

**THE EFFECT OF ENVIRONMENTAL MEDIA TOWARDS STUDENTS'
DESCRIPTIVE TEXT WRITING AT SMPN 25 MAKASSAR**

SKRIPSI

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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
BOSOWA "45" UNIVERSITY MAKASSAR
2015**

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**Submitted in Partial Fulfillment of the Requirements
For Sarjana Degree (S.Pd.)**

BOSOWA

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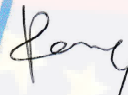
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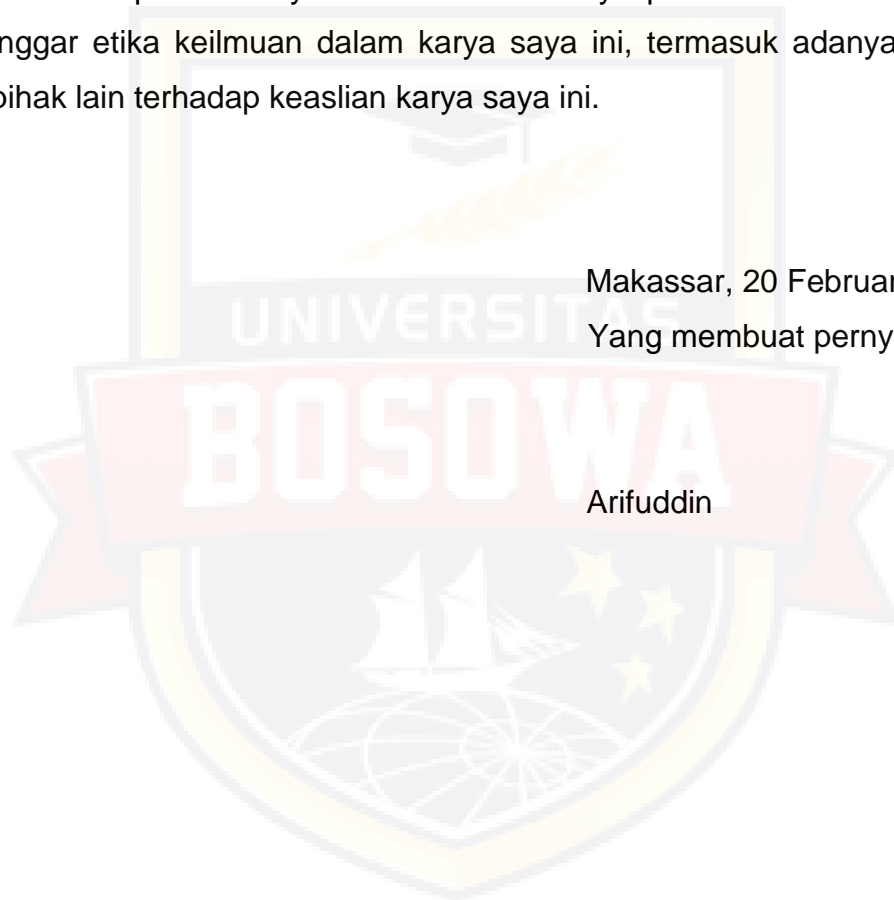
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PERNYATAAN

Dengan ini saya menyatakan bahwa skripsi dengan judul “The Effect of Environmental Media Towards Students’ Descriptive Text Writing At SMPN 25 Makassar” beserta seluruh isinya adalah benar–benar karya saya sendiri, bukan karya hasil plagiat. Saya siap menanggung risiko/sanksi apabila ternyata ditemukan adanya perbuatan tercela yang melanggar etika keilmuan dalam karya saya ini, termasuk adanya klaim dari pihak lain terhadap keaslian karya saya ini.

Makassar, 20 Februari 2015
Yang membuat pernyataan,

Arifuddin



ABSTRAK

Arifuddin. 2015. *The Effect of Environmental Media Towards Students' Descriptive Text Writing at SMPN 25 Makassar*. Skripsi, Pendidikan Bahasa Inggris. Dibimbing oleh Hj.Nurfaizah Sahib,S.Pd.I.,M.Pd., dan Rampeng, S.Pd.,M.Pd.

Tujuan penelitian ini adalah untuk mengetahui efektivitas environmental media dalam meningkatkan kemampuan siswa SMPN 25 Makassar dalam menulis teks deskriptif. Hasil penelitian ini diharapkan dapat bermanfaat bagi siswa dalam meningkatkan kemampuan menulis, dan dapat membantu guru untuk lebih kreatif.

Metode penelitian yang diterapkan adalah *pre-eksperimen*. Subjek penelitian siswa kelas VIII-G SMP Negeri 25 Makassar tahun akademik 2014/2015. Jumlah sampel yang diambil 30 siswa dengan teknik *total sampling*.

Hasil analisis data menunjukkan bahwa kemampuan menulis teks deskriptif meningkat dengan menggunakan metode environmental media dalam proses belajar mengajar. Hal ini dapat dilihat dari nilai rata-rata siswa pada pre-test 58 meningkat menjadi 77 pada post-test. Perolehan nilai rata-rata siswa tersebut menunjukkan bahwa penggunaan The Environmental Media dapat meningkatkan kemampuan siswa dalam menulis teks deskriptif di kelas VIII-G SMP Negeri 25 Makassar.

Kata Kunci: media lingkungan, teks deskriptif, menulis.

ABSTRAK

Arifuddin. 2015. *The Effect of Environmental Media Towards Students' Descriptive Text Writing at SMPN 25 Makassar*. Skripsi, English Education Department. Supervised by Hj.Nurfaizah Sahib,S.Pd.I.,M.Pd., and Rampeng, S.Pd., M.Pd.

