr>
<tr>
<td>35</td>
<td>Siti Ulya K</td>
<td>55</td>
<td>55%</td>
</tr>
<tr>
<td>36</td>
<td>Slamet Agus R</td>
<td>52</td>
<td>52%</td>
</tr>
<tr>
<td>37</td>
<td>Wahyudi</td>
<td>50</td>
<td>50%</td>
</tr>
<tr>
<td>38</td>
<td>Nurul Handayani</td>
<td>55</td>
<td>55%</td>
</tr>
<tr>
<td>39</td>
<td>Temah Wahyu</td>
<td>60</td>
<td>60%</td>
</tr>
<tr>
<td>40</td>
<td>Ahmad Darunaja</td>
<td>48</td>
<td>48%</td>
</tr>
<tr>
<td></td>
<td><strong>Total Score</strong></td>
<td><strong>2100</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Mean</strong></td>
<td><strong>53.85</strong></td>
<td></td>
</tr>
</tbody>
</table>

From the result above the researcher calculated the achievement of study by using this formula:

\[
\text{The average of the student result} = \frac{\text{The total of students score}}{\text{The Number of students}}
\]

Table 4
The Category of The Students Score and Their Percentage:

<table>
<thead>
<tr>
<th>No</th>
<th>Interval</th>
<th>Freq</th>
<th>Percentage</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>81 – 100</td>
<td>-</td>
<td>-</td>
<td>Excellent</td>
</tr>
<tr>
<td>2</td>
<td>61 – 80</td>
<td>4</td>
<td>10.26%</td>
<td>Good</td>
</tr>
<tr>
<td>3</td>
<td>41 – 60</td>
<td>35</td>
<td>89.74%</td>
<td>Fair</td>
</tr>
<tr>
<td>4</td>
<td>21 – 40</td>
<td>-</td>
<td>-</td>
<td>Less</td>
</tr>
<tr>
<td>5</td>
<td>0 – 20</td>
<td>-</td>
<td>-</td>
<td>Poor</td>
</tr>
<tr>
<td></td>
<td>39</td>
<td></td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>
From the data above there were 4 or 10, 26% of 39 students got good mark. There were 35 or 89, 74% of 39 students got fair mark. To know the mean score of test, the researcher calculated the mean of test as follow:

\[ M = \frac{\sum X}{N} \]

Explanation:

\[ M = \text{The average of students’ score} \]

\[ \sum X = \text{Total students’ score was 2100.} \]

\[ N = \text{Total of students was 39.} \]

The computation of the average score was follow:

\[ M = \frac{2100}{39} = 53.85 \]

The calculation result shows that the average of students’ test result of pre cycle was 53, 85. The highest score was 68 and the lowest score was 42.

From the result above, the mean of students in comprehend of descriptive text was low. The result of the average score was 53, 85. After giving the test, the researcher intended to use enviromental media to the next activity to make students more interest and enjoy in the learning process.

The result of test is not satisfying yet. The problems faced in this cycle are the aspect of content like developing the topic and the concluding of sentence, language use aspect like the use of grammar especially in the tense, and the mechanic aspect like the use of capitalization and paragraphing. The researcher aware that most of students in eighth class still had difficulty for mentioning the vocabularies from the theme, made it into good sentences, and applied it into descriptive text writing.
The main problem are the students could not show or describe the object (garden) detailly and accurately. There were many components of garden that were mentioned. For example; how many tree in the garden, what are kind of flowers, how are activities in the garden. So, the teacher concluded that the problem could be solved if the students write or describe the object by observing it directly. So, they could mention and describe the object accurately and detailly.

2. The Data of Cycle 1 Finding

The cycle I test was conducted on Wednesday, Mei 9rd, 2012. The theme was mosque. The cycle I was about teaching and learning process and assessment test. It was followed by 39 students and 1 student was absent. In this cycle the teaching and learning process was begun. The researcher prepared enviromental media of mosque around the school as learning source.

The problems faced by researcher in the previous cycle was the students still felt difficult to mention the things based on the theme and make it into good sentences. The students could not mention the things or describe it detailly. The other problems were the lack of content aspect, language use and mechanic. The students who sat in the backside the class did not notice teacher’s explanation, like to talk with others, look bored, and sleepy. From the first meeting, the students actually did not enjoy the learning process by conventional method. To solve this problem, the researcher tried to improve their spirit with a new approach. In this cycle, the teacher introduced a new way by using enviromental media.

Teaching in learning process during treatment was represented in many steps.

a. Planning

In this step, teacher made a lesson plan of environmental media before implementing it in the action. Teacher decided theme and environmental
media related to theme. It is the school’s mosque. Teacher prepared materials that was needed in teaching. Teacher also prepared observation checklist to measure students’ enthusiastic in the class. Teacher prepared sheet of papers that would be divided to students for doing the test.

b. Acting

Cycle 1 actually is solving from the problem of pre cycle. In this meeting, the teacher used the environmental media as learning source to improve students’ achievement in writing. Before continuing the lesson, the teacher showed the result of pre cycle test. The teacher showed students’ problem in pre cycle. Before introducing the environmental media, the teacher stimulated students by some question that related to material. For example: How many plants in the garden? What are kind of flowers in the garden? How are activities in the garden? How is condition of the garden now? Most of students could not answer questions accurately.

Then, the teacher started to introduce new way in descriptive learning by environmental media. The teacher explained definition of environmental media and showed that the environment can be the learning source which can be related to the material. The teacher showed environment that could be learning source, specially the environment around the school. For example, library, mosque, garden, laboratorium, and etc.