The purpose of this research is to find out the effectiveness of environmental media in improving students' descriptive text writing at SMPN 25 Makassar. The results of this research are expected can be useful for students in improving students' writing ability and can help English Teacher to be more creative.

The method of the research is pre-experimental and take the Sample at VIII-G of SMPN 25 Makassar which consisting 30 students by using total sampling .

The result of data analyze shows that the students' writing ability is improvement by using environmental media in learning descriptive text writing. It can be seen by mean score of students' pre-test was 58 (fair) and increase in post-test be 77 (good). The improvement students' mean score shows that the use of environmental media can give effect students' descriptive text writing ability at VIII-G of SMPN 25 Makassar.

Keywords : environmental media, descriptive text, writing.

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Finally, the writer hopes that this skripsi could be useful later.

Makassar, 20 Februari 2015



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CHAPTER I

INTRODUCTION

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

A. Background

Language is a tool of communication. There are several forms of communication; the forms are spoken language and written language. The purpose of communication is to send a message from the writer or speaker to the reader or listener. The fact that the human is a social mankind; they certainly realize that they cannot survive without interacting to another people. Because of that, people start to make their own way to interact, and then a language was born.

English is one of the languages used as a means of sharing ideas on setting information from other people in the world. We cannot deny that the mastery of English is quite necessary for Indonesian people nowadays. Therefore, the government of Indonesia has put English as an essential subject to be learned from junior high school up to university level.

English is one of international languages. English is the language which is used by most countries in the world. Richard and Rodgers (1986 :1) in their book, they said "Latin was most widely studied as foreign

language five hundred years ago. However, English has become the most widely studied foreign language today.

English has four basic skills. they are Speaking, Listening, Writing, and Reading. Speaking and Writing are productive skills. Listening and Reading are receptive skills. In the other hand, Husna (2008 :7) in her book said that reading is an active skill. "The reader is not a passive role. It is, on the contrary, an active work, which requires a lot of skills and the effort to combine them so we get the comprehension of the text."

Alexander (1975:8) said that all of four basic language skills are Understanding, Speaking, Reading and Writing. In his book he also said that the most important of all basic language skills are speaking and writing. "Speaking and writing are the most important of these skills, since to some extent they presuppose the other two.

In this section, the writer focuses on writing skill. Writing is one of the language skills that should be taught besides the other skills. Writing is regarded as a productive skill it aims at assisting students in expressing their idea written. As we know, writing is not easy. Among the skill, writing is the most difficult skill to be learnt, because it needs hard thinking in producing words, sentences, and paragraph at the same time.

Lindholm in Fatmawati (2010 :13) gives definition of writing as studying to focus our mind on important matters, and learning about them. By this activity, a person can find the solution of difficult problem, master the fact even say that writing, a person can also communicate their mind

that cannot be done through other ways. We can say that writing is the act of expressing something through the application of language system.

Harmer (1998 :79) stated “The ability of writing determines person’s success in their communication. The people need written media to deliver their idea to others”. The book, magazine, journal, and news paper are some example of written media which represent writer’s idea. The people get information and knowledge from reading written text.

Writing has a higher status than speaking because almost every body 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. It demands us to have good ability in writing sentences, especially to compose text correctly.

Here the writer focuses only on writing descriptive text. Realizing that writing is very important for English learners besides the other skills, it is essential for the students to develop their writing skill in English. The teacher has to find a good strategy and media to teach writing descriptive text. Recently there are many strategies and media have been used to teach language learning.

The writer 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.

Using environment as learning media means familiarizing students with their environment. Moreover, in teaching descriptive text, teachers cannot 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.

The mistakes in the teaching will not make learning interesting. That situation cannot 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 directly.

Based on the explanations above the writer interest to conduct the research entitles **“The Effect of Environmental Media Towards Students’ Descriptive Text Writing at SMPN 25 Makassar”**.

B. Problem Statements

The problem statements of this research:

1. Is environmental media has effect to students’ descriptive text writing ability?
2. How is the implementation of environmental media in descriptive text writing at SMPN 25 Makassar?

C. Objective of the Research

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

1. To describe the effectiveness of environmental media in improving students' descriptive text writing ability.
2. To show how using environmental media is implemented in descriptive text learning at VIII grade student at SMPN 25 Makassar.

D. Significance of the Research

The results of the research are expected to provide useful information for English teachers in teaching writing skill of descriptive text using environmental media at SMPN 25 Makassar, for the writer and for the next researchers as a reference who are interested in conducting similar studies in the next time. This research is also expected can contribute to all people who involved in developing quality of English education.

E. Scope of the Research

As we know that basic language skill consist of speaking, reading, listening, and writing. In this research, the writer limits in writing skill. There are many kinds of genre in English writing. One of them is descriptive text. The writer will limit this discussion on descriptive text writing. Enviromental media becomes the way of descriptive text learning to give effect students' writing skill at SMPN 25 Makassar.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter deals with some previous related research, writing, definition of descriptive text, the nature of environmental media, environmental media in teaching descriptive writing, environmental media in teaching descriptive writing, conceptual framework and hypothesis.

A. Previous Related Findings

1. Lesnusa in Patak (2003:5) stated that visual technique, especially picture is a means designed for teaching a second or foreign language. Teaching should be communicative, and good teaching is essentially good communication, and it makes the teacher understand some of the problem in the teaching and learning process.
2. Lisnawati (2007:iii) stated that the use of magazine can improve the students' writing ability especially for five components of writing (content, organization, vocabulary, language use, and mechanics). The result of data analysis shows that there is significant difference between the result of the pre test – post test based on the t- test analysis in which the value of test is greater than the value of t- table ($4,45 > 2,093$).
3. Suryati (2008 :4) stated that teaching Descriptive Text using picture as a teaching aid is very helpful for the improvement of the students' ability in descriptive text. And the result was significant, picture could be more effective in teaching descriptive text.

Based explanation above, we can say writing is regarded as a productive skill it aims at assisting students in expressing their idea written. For this research the writer will use environment as learning source. Using environment as learning media means familiarizing students with their environment. In this case Teacher guides students to go out of their class and observe environment to be inspiration in descriptive text writing. Open situation can refresh students' mind so that they can express idea easily. Their imagination can be developed.

B. Writing

1. Definition of writing

Generally, writing is a way in sending message from the writer to the reader. Similar to Donald Hall said on his book "*Writing Well*" that writing is pretentious and wordy, but a message comes through. Writing also is a way the writer think or a way of thinking which is shared to the reader, like Ronald (1995:5) states that Writing is composition that involves thinking process which is written in varied and complex ways, transcribes, evaluates, and revises. 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.

Fred (1986:7) also said that writing is more than public communication. it is a way of thinking. Kroma in septianisa (2010:8) argues that, writing is a kind of activity where the writer expresses all their ideas in his or her mind on the paper from word to sentence, sentence to

paragraph to essay.

Benson in Yunus (2004:18) states that writing is an act of conversation, either with other or just for you. It is also an act of learning. Whenever you consider how other will read what you write, you learn how your opinion compares with the other. You also discover how you can make difference in what other link and say. Good writers do not know everything about their into conversation with other about it. And their comments can make difference in where the discussion will go. Writing can be media in expressing feeling and self expressing and it can be enjoyed not for writer himself but for the reader because that is why people want to write because they want to expresses their feeling, ideas even though the reader agree or not with the writer, but however the communication is going on.

There are many different definitions about writing given by experts from many resources. According to Axelrod and Coopers (1985:3) said, “writing is a complex process and as such contains element of mastery and surprise. But we know and believe that writing is a skill that anyone can learn to manage.

Based definitions above, the writer conclud that writing is a medium of written communication. It is a way of remembering and a way of thinking. Because of that, writing is not easy. It needs a hard work. In writing we have to produce words, phrases, sentences, and paragraph at the same time. It is a way of learning. none of us can write much of interested things

without first thinking, probing/investigating, experimenting, and reading.

2. Components of Writing

Oshima and Hogue (1978:42), define that there are five components of writing. They are content, organization, language use, vocabulary and mechanics.

a. Content

The content tends to relevance, clarity, originality, logic, etc. The content itself must be clear for the readers so they can get the information from it. To have a good content in a piece of writing, the content should be unity and complete.

1. Unity in writing means that each sentence must relate each other and support the main idea.
2. Completeness means that the main idea has been explained and develop fully completeness, comment that controlling idea with is developed thoroughly by these of particular information.

b. Organization

Define that Organization concern with the way how the writer arranges and organizes their idea and their messages in writing from which consist of some partial order. In writing, the writer should know about what kinds of paragraph that they want to write and what topic that they want to tell to the readers. It must be supported by cohesion.

1. Coherence

Coherence means that sticking together and in coherent essay, all the idea stick together. A coherent paragraph is each idea in supporting sentence related to the topic or the idea.

2. Spatial order

If the purpose of the paragraph is to tell how something looks, most effective organization pattern is usually spatial.

c. Grammar

Language use in writing description and other forms of writing involve correct usage and points of grammar. However, considering that there are many points of grammar, the writer would like to quote a little literature about tenses, verbs, nouns, and agreement. Specific nouns and strong verbs used modifier or adjectives, adverbs, and participle in the writing. A modifier may also be a phrase. A single, well-chosen modifier is often more effective than several used together. If it is difficult to describe a subject with overused or worn-out modifier, find more interesting synonyms in the dictionary or the saurus.

d. Vocabulary

A good writer should be mastery vocabulary and idioms as the language aspect dealing with the process of writing. The writer has to consider about how to put the words into paragraph until they can build a piece of writing. Most of the students are lack of vocabulary, therefore they

are fail to compose a good piece of writing because they are difficult to choose words.

e. Mechanics

It deals with capitalization, punctuation, spelling, etc. It is very important part in writing because it will lead the reader to recognize immediately what the writer means. Punctuation is important as the way to clarify meaning. In English writing capital letter have to principles. First, they used to distinguish between particular and things. Second, it used as first word in quotations, a formal statement and proper adjectives, etc. The use of favorable mechanic in writing will make the reader easy to group the conveying ideas and message towards the written text.

3. Kinds of Writing

Oshima and Hogue (1978: 44), stated that writing into four kinds, as follows: narration, description, exposition, and recount.

a. Narrative text.

Narrative text is the form of writing use to relate the stay of act of events. Narration places occurrences in time and tell what happened according to natural time sequence. One thing happens and then another thing happens, and the evebts are told in the same order. A narration tells a story series of conducted incidents or an action process of an action. In narration, the incidents that make up the story are usually told in order in which they would really happen. Types of narration include short story,

novels, and new stories, as well as a large part of our every day social interchange in the form of letter and conversation.

b. Descriptive text

Descriptive text is a form writing that describes something. It reproduces the way thing looks, smell, taste, feel, or sound. It may also evoke mood such as happiness, loneliness, or fear. It used to created visual image of people, places event of units of time or reason. It may be used also to describe more than outward appearance of people. It may tell about their tries of character of personality.

c. Exposition

Exposition is the form of writing that explains someting. It often answers to the question of what, how, and why. It used in giving information, making explonation, and meanings. Its purpose is to present ideas and to make the ideas clear as possible.

d. Recount

Recount is a text which retells events or experience in the past. Its purpose is to retell events. The generic structures of recount are orientation-events-reorientation. It has a similarity with the generic structures of narrative. The differentiated of recount text with narrative text only is in events. There is no complication in recount.