The teacher explained that it could be connected to material of descriptive. It could be the theme that would be described into text form. For this cycle, the teacher took environmental media of mosque as theme. The theme was “My School’s Mosque”. Before giving instruction, the teacher gave paper sheets for each student. The first instruction, the teacher asked students to observe theme (mosque) directly. The teacher asked students to find some components in the mosque to enrich the vocabularies and describe completely. Teacher gave chance 15 minutes for observing the object. After giving instruction, teacher guided students to go out class to object location.
In the action, teacher accomponied and controlled students in the object location. Students observed mosque detaitly included its components. After time allotment was over, teacher asked students to come back to the class. The next instruction, teacher asked students to write result of observation into descriptive text in the paper of sheet. Teacher gave time allotment 30 minutes for students to finished it. Teacher asked students to decide the generic structure of their descriptive text.

Moreover, the result of cycle one test can be seen in the table below:

Table 5
Score test in cycle I

<table>
<thead>
<tr>
<th>NO</th>
<th>Students’ Name</th>
<th>Component of Writing Score</th>
<th>Total Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>C</td>
<td>O</td>
</tr>
<tr>
<td>1</td>
<td>Abdul Kholiq</td>
<td>18</td>
<td>14</td>
</tr>
<tr>
<td>2</td>
<td>Abdul Rouf</td>
<td>17</td>
<td>13</td>
</tr>
<tr>
<td>3</td>
<td>Agung Budianto</td>
<td>16</td>
<td>14</td>
</tr>
<tr>
<td>4</td>
<td>Ainun Nisa</td>
<td>20</td>
<td>15</td>
</tr>
<tr>
<td>5</td>
<td>Alfiatur R</td>
<td>21</td>
<td>15</td>
</tr>
<tr>
<td>6</td>
<td>Anis Harsari</td>
<td>17</td>
<td>16</td>
</tr>
<tr>
<td>7</td>
<td>Ari Arinal F</td>
<td>18</td>
<td>14</td>
</tr>
<tr>
<td>8</td>
<td>Asti Wulandini</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>9</td>
<td>Badriatus Saadah</td>
<td>16</td>
<td>14</td>
</tr>
<tr>
<td>10</td>
<td>Bayu Nurrohman</td>
<td>22</td>
<td>16</td>
</tr>
<tr>
<td>11</td>
<td>Devit Kristi S</td>
<td>20</td>
<td>16</td>
</tr>
<tr>
<td>12</td>
<td>Dewi Lestari</td>
<td>16</td>
<td>14</td>
</tr>
<tr>
<td>13</td>
<td>Dian Kisworo</td>
<td>19</td>
<td>16</td>
</tr>
<tr>
<td>14</td>
<td>Durotun Nasihah</td>
<td>22</td>
<td>15</td>
</tr>
<tr>
<td>15</td>
<td>Dwi Aprilia</td>
<td>16</td>
<td>14</td>
</tr>
<tr>
<td>16</td>
<td>Dwiki Bagas S</td>
<td>20</td>
<td>16</td>
</tr>
<tr>
<td>17</td>
<td>Elisa Indriani</td>
<td>17</td>
<td>15</td>
</tr>
<tr>
<td>18</td>
<td>Fitriani Maulida</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>19</td>
<td>Hesti Ningrum</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Ifa Khoirul U</td>
<td>16</td>
<td>14</td>
</tr>
<tr>
<td>21</td>
<td>Ike Yuliani</td>
<td>21</td>
<td>15</td>
</tr>
</tbody>
</table>
Then from the result above the researcher calculated the percentage of achievement of study used formula. The result was below:

Table 7

The Category of The Students Score and Their Percentage:

<table>
<thead>
<tr>
<th>No</th>
<th>Interval</th>
<th>Freq</th>
<th>Percentage</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>81 – 100</td>
<td>-</td>
<td>-</td>
<td>Excellent</td>
</tr>
<tr>
<td>2</td>
<td>61 - 80</td>
<td>33</td>
<td>84, 62</td>
<td>Good</td>
</tr>
<tr>
<td>3</td>
<td>41 - 60</td>
<td>6</td>
<td>15, 38</td>
<td>Fair</td>
</tr>
<tr>
<td>4</td>
<td>21 - 40</td>
<td>-</td>
<td>-</td>
<td>Less</td>
</tr>
<tr>
<td>5</td>
<td>0 - 20</td>
<td>-</td>
<td>-</td>
<td>Poor</td>
</tr>
<tr>
<td></td>
<td>39</td>
<td></td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>
From the data above, it can be seen that 33 or 84, 62 of 39 students got good mark, 6 or 15, 38% students of 39 students got fair mark. After that, the researcher calculated the mean using the same formula with previous research.

\[
M = \frac{\sum X}{N}
\]

Explanation:

\[
\begin{align*}
M & = \text{Mean} \\
\sum X & = \text{Total students’ score was 2535} \\
N & = \text{total of students was 39}
\end{align*}
\]

The computation of the average score was follow:

\[
M = \frac{2535}{39} = 65
\]

The researcher’s analysis shows that the average of students’ test result of the first cycle was 65. The highest score was 75 and the lowest score was 60. Researcher concluded that students’ writing skill in descriptive text improved and effective.

From the analysis above, the average of the results was 65. There was improvement in this cycle. The researcher decided to conduct the next cycle and intended to give better explanation to them. There were several students still forget in the paragraphing.

The analysis above shows that the result of the first cycle was better than previous one. There was more improvements in this cycle although it was step by step. And it shows that there were no students who get the mark under 60. So, the researcher decided to continue the action to the next cycle.
c. Observing

In this cycle, all of students attended in class. While teacher reviewed the material, students listened to teacher’s explanation. While teacher asked questions, students gave feedback and showed enthusiastic to answer questions.

Devit Kristi, Dian Kisworo, and Durotun Nasihah were the students who were active in asking question about material. They appeared most enthusiastic to answer teacher’s questions too. But, there were some students did not notice teacher’s explanation because they sit in backside. They were Agus Budianto and M. Ashari.

While teacher guided students to learn in outdoor class, students enjoyed the learning process because they felt bored to learn in the class. So, the learning process was comfortable. Students appeared more conscious while observing mosque because it was new way by them. Because getting new spirit, students were more enthusiastic to do the test too.

To measure students’ response in learning process, teacher used observation checklist. The result of observation was below:

<table>
<thead>
<tr>
<th>No</th>
<th>Indicators</th>
<th>None (0 %)</th>
<th>A few (&lt; 20%)</th>
<th>Half (20-49%)</th>
<th>Many (50-69%)</th>
<th>Majority (&gt; 70 %)</th>
<th>Total score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The students are enthusiastic in listening the material from the teacher.</td>
<td>√</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>The students are enthusiastic in responding the</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

Table 5
Score of observation in cycle I
<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>teacher questions.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>The students are enthusiastic in mentioning the vocabulary items from the theme.</td>
<td>√</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>The students ask question to make sure their answer.</td>
<td>√</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>5</td>
<td>The students answer teacher's questions</td>
<td></td>
<td>√</td>
<td>4</td>
</tr>
<tr>
<td>6</td>
<td>The students answer peer's question correctly.</td>
<td>√</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>7</td>
<td>The students help other peer to answer or complete the task.</td>
<td>√</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>8</td>
<td>The students are enthusiastic doing the test</td>
<td></td>
<td>√</td>
<td>4</td>
</tr>
<tr>
<td>9</td>
<td>The students are enthusiastic complete the task.</td>
<td></td>
<td>√</td>
<td>4</td>
</tr>
<tr>
<td>Total score</td>
<td>0</td>
<td>2</td>
<td>15</td>
<td>12</td>
</tr>
</tbody>
</table>

Score = \frac{\text{Total score}}{\text{Maximal score}} \times 100\%
According to the result of observation above, it can be concluded that more students joined the class enthusiastically. It proved that teaching by using environmental media is effective to improve students’ descriptive writing skill than teaching without environmental media. They can mention and explore things or vocabularies accurately. By observing theme directly, they found things which was not gotten in the class so they found new vocabularies. The students appeared enjoyable in the learning process by outdoor study.

d. Reflecting

1) The students’ activity in learning process had not maximal yet. Because learning process was done in outdoor class, teacher felt difficult to manage and control students. So, some students had a game alone and did not concentrate to the material.

2) Students did not master vocabularies of theme. So, teacher must stimulate students to enrich vocabularies based on the material.

3) In spite of this cycle was proved can improve students’ achievement, but the purpose of using environmental media was not maximal yet. Because, students was just introduced mosque as their environment. Whereas, many kind of environments around school beside mosque that should be introduced to students too.

4) Teacher should find new way to improve learning quality.
3. The Data of Cycle 2 Finding

a. Planning

In this planning, teacher reviewed learning design and made new ways. Teacher arranged new lesson plan for cycle 2. Teacher chose some topic based on lesson plan. Teacher ensured condition of environmental media. Teacher prepared materials related to theme. Teacher prepared attendance list and observation checklist before teaching. Teacher prepared sheet of papers before divided to students.

b. Acting

The second cycle was conducted on Saturday, Mei 12th 2012. Generally, the procedure of learning activity in this cycle was almost the same as the previous cycle. Teacher used environmental media as learning source to improve students’ achievement. But in this cycle, teacher repaired method to increase students’ achievement. Teacher aware that purpose of using environmental media beside for improving students’ achievement, it is used to introduce students with their environment. And, many kind of school’s environment beside mosque that should be known by students.

Teacher stimulated students by some question. For example; do you recognize school’s environment? Please mention kind of environments in your school?

Students answered question by mentioning kind of environment in the school. The kind of environment were garden, mosque, library, laboratorium, canteen, and sport field.

Differed with previous cycle, teacher divided students into six group. The theme in this cycle was some environments that was mentioned by students. There are six theme based on school’s environment; canteen, library, mosque, laboratorium, garden, and sport field. Like previous cycle, teacher asked each group to observe directly the object to write it into descriptive text.
Before going out class, teacher gave sheet of paper to each students. Teacher asked each groups to find some components in the environment to enrich the vocabularies and describe completely. Teacher gave chance 15 minutes for observing the object. After giving instruction, teacher guided students to go out class to the object location. Each groups went to the object for observing. Students cooperated with their groups to find vocabularies of theme. Teacher accompanied and controlled students in object location. After time allotment was over, teacher asked students to come back to the class. The next instruction, teacher asked students to write result of observation into descriptive text in the sheet of paper. Teacher gave time allotment 30 minutes for students to finish it. After the task collected, teacher asked the representation of each groups to present their result of observation.

After did the test, the researcher examined the answer sheet and found the result.