C. Definition of Descriptive Text

Pardiono in Nawas (2010:16) stated that a descriptive text is a text which lists the characteristic of something or someone and description is a mode of expository writing which is relied upon in other expository modes, we sometimes find difficulty in imagining a purely descriptive essay. In a narrative, for example, description can make the setting of characters more vivid; in a process paper it can insure that the audience understand the finished product. Regardless of how we use description, it is easy to see that it strengthens an essay considerably.

Needl in yuniharti (2002:22) stated that descriptive text is a text that describes about people, place, and object. But Conclin in Yunus said that descriptive text is a text that describes about people, place and things.

Beside that it also describes about a sense of impression such as the feel, sound taste and smell. Emotion may be described like feeling happiness, fear, loneliness, gloom and joy. Description also helps the readers understand the text through their imagination and visualize a scene or a person or to understand a sensation or emotion.

In summary, a descriptive text is aim to give the reader a clearer understanding of an object. This can be achieved by giving the exact definition of the object, presenting examples, explaining its function as well as indicating different aspects of the referred object or descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

1. 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. According to Siahaan and Shinoda (2008 :89) stated that descriptive has a social function which describes a particular person, place, or thing. 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. The writer describes thing or object which he has visited.

2. Generic Structure of Descriptive

According to Anderson in Sepianita (2010:18–21), the generic structure of descriptive writing consist of identification and description. It can be describe bellow:

a. Identification

To creating a descriptive, the first to do is to make identification. It introduces or indentifies the phenomenon to be described. It tells about the name, the address, or the location of the object

b. Description

Description is the second element of the generic structure of descriptive text. it tells about what the phenomenon, introduced in the identification, looks like. It is to say that identification is the opening of descriptive text, while description is the body of it.

3. 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:

- a. using certain nouns,
- b. simple present tense,
- c. noun phrase to give information about subject,
- d. adjectives,
- e. relative verb to give information about subject,
- f. thinking and feeling verb to express the writer's perception about subject,
- g. action verb,
- h. adverbial to give additional information about subject,
- i. using figurative language style.

D. The Nature 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.

According to Basyiruddin (2002:108-109) stated that 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, around school etc. Through this method, students is guided to recognize their environment to be inspiration in learning.

1. The Techniques of Environmental Media

There are some techniques to use environmental media as learning source. The technique are:

a. 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.

b. 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.

c. 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.

d. 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.

2. Types of Environmental Media

Generally, environmental media is divided into three categories.

The categories are :

a. 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.

b. Natural Environment

Natural environmental media relate to natural things in the world like 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.

c. 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.

3. Procedure of Environmental Media

According to Sudjana and Rivai (2005 :212-214) stated there are some procedures for using environmental media:

a. 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.

b. 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.

c. 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.

d. 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.

4. The Principle of Environmental Media

Target of environmental media as learning source in order to motivate or stimulate students in improving learning quality. Rahmawati (2010 :22) argues that Environmental media gives opportunity students to create learning effectively.

The principle of environmental media are ;

a. 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.

b. 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.

E. Environmental Media in Teaching Descriptive Writing

1. Teaching Writing

According to Rogova (1975:6) stated that teaching a foreign language means first and foremost the formation and development of students' habits and skill in hearing, speaking, reading, and writing. Teaching is delivery process of knowledge to students by the teacher.

According to Hitchcocks and Hughes (1995:4) stated that teaching involves the application of technical and professional skills and knowledge to particular situation. It must necessarily involve teachers making 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 students 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.

2. The Use of Teaching Media to Teach Writing

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.

According to Rogova (1975 :157) There are three main problem in teaching process ;

- a. aim of teaching a foreign language.
- b. content of teaching, what to teach to attain the aims.
- c. method and techniques of teaching, how to teach a foreign language to attain the aims in the most effective way.

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 students and retain it

throughout the lesson which is possible only if the students are actively involved in the very process of classroom learning.

Rogova (1975:156) stated that 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 students and fixing it in their memory; in testing students' knowledge of words, phrase, grammar item, their habits and skill in using them.

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

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 aid described above to 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.

3. 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 (1975: 57) the function of teaching aids is as follow:

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 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.

4. The Use of Environmental Media to Teach Descriptive Writing

Basyrudin (2002:56) stated that 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.

Basyrudin (2002:58) stated also that the advantages of using environmental media are ;

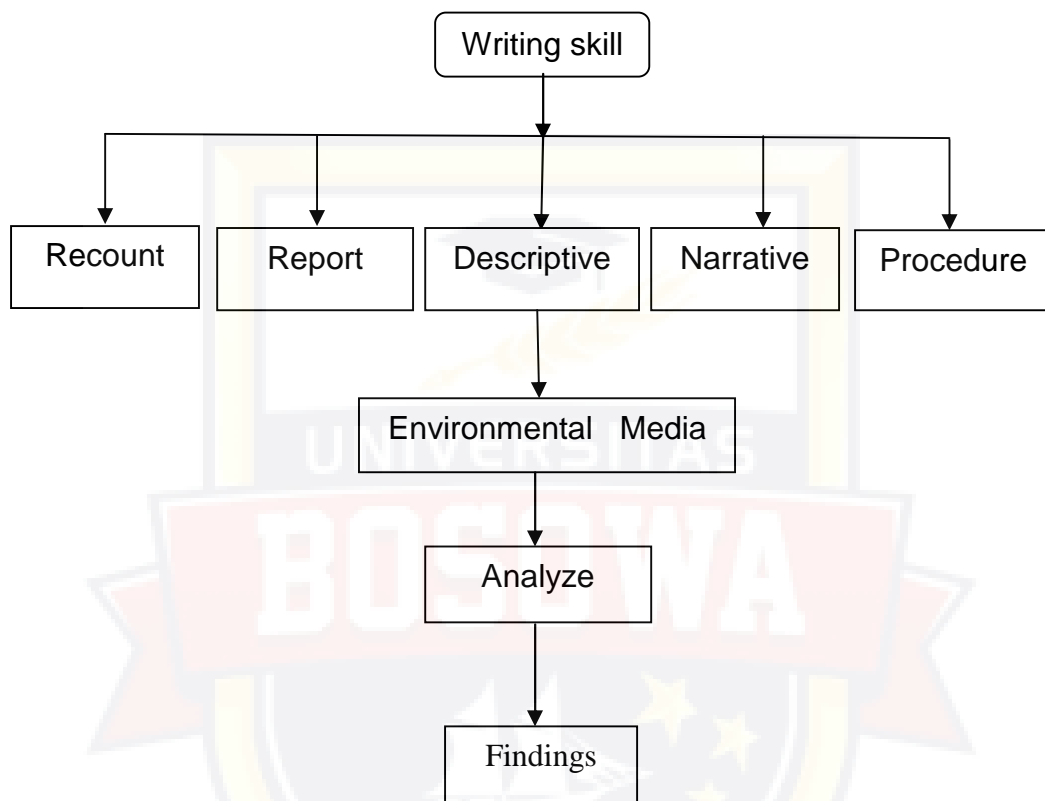
- a. learning activity becomes more interesting so students' enthusiastic can be increased.
- b. essence of learning has valuable because students faces real condition of the object.
- c. the use of environmental media can enrich material because students learn kind of environmental media like social environment, natural environment, and synthetic environment.
- d. students can inspire aspects of environment so students' awareness to care and keep their environment is higher.

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 writer will use environmental media around the school in example, mosque, garden, canteen, library, laboratorium, and sport field as theme. The writer ask students to observe the theme directly then write into paragraphs.

F. Conceptual Framework

The theoretical framework underlying, in this research is given in the following diagram:

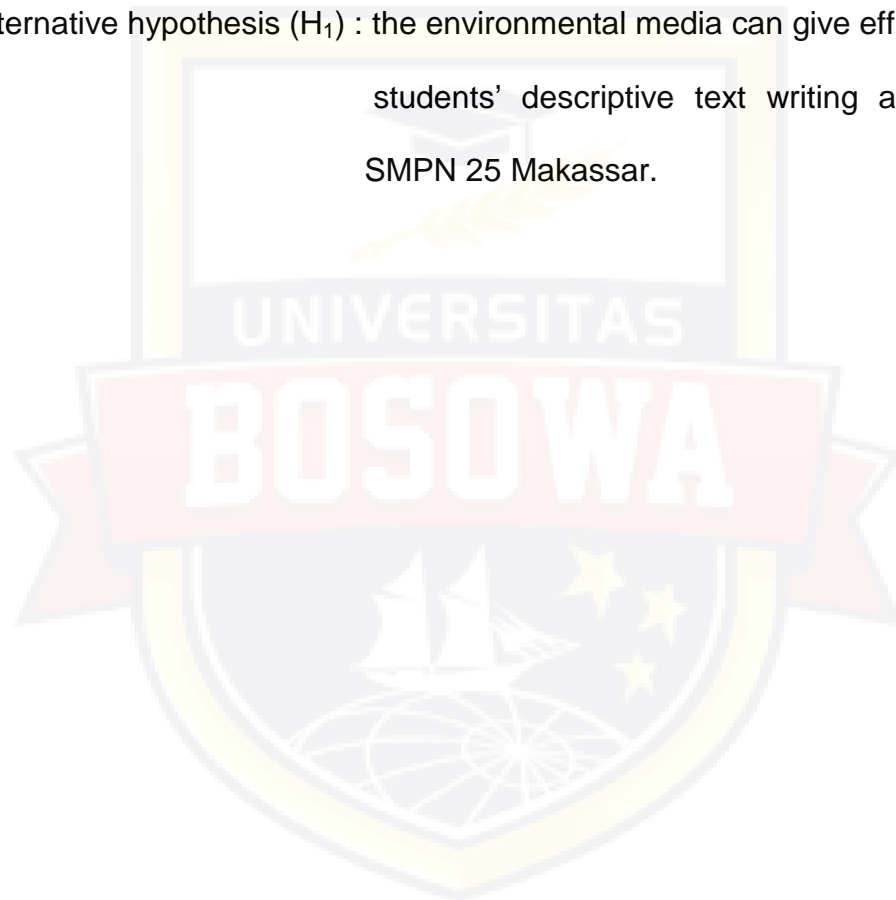


The writer will take writing skill because one of the weakness students SMPN 25 Makassar is writing and this research focuses only on writing descriptive text. The writer will use outdoor class method by using environmental media in learning of descriptive text writing. The method used in this research is pre-experimental which entails of pre-test, treatment, and post-test. The result of students' pre-test and the result of students' post-test will be analyzed and compared. Finally, the writer will get findings.