Table 9
Score test in cycle II

<table>
<thead>
<tr>
<th>NO</th>
<th>Students’ Name</th>
<th>Component of Writing Score</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>C</td>
<td>O</td>
</tr>
<tr>
<td>1</td>
<td>Abdul Kholiq</td>
<td>22</td>
<td>14</td>
</tr>
<tr>
<td>2</td>
<td>Abdul Rouf</td>
<td>19</td>
<td>14</td>
</tr>
<tr>
<td>3</td>
<td>Agung Budianto</td>
<td>18</td>
<td>14</td>
</tr>
<tr>
<td>4</td>
<td>Ainun Nisa</td>
<td>22</td>
<td>15</td>
</tr>
<tr>
<td>5</td>
<td>Alfiatur R</td>
<td>21</td>
<td>16</td>
</tr>
<tr>
<td>6</td>
<td>Anis Harsari</td>
<td>18</td>
<td>15</td>
</tr>
<tr>
<td>7</td>
<td>Ari Arinal F</td>
<td>20</td>
<td>14</td>
</tr>
<tr>
<td>8</td>
<td>Asti Wulandini</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>9</td>
<td>Badriatus Saadah</td>
<td>20</td>
<td>14</td>
</tr>
<tr>
<td>10</td>
<td>Bayu Nurrohman</td>
<td>24</td>
<td>18</td>
</tr>
<tr>
<td>11</td>
<td>Devit Kristi S</td>
<td>21</td>
<td>18</td>
</tr>
<tr>
<td>12</td>
<td>Dewi Lestari</td>
<td>18</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>Name</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>---</td>
<td>-----------------------------</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>13</td>
<td>Dian Kisworo</td>
<td>21</td>
<td>17</td>
</tr>
<tr>
<td>14</td>
<td>Durotun Nasihah</td>
<td>22</td>
<td>18</td>
</tr>
<tr>
<td>15</td>
<td>Dwi Aprilia</td>
<td>18</td>
<td>14</td>
</tr>
<tr>
<td>16</td>
<td>Dwiki Bagas S</td>
<td>20</td>
<td>18</td>
</tr>
<tr>
<td>17</td>
<td>Elisa Indriani</td>
<td>19</td>
<td>15</td>
</tr>
<tr>
<td>18</td>
<td>Fitriani Maulida</td>
<td>16</td>
<td>14</td>
</tr>
<tr>
<td>19</td>
<td>Hesti Ningrum</td>
<td>18</td>
<td>14</td>
</tr>
<tr>
<td>20</td>
<td>Ifa Khoirul U</td>
<td>17</td>
<td>14</td>
</tr>
<tr>
<td>21</td>
<td>Ike Yuliani</td>
<td>20</td>
<td>17</td>
</tr>
<tr>
<td>22</td>
<td>Khotimatun Niza</td>
<td>19</td>
<td>15</td>
</tr>
<tr>
<td>23</td>
<td>Krisbiantoro</td>
<td>18</td>
<td>15</td>
</tr>
<tr>
<td>24</td>
<td>M. Ashari</td>
<td>17</td>
<td>14</td>
</tr>
<tr>
<td>25</td>
<td>M. Nur Arifin</td>
<td>17</td>
<td>15</td>
</tr>
<tr>
<td>26</td>
<td>M. Muslikin</td>
<td>19</td>
<td>13</td>
</tr>
<tr>
<td>27</td>
<td>Maftuchah</td>
<td>18</td>
<td>14</td>
</tr>
<tr>
<td>28</td>
<td>M. Ni’am</td>
<td>19</td>
<td>15</td>
</tr>
<tr>
<td>29</td>
<td>M. Amrullah</td>
<td>17</td>
<td>16</td>
</tr>
<tr>
<td>30</td>
<td>M. Firdaus</td>
<td>17</td>
<td>14</td>
</tr>
<tr>
<td>31</td>
<td>M. Galih Erlanga</td>
<td>18</td>
<td>15</td>
</tr>
<tr>
<td>32</td>
<td>M. Irfan Handika</td>
<td>19</td>
<td>14</td>
</tr>
<tr>
<td>33</td>
<td>Nur Afif M</td>
<td>20</td>
<td>14</td>
</tr>
<tr>
<td>34</td>
<td>Rozikin</td>
<td>19</td>
<td>15</td>
</tr>
<tr>
<td>35</td>
<td>Siti Ulya K</td>
<td>19</td>
<td>15</td>
</tr>
<tr>
<td>36</td>
<td>Slamet Agus R</td>
<td>19</td>
<td>14</td>
</tr>
<tr>
<td>37</td>
<td>Wahyudi</td>
<td>18</td>
<td>16</td>
</tr>
<tr>
<td>38</td>
<td>Nurul handayani</td>
<td>20</td>
<td>18</td>
</tr>
<tr>
<td>39</td>
<td>Temah Wahyu</td>
<td>19</td>
<td>17</td>
</tr>
<tr>
<td>40</td>
<td>Ahmad Darunaja</td>
<td>18</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td><strong>Total Score</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Mean</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From the result above, researcher classified the score by using formula same previous research. The purpose was to know how many students reached the result of study.
The result was below:

Table 10

The Category of The Students Score and Their Percentage:

<table>
<thead>
<tr>
<th>No</th>
<th>Interval</th>
<th>Freq</th>
<th>Percentage</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>81 – 100</td>
<td>3</td>
<td>7.5%</td>
<td>Excellent</td>
</tr>
<tr>
<td>2</td>
<td>61 - 80</td>
<td>37</td>
<td>92.5%</td>
<td>Good</td>
</tr>
<tr>
<td>3</td>
<td>41 - 60</td>
<td>-</td>
<td>-</td>
<td>Fair</td>
</tr>
<tr>
<td>4</td>
<td>31 - 40</td>
<td>-</td>
<td>-</td>
<td>Less</td>
</tr>
<tr>
<td>5</td>
<td>0 - 20</td>
<td>-</td>
<td>-</td>
<td>Poor</td>
</tr>
<tr>
<td></td>
<td></td>
<td>40</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

From the table above, the result of student score increased significantly. There were 3 or 7.5% of 40 students got excellent mark, 37 or 92.5% of 40 students got good mark. Then researcher calculated the average (mean) of the score as below:

\[
M = \frac{\sum X}{N}
\]

Explanation:

\( M \) = Mean  
\( \sum X \) = Total students’ score was 2864  
\( N \) = total of students was 40

The computation of the average score was follow:

\[
M = \frac{2864}{40}
\]

\[= 71.6\]
From the researcher’s analysis, it shows that the average of students’ test result of second cycle was 71.6 with the highest score was 85 and the lowest score was 65. There were improvements from one cycle to the other cycle. The result of cycle two was better than the previous one.

There was improvement in this cycle. The condition of the class was getting better. Because they were interested to study with enviromental media that the teacher never use it as a teaching aid before.

e. Observing

In this cycle, all of students attended in class. Students listened to teacher’s explanation consciously. When teacher asked question, most of them answered together. For example, they mentioned kind of environment together accurately when teacher asked them to mention kind of environment in the school. Agus Budianto and M. Ashari appeared more active in learning process than before because teacher gave special notice by giving question for them. It was proved improved their participation in learning process.

Students appeared more enthusiastic because teacher gave new way of group work in this cycle. The group work stimulated them to communicate and cooperate in finding vocabularies and solve the problems together. So they were more enthusiastic and enjoyable than previous cycle.

The way gave new spirit to students because the learning way was not monotonous. The problem in the previous cycle that some students had a game in the object location, in this cycle no one who had a game alone, because their team would reprimand them if they had a game alone. Each groups appeared enthusiastic and cooperative to identify the object. Some times, they asked to teacher if they did not understand.

While coming back to the class, students were spirited to do the test because they had collected vocabularies from observation result.
To measure students’ response in learning process, teacher used observation checklist. The result of observation was below:

Score of observation in cycle 2

<table>
<thead>
<tr>
<th>No</th>
<th>Indicators</th>
<th>None (0%)</th>
<th>A few (&lt; 20%)</th>
<th>Half (20-49%)</th>
<th>Many (50-69%)</th>
<th>Majority (&gt; 70 %)</th>
<th>Total score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The students are enthusiastic in listening the material from the teacher.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>The students are enthusiastic in responding the teacher questions.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>The students are enthusiastic in mentioning the vocabulary items from the theme.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>The students ask question to make sure their answer.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>5</td>
<td>The students answer teacher's questions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>The students answer peer's question correctly.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>7</td>
<td>The students help other</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>
Based on the result of observation above, it can be concluded that the majority of students joined the class enthusiastically. All activities in the second cycle could run well. It can be seen from their responses. No students were noisy. While the teacher was presenting the lesson, majority of the students were paying attention to the teacher. When did their test, students were calm and paying attention to teacher, they tried to do it correctly and enthusiastically.

d. Reflecting

Based on result of test and observation of cycle 2. The researcher concluded that learning activities run well. The problem in previous cycle could be solved in this cycle. Students could mention more vocabularies than before. No one who had a game a lone while learning process as happening in
previous meeting. The students’ response in asking and answering question improved significantly. While the teacher was presenting the lesson, majority of the students noticed to the teacher. From the result above, the researcher concluded that the research proved that the use of environmental media to develop students’ ability in writing was significant. According to researcher, the target of improvement in this cycle was success. So, researcher decided to stop the cycle.

**B. DISCUSSION**

1. **Analysis of Cycle 1**

   The researcher’s analysis shows that the average of students’ test result of the first cycle was 65. The highest score was 75 and the lowest score was 60. From the data above, it could be seen that 33 or 84, 62% of 39 students got good mark, 6 or 15, 38% students of 39 students got fair mark.

   From the analysis above, the average of the results was 65. There was improvement in this cycle. The analysis above shows that the result of the second cycle was better than previous one. There was more improvements in this cycle although it was step by step. And it shows that there were no students who get the mark under 60.

   The result of observation showed that level of students’ participation in learning process was good. The score of observation was 64,4 %. The score improved than before in pre cycle that was just 42,2%.

   According to the result of the observation above it can be concluded that more students joined the class enthusiastically and teaching by using enviromental media is effective to improve students’ descriptive writing skill than teaching without enviromental media. Students was brave to ask and answer teacher’s question. They found new vocabularies in object location that was not found in the class. Although this cycle showed improvement of
students’ achievement but it was not maximal yet. There were some lack and weakness in this cycle. For example, some students had a game alone while learning process. And teacher felt difficult to control students because learning activity was done in outdoor class. Teacher felt this cycle was unsuccess yet because students just introduced one of environment. Whereas, many environments around school. Because, the advantages of using environmental media did not only could improve students’ achievement in writing but also could build students’ awareness and care to their environment. By the problem in this cycle, teacher tried to repaired the method to improve students’ achievement by continuing next cycle.

2. Analysis of Cycle 2

From the researcher’s analysis, it shows that the average of students’ test result of third cycle was 71, 6 with the highest score was 85 and the lowest score was 65. There were improvements from one cycle to the other cycle. It was better than the previous one. From the data, the result of student score increased significantly. There were 3 or 7.5 % of 40 students got excellent mark, 37 or 92.5 % of 40 students got good mark. Most of students were able to make paragraph well. They could mention vocabularies related to theme and arrange to be sentences.

The result of observation showed that level of students’ participation in learning process was very good. The score of observation was 82,2%. The score improved than before in cycle one that was just 64,4%.

Based on the result of observation above, it can be concluded that the most of the students were very enthusiastic in learning process. All activities in the second cycle and the activity could run well. The students’ enthusiastic in learning process improved significantly. Actually, using group work method in this cycle could improved students’ quality in learning process. Students became interactive, communicative, and cooperative each other to
discuss the theme. There were no student who had a game alone in object location like in previous cycle.

In this cycle, researcher felt success to improve students’ achievement in writing. Students did not only achieve high score of the test, but also achieve their awareness to care and keep their environment. For example, by using environmental media, students knew that in their garden there were rubbish which destroyed its beauty.

3. The Analysis of The Whole Meeting

As whole the meeting ran well. There were some significant improvements from first cycle to other cycles.

In the pre cycle test, all of the students have been do the test, and the average result was 53, 85. In the activity, the teacher still used conventional method. Teacher did not use enviromental media as teaching aid. In the teaching and learning process, only half students are active and enthusiastic to the lesson. A half of the student did not give response maximally, especially the students who sit down in backside. They like talk with their pairs. The students look boring and sleepy.

In the first cycle, the average result was 65. The teacher began to use enviromental media to teach the students. In teaching and learning process, there were many students joined the class enthusiastically. They paid attention to the lesson, although many of students still confused with the teacher direction and the teacher felt difficult to manage and control students’ activity in outdoor class.

In the second cycle, the average result was 71, 6. It was higher than previous cycles. It showed that there was some significant improvement in students’ achievement. Furthermore, there was also improvement from cycle 1 until cycle 2. Before the lesson began, the researcher asked the students to give more pay attention to the lesson. The teacher divided students into six
group to describe six theme of environment. In teaching learning process, majority of the students joined the class enthusiastically. All activities in this cycle run well.

Table 11
The Result of Test from the First Cycle until Third Cycle as Follow:

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>PreCycle</th>
<th>Cycle I</th>
<th>Cycle II</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Abdul Kholiq</td>
<td>50</td>
<td>65</td>
<td>70</td>
</tr>
<tr>
<td>2</td>
<td>Abdul Rouf</td>
<td>52</td>
<td>62</td>
<td>68</td>
</tr>
<tr>
<td>3</td>
<td>Agung Budianto</td>
<td>42</td>
<td>60</td>
<td>65</td>
</tr>
<tr>
<td>4</td>
<td>Ainun Nisa</td>
<td>55</td>
<td>68</td>
<td>75</td>
</tr>
<tr>
<td>5</td>
<td>Alfiatur R</td>
<td>50</td>
<td>70</td>
<td>75</td>
</tr>
<tr>
<td>6</td>
<td>Anis Harsari</td>
<td>58</td>
<td>62</td>
<td>68</td>
</tr>
<tr>
<td>7</td>
<td>Ari Arinal F</td>
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</table>

The researcher felt that the implementation of enviromental media as teaching aid to improve students’ writing skill in descriptive text was successful and effective. Because enviromental media is interesting as
teaching aid to improve their writing skill. The students can get many ideas and opinion also, they can get vocabulary items that came from the enviromental media. They can make good writing in descriptive text well. It can be seen in their writing like in the generic structure of descriptive text, the use of language features, the writing component, content, organization, vocabulary, language use and mechanic. So, using enviromental media as a teaching aid that is helpful in the process of teaching and learning writing descriptive text.
CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research, the researcher concludes that the use of environmental media in teaching of descriptive at the second grades of MTs Darul Ulum Putatnganten in the academic year of 2011/2012 can be applied to improve students’ descriptive text writing. It can be seen by the improvement students’ achievement significantly from the pre cycle until cycle II.

This study concludes as follows:

1. Implementing the environmental media to improve students’ descriptive text writing at the second grade of MTs Darul Ulum Putatnganten Grobogan divided into two cycles. First cycle, teacher used environmental media related to theme. The theme in this cycle was “My school’s Mosque.” In the action, teacher asked students to observe the mosque around school directly to identify and describe detailly. Then, teacher asked students to write result of observation into descriptive text. From the result of reflection, teacher found some problem in the cycle 1. For example, some students had a game alone in the object location, teacher felt difficult to control and manage students in outdoor class learning. Teacher only recognized one object whereas there are many object of environment around school.

Second cycle, based on reflection of the first cycle, teacher created new way by forming group work. Teacher enlarge the theme became six
themes based on all of environment around school. The themes included canteen, garden, mosque, library, laboratorium, and sport field. Teacher divided students into six groups. Each groups had duty to observe and identify one of the six objects. Teacher asked students to write result of observation into descriptive text. The problem of previous cycle was solved by new way in cycle 2. There was no students that had a game alone while learning process. Group work in this cycle was proved could build interaction and cooperation each others. From the reflection result of cycle 2, teacher was success to improve students’ descriptive writing and build students’ awareness to recognize their environment.