G. Hypothesis

The hypothesis of the study can be related as follows:

1. Null hypothesis (H_0) : the environmental media cannot give effect students' descriptive text writing ability at SMPN 25 Makassar.
2. Alternative hypothesis (H_1) : the environmental media can give effect students' descriptive text writing ability at SMPN 25 Makassar.



CHAPTER III

RESEARCH METHOD

This chapter would explain the research method and design, population and sample, research variables, research instrumentation, procedures of collecting data, and technique of analyzing data.

A. Location of The Research

The location of this research was at SMPN 25 Makassar at Eight Grade of the second Semester.

B. Research Method and Design

The method was used in this research is pre-experimental which entails of pre-test, treatment, and post-test. The research design was one group pre-test, treatment and post-test can be see the following:

O1	X	O2
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Where : O1 = pre-test

X = treatment

O2 = post-test

(Arikunto, 2007:45)

C. Population and Sample

1. Population

The population in this research was the second grade students of SMPN 25 Makassar which consist of ten classes with 320 students.

2. Sample

The number of population above was too big as a sample, therefore the writer took class G consisting of 30 students as a sample.

3. Research Variables

This writer would take two variables, namely independent variable and dependent variable are:

- a. The independent variable of the research is the use of environmental Media in writing
- b. The dependent variable of the research is the ability of students to writing of environmental media.

D. Research Instrument

The instrument which would be used to collect data where test. The test was used in pre-test and post-test. The test deals with descriptive text writing by using environmental media. The test was used to collect data on the students' descriptive text writing ability.

E. Procedures of Collecting Data

To collect data, the writer would take five meetings based on the following procedures :

1. Pre-test

The pre-test would be conducted in the first meeting . The writer gave students the topic of their own school environment and the students had to write based on the topic for 30 until 35 minutes. It was used to find out the knowledge of the students in writing ability.

2. Treatment

After giving pre-test, the writer would gave the students' treatment for three meetings. The practice section divided into:

- a. The first section, the students ask how the way of writing easily. Then the writer would explain and give some ways to writing English easily.
- b. The second section, the students ask how to make descriptive text in writing well.
- c. The Third section, the writer would apply outdoor class method by using environmental media in learning of descriptive text writing. The students would be guided to go out from the class for introducing them with their own school environment. Using environmental media in learning of descriptive text writing can make students more excited.

3. Post-test

After giving the treatment, the writer would give the students post-test to find out their progress and see the students' ability after giving

treatment of developing in writing ability. The writer would guide the students to go out from the class and give them an opportunity to write with the theme is their own school environment. The students must write their own school environment with the time about 30 until 35 minutes.

F. Technique of Data Analysis

1. The rating score for the students' writing ability

a. Content

Classification	Score	Criteria
Very good	27-30	The topic is complete, clear and the details are relating to the topic.
Good	22-26	The topic is complete, clear but the details are relating to the topic.
Fair	17-21	The topic is complete, clear but the details are not relating to the topic.
Poor	13-16	The topic is not clear and the details are not relating to the topic.

b. organization

Classification	Score	Criteria
Very good	18-20	Identification is complete and descriptions are arranged with proper connectives.
Good	14-17	Identification is complete and descriptions are arranged with almost proper connectives.
Fair	10-13	Identification is not complete and descriptions are arranged with few misuses of connectives.

To be continued

Continuation

(1)	(2)	(3)
poor	7-9	Identification is not complete and descriptions are arranged with misuse of connectives.

c. Vocabulary

Classification	Score	Criteria
Very good	18-20	Effective choice of words and word forms.
Good	14-17	Few misuse of vocabularies, word form but not change the meaning.
Fair	10-13	Limited range confusing words and word form obscured
Poor	7-9	Very poor knowledge of words, word forms and not understandable.

d. grammar

Classification	Score	Criteria
Very good	22-25	Few grammatical or agreement inaccuracies.
Good	18-21	Few grammatical or agreement inaccuracies but no affect in meaning.
Fair	11-17	Numerous grammatical or agreement inaccuracies.
Poor	5-10	Frequent grammatical or agreement inaccuracies.

e. mechanism

Classification	Score	Criteria
Very good	5	It uses correct spelling, punctuation and capitalization.
Good	4	It uses correct spelling, punctuation and capitalization.
Fair	3	It has frequent errors of spelling, punctuation and capitalization.
Poor	2	It is dominated by errors of spelling, punctuation and capitalization.

Adapted from Brown (2004: 244)

2. classifying the student's answer into the following measurement scale:

No.	Classification	Range of Score
1.	Very good	86 – 100
2.	Good	71 - 85
3.	fair	56 - 70
4.	less	41-55
5.	Poor	0-40

(Arikunto, 2002:245)

3. Calculating the rate percentage of the writing' score by using following

formula :

$$P = \frac{F}{N} \times 100\%$$

(Ridwan, 2003: 41)

Where : P = Percentage

F = The Cumulative Frequency

N = Total number of students

4. Finding out the students mean score, the following formula is applied

Mean score

$$\bar{x} = \frac{\sum}{N}$$

Where : \bar{x} = mean

$\sum x$ = the sum of all score

N = the total number of students

(Gay ,1996 :449)

5. Finding out standard deviation of the students' pre-test and post-test by applying formula below :

$$SD = \frac{\sqrt{\frac{\sum X^2}{N} - \left(\frac{\sum X}{N}\right)^2}}{N}$$

Where : SD = standard Deviation.

$\sum X^2$ = the sum of the square.