2. Based on the implementation of environmental media in teaching descriptive writing, the use of enviromantal media was proved can improve students’ descriptive text writing at the second grade students of MTs Darul Ulum Putatnganten Grobogan in the academic year of 2011/2012. Based on analysis of pre-cycle, first cycle and second cycle, it showed that there was improvement of students’ achievement significantly. It showed by improvement of average score of the test, average result in pre-cycle was 53,85, in the first cycle was 65, and in the second cycle was 71,6. It proved that, the treatments in research helped students to achieve result maximally. Besides improving descriptive text writing, the use of environmental media could improve students’ enthusiastic and response in learning activity. It can be seen by result of the observation. Score of observation in pre cycle was 42,2%. Score of observation in the first cycle was 64,4%. And score of observation in the second cycle was 82,2%. It proved that the use of environmental media can improve students’ participation in learning activity.
B. Suggestions

The principle of teaching was transformation of knowledge can run well. Many factors that effect the successful or failure of the learning. So, teacher must create learning atmosphere which is enjoyable, comfortable, and interesting as possible as teacher can.

The researcher has some suggestions to improve students’ ability in writing, especially for the teacher and the students. The suggestions are as follow:

1. For the teachers.
   a. Teacher should be creative to creat new ways or thecniques in teaching writing to improve students’ achievement and enthusiastic.
   b. Teacher can try to use environmental media to improve students’ writing, especially in descriptive teaching

2. For the students
   a. Students should practice continuously to make good paragraph or arrange text. They should enrich vocabularies as supporting to arrange a good text.
   b. Students can observe their environment and write the result of observation into paragraph as practice of making a good simple text.

For closing, because this thesis serves the reader, the researcher realizes it less far from perfect. The writer hopes any criticims and suggestions to make it is better. The writer also hopes that this thesis can be useful for all of reader.
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Hawa, Faiza, *Genre Based Writing*, Semarang: English Education Department Faculty of Language and Art Education IKIP PGRI Semarang.


Masnur Muslich, Melaksanankan PTK itu Mudah (Classroom Action Research), Jakarta, Bumi Aksara 2009.


Syafi’I, H., The Effectiveness of Using Pictures as an Aid to Improve English Vocabulary, The Case of Fifth Graders of SDN Kedungsari I Magelang in the


Appendix 1

INSTRUMENT FOR THE CYCLE 1

Theme : School’s Mosque
Kinds of Text : Descriptive
Time Allotment : 30 minutes

Instructions :
1. Write your name and class on the top of the paper.
2. Make a descriptive text base on the result of the observation, at least 100 words
3. Determine the generic structure from the text.
4. If you need, you can open your dictionary.
Appendix 2

INSTRUMENT FOR THE CYCLE II

Theme : School’s Environment
Kinds of Text : Descriptive
Time Allotment : 30 minutes

Instructions :
  1. Write your name and class on the top of the paper.
  2. Make a descriptive text base on the result of the observation, at least 100 words
  3. Determine the generic structure from the text.
  4. If you need, you can open your dictionary.
Appendix 3
Student’s name on class VIII A. at MTs Darul Ulum in the academic year of 2011/2012.

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<td>40</td>
<td>Ahmad Darunaja</td>
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Lesson Plan I

1. Level : Junior High School
2. Class/Semester : VIII / II
4. Basic competence : Responding the meaning and rhetoric in the simple short essay which use written language accurately, fluently and acceptable for interaction in daily life context inform of text descriptive.
5. Indicator :
   a. Students can mention the vocabulary items from the object of environmental media.
   b. Students are able to make a simple descriptive written text based on teachers explanation and from the environmental media.
   c. Students are able to understand the social function and generic structure in the Descriptive Text.
6. Theme : Descriptive text ( Mosque)
7. Skill focus : Writing
8. **Time Allotment**: 2 X 35 minutes
9. **Method**: Presentation, practice, and production (PPP)
10. **Activities**:

<table>
<thead>
<tr>
<th>No.</th>
<th>Activities</th>
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</table>
| 1.  | a. Pre-Activity  
|     |   - Teacher greets the students and open the lesson  
|     |   - Teacher checks the students’ attendance  
|     |   - Teacher asks the students’ condition  
|     |   - Teacher builds the student’s motivation  
|     |   - Teacher discusses their problem in previous meeting.  
|     |   - Teacher gives some questions that related to the material  
|     |     ✓ Can you describe thing without observing directly the object?  
|     |     ✓ How to describe mosque without observing mosque directly base on your experience in the previous meeting?  
|     |     ✓ Do you know things in the mosque detailly?  
|     |     ✓ Can you show mosque accurately without observing directly?  
|     |     ✓ Are you interested by observing the object directly outdoor class?  
| 2.  | b. Main Activity  
|     |   - Teacher gives review about material  
|     |   - Teacher introduces the environmental media as learning source of description.  
|     |   - Teacher shows the school’s mosque as part of the environmental media which can be learning source based on the material.  |
- Teacher gives chance for students to asks before leaving class.
- Teacher guides students to go to outdoor class for observing the mosque of the school directly.
- Teacher gives time 15 minutes to observe the mosque accurately.
- Teacher controls students’ activity in outdoor class
- Teacher asks students to come back to the class
- Teacher asks students to write the result of the observation in descriptive text writing.

### 3. c. Post-Activity
- Teacher gives feedback and review the material
- Teacher gives chances to students for asking some questions
- Teacher gives following up by giving home works
- Teacher gives evaluation and correction
- Teacher ends the lesson.