$(\sum X)^2$ = the square of the sum

N = Total number of students

6. Finding out the mean differences score by using the formula:

$$\bar{D} = \frac{\sum D}{N}$$

Where : \bar{D} = the mean of the difference score.

$\sum D$ = the sum of the difference score

N = the total number of students.

7. Finding out the mean significant difference score by using the formula:

$$t = \frac{\frac{\sum D}{N}}{\frac{\sqrt{\frac{\sum D^2}{N}}}{\sqrt{N}}}$$

Where : t = t-test

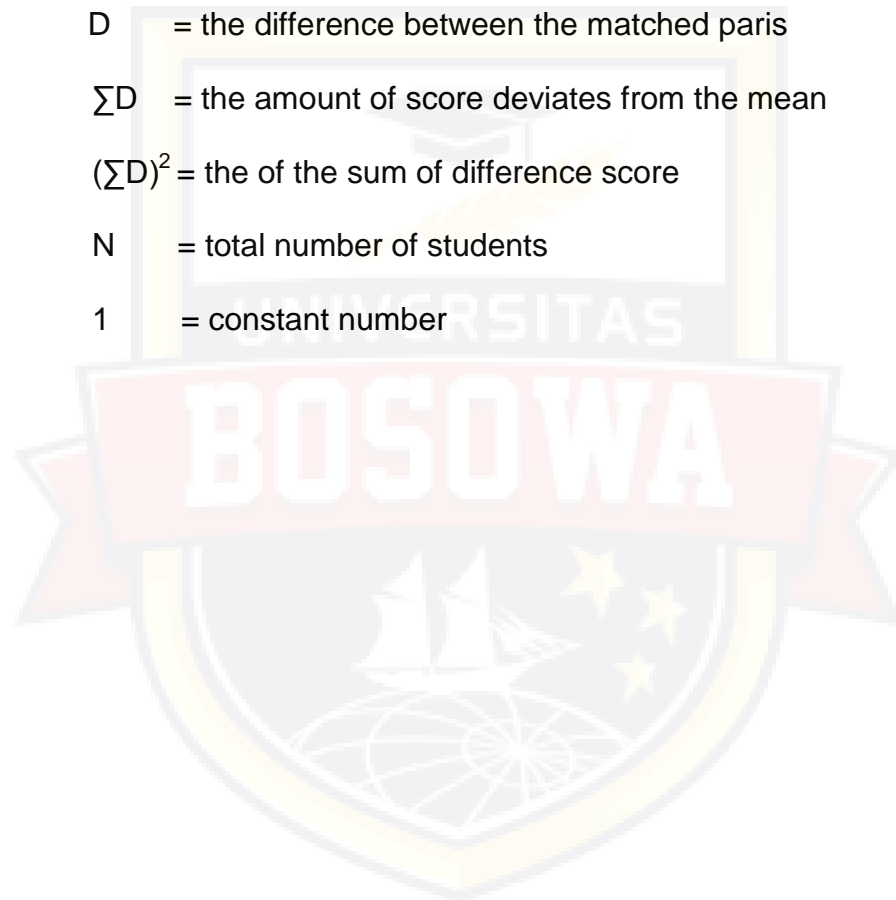
D = the difference between the matched pairs

$\sum D$ = the amount of score deviates from the mean

$(\sum D)^2$ = the of the sum of difference score

N = total number of students

1 = constant number



CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the data that was collected during the experimental research. In this part, the writer showed the calculation of pre-test score and post-test score.

A. Findings

This findings presents the result of data of students' writing ability in descriptive text of the second grade students of SMP Negeri 25 Makassar. The findings of this research deal with scoring and classification of the students' pre-test and post-test.

1. The score and classification of the students' pre-test and post-test.

The students' pre-test and post-test in write descriptive text writing through environmental media can be seen in the following table

Table 1
Rate percentage and frequency of the students' score in pre-test and post-test in content.

No	Classification	Range	Pre-test		Post-test	
			Freq.	%	Freq.	%
1	Very good	30-27	-	-	-	-
2	Good	26-22	-	-	16	53,33 %
3	Fair	21-17	23	76.66 %	14	46,66%
4	Poor	13-16	7	23.33 %	-	-
			30	100 %	30	100%

(Source : SMPN 25 Makassar)

Table 1 above indicates that, in the pre-test there were none of students got good and very good classification, there were 23 students (76.66%) got fair classification, and 7 students (23.33%) got poor classification.

In the post-test, there were none of students got very good classification, there were 16 students (53,33 %) got good classification. 14 students (46,66 %) got fair classification and there were none of students got poor classification.

Table 2
Rate percentage and frequency of students' score in pre-test and post-test in organization.

No	Classification	Range	Pre-test		Post-test	
			Freq.	%	Freq.	%
1	Very good	20-18	-	-	7	23,33%
2	Good	17-14	-	-	22	73,33 %
3	Fair	13-10	23	76.66 %	1	3,33 %
4	Poor	7-9	7	23.33 %	-	-
			30	100%	30	100%

(Source : SMPN 25 Makassar)

Table 2 above indicates that, in the pre-test none of the students got very good classification and good classification. 23 students (76,66 %) got fair classification and 7 students (23,3%) got poor classification.

In the post-test there were 7 of the students (23,33%) got very good classification, 22 students (73,33%) got good classification, 1 students

(3,33 %) got fair classification and none of the students got poor classification.

Table 3

Rate percentage and frequency of the students' score in vocabulary.