### 11. Source:

Suitable Textbook:

### 12. Media:
Whiteboard, paper of sheet, environmental media (mosque)

### 13. Assessment:

a. Form : Written Test
b. Technique : The teacher asks students to make paragraph of descriptive text based on the theme.
c. Aspect to be assessed : Content, Language use, Vocabulary, Organization, and mechanic.
d. Instructions

1. Write your name and class on the top of the paper.
2. Make a descriptive text about the theme above, at least 100 words
3. Determine the generic structure from the text.
4. If you need, you can open your dictionary.

The Teacher of Eighth Class
of MTs Darul Ulum

(Edi Kristanto, S.Pd)

Researcher

(Khoirul Muzakki)
Appendix 5

Lesson Plan II

1. Level : Junior High School
2. Class/Semester : VIII / II
4. Basic competence : Responding the meaning and rhetoric in the simple short essay which use written language accurately, fluently and acceptable for interaction in daily life context inform of text descriptive.
5. Indicator :
   a. Students can mention the vocabulary items from the object of environmental media.
   b. Students are able to make a simple descriptive written text based on teachers explanation and from the environmental media.
   c. Students are able to understand the social function and generic structure in the Descriptive Text.
6. Theme : Descriptive text (Kind of Environment around the School)
7. Skill focus : Writing
8. Time Allotment : 2 X 35 minutes
9. **Method**: Presentation, practice, and production (PPP)

**Activities:**

<table>
<thead>
<tr>
<th>No.</th>
<th>Activities</th>
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</thead>
</table>
| 1.  | a. Pre-Activity  
- Teacher greets the students and opens the lesson  
- Teacher checks the students’ attendance  
- Teacher asks the students’ condition  
- Teacher builds the student’s motivation  
- Teacher discusses their problem in previous meeting.  
- Teacher gives some questions to stimulate  
  ✓ What do you feel when doing learning activity in outdoor class?  
  ✓ Do you recognize your environment?  
  ✓ Please mention part of environment around your school?  
  ✓ How is condition your environment? |
| 2.  | b. Main Activity  
- Teacher reviews the material  
- Teacher discusses about their problem in previous meeting.  
- Teacher asks students to show parts of environment around the school.  
- Teacher chooses eight parts of environment to be the theme of material. There are, garden, mosque, library, laboratory, sport field, office, canteen, school building.  
- Teacher divides the students into eight groups, so each group |
consists of four until five students.
- Each group observe accurately one object which was choosen by the teacher.
- Teacher gives paper of sheet for students
- Teacher guides students to go out to observe the object
- Teacher gives time 15 minutes for students to observe the objects.
- Teacher controls the learning activity in outdoor class
- Teacher asks students to come back in the class
- The teacher asks students to write the result of the observation in descriptive text writing.
- The researcher asks each group to present the result of observation.

<table>
<thead>
<tr>
<th>3.</th>
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<tr>
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<td>Teacher gives chances to students for asking some questions</td>
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<tr>
<td></td>
<td>Teacher gives evaluation and correction</td>
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<tr>
<td></td>
<td>Teacher ends the lesson.</td>
</tr>
</tbody>
</table>

11. Source:

Suitable Text book:

12. Media : Paper of sheet, white board, environmental media

13. Assessment:
   a. Form : Written Test
b. Technique: The teacher asks students to make paragraph of descriptive text based on the theme.

c. Aspect to be assessed: Mechanic, Language use, Vocabulary, Organization, and Content.

e. Instructions

1. Write your name and class on the top of the paper.
2. Make a descriptive text about the theme above, at least 100 words
3. Determine the generic structure from the text.
4. If you need, you can open your dictionary.

The Teacher of Eighth Class
of MTs Darul Ulum

(Edi Kristanto, S.Pd) (Khoirul Muzakki)
CURRICULUM VITAE

A. Student’s Identity

Name : Khoirul Muzakki
Place and date of Birth : Grobogan, July 28, 1988
Student’s Number : 073411063
Address : Putatnganten RT 01 RW 06 Karangrayung Grobogan
Phone : 085865319391
E-mail : khoirul_muzakki@yahoo.co.id

B. Education

- SD Negeri Putatnganten 03 Grobogan Graduated in 2000
- MTs Darul Ulum Putatnganten Grobogan in 2003
- MA Negeri Semarang 1 graduated in 2006
- IAIN Walisongo Semarang

Semarang, Mei 4th, 2012
Researcher

Khoirul Muzakki
SURAT KETERANGAN
Nomor:

Yang bertanda tangan di bawah ini Kepala Madrasah Tsanawiyah (MTs) Darul Ulum

Putatnganten menyatakan bahwa:
Nama : Khoirul Muzakki
NIM : 073411063
Jurusan/Fakultas : Tadris Bahasa Inggris/ Tarbiyah
Judul Skripsi : The Use of Environmental Media to Improve Students’ Descriptive Text Writing (A Classroom Action Research 8th Grade Students of MTs Darul Ulum Putatnganten Grobogan in the Academic Year of 2011/2012)

Telah melaksanakan penelitian pada tanggal 2 sampai dengan tanggal 15 Mei 2012 di MTs Darul Ulum Putatnganten dalam raongka pemenuhan tugas skripsi.

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya, bagi yang berkepentingan harap maklum.

Putatnganten, 15 Mei 2012
Kepala Madrasah

[Signature]