No	Classification	Range	Pre-test		Post-test	
			Freq.	%	Freq.	%
1	Very good	20-18	1	3.33 %	10	33.33 %
2	Good	17-14	13	43.33 %	18	60 %
3	Fair	13-10	13	43.33 %	2	6,66 %
4	Poor	7-9	3	10 %	-	-
			30	100%	30	100%

(Source : SMPN 25 Makassar)

Table 3 above indicates that, in the pre-test there was 1 student (3,33 %) got very good classification, 13 students (43,33 %) got good classification, 13 students (43,33 %) got fair classification and none of the students got poor classification.

In the post-test, there were 10 students (33.33%) got very good classification, 18 students (60%) got good classification, 2 students (6,66%) got fair classification, and none of the students got poor classification.

Table 4

Rate percentage and frequency of the students score in component of grammar.

No	Classificatio n	Rang e	Pre-test		Post-test	
			Freq.	%	Freq.	%
1	Very good	22-25	-	-	5	16,66%
2	Good	19-21	-	-	9	30 %

To be continued

Continuation

(1)	(2)	(3)	(4)	(5)	(6)	(7)
3	Fair	11-18	27	90 %	16	53.33 %
4	poor	7-10	3	10%	-	-
	Total		30	100%	30	100%

(Source : SMPN 25 Makassar)

Table 4 above indicates that, in the pre-test, there were none of the students got very good classification and good classification, there were 27 students (90%) got fair classification and 3 students (10 %) got poor classification.

In the post-test, there were 5 students (16,66%) got very good classification, 9 students (30%) got good classification, 16 students (53.33%) got fair classification and none of the students got poor classifications.

Table 5

Rate percentage and frequency of the students' score in component of mechanics.

No	Classification	Range	Pre-test		Post-test	
			Freq.	%	Freq.	%
1	Very good	5	-	-	5	16,66%
2	Good	4	9	30 %	15	50 %
3	Fair	3	15	50 %	10	33,33 %
4	Poor	2	6	20 %	-	-
			30	100 %	30	100%

(Source : SMPN 25 Makassar)

Table 5 above indicates that, none of the students got very good classifications, 9 students (30%) got good classification, 15 students

(50%) got fair classification, and there were 6 students (20 %) got poor classification.

In the post-test, there were 5 of the students (16,66%) got very good classifications, 15 students (50 %) got good classification, 10 students (33,33 %) got fair classification, and none of the students got poor classifications.

From the entire table above, the raw score (pre-test and post-test) of the students' writing ability are converted to the DEPDIKNAS evaluation standard. The classification of the data, rate percentage and frequency of the students' score (pre-test and post-test) in the five component observed using DEPDIKNAS standard evaluation are as follow:

Table 6
Rate percentage and frequency of students' pre-test and post-test score in component observed.

No	Classification	Range	Pre-test		Post-test	
			Freq.	%	Freq.	%
1	Very good	100-86	-	-	4	13,33%
2	Good	85-71	2	6.66 %	23	76,66 %
3	Fair	70-56	15	50 %	3	10 %
4	Less	41-55	13	43.33 %	-	-
5	Poor	40-0	-	-	-	-
			30	100%	30	100 %

(Source : SMPN 25 Makassar)

Based on the result of data analysis for the test on the table above indicates that, in the pre-test none of the students got very good classification, 2 students (6.66%) got good classification, 15 students

(50%) got fair classification, there were 13 students (43,33%) got less classification and none of the students got poor classification.

In the post-test, there were 4 students (13,33 %) got very good classification, 23 students (76,66%) got good classification, 3 students (10%) got fair classifications, and none of the students got less and poor classifications.

1. Mean score and standard deviation.

After calculation the result of the students' pre-test and post-test, the mean score and standard deviation of the students' writing ability are presented in the following table.

Table 7
Mean score and standard deviation of students' pre-test and post-test score.

Test	Mean score	Standard deviation
Pre-test	58	8,03
Post-test	77	6,11

(Source : SMPN 25 Makassar)

Table 7 above shows the statistical summary of the students mean score and standard deviation both in pre-test and in post-test. The mean score of the students pre-test is 58 which is classified as fair score with standard deviation 8,03 and the mean score of the students post-test is 77 which is classified as good score with standard deviation 6,11.

2. Test significance

Test significance in order to know whether or not the mean score is different from two variables (pre-test and post-test) of the level of

significance (0.05) with degree of freedom (df) = N-1, Where N = the total number of students (30).

Table 8
T-test value of students.

Variable	T-test value	T-table value
$X_2 - X_1$	5,57	2,045

(Source : SMPN 25 Makassar)

Table 8 above indicates the value of t-test is great than the value of t-table. It shows that there is significant difference between the result of students pre-test and post-test.

3. Hypothesis Testing

To find out the degree of freedom (df), the research used the following formula:

$$df = N-1$$

$$df = 30-1$$

$$=29.$$

For the level of significance (α) 0.05 and $df = 29$ then the value of the table is 2,045, while the value of test is greater than t-table value ($5,57 > 2,045$). It means that the alternative hypothesis (H_1) is accepted.

It shows that there were was significant different between the pre-test and post-test in descriptive text writing through environmental media. It can be seen the mean score of students' pre-test was 58 which is classified as fair score and the mean score of students' post-test was 77 which is classified as good score.

B. Discussion

The descriptions of data collected through writing test as explained in the previous section shows that the students' ability in writing. It was supported by the frequency and rate percentage of the result of the students pre-test and post-test from components of writing.

In the component of content in pre-test, none of the students got very good and good score, and most of them are in fair to very poor range. While in the post-test, the data shows there are 16 students (53.33%) got good score. In the component of organization, most of the students got fair score in pre-test, while in post-test the data shows there where 7 students (23,33%) got very good score. In the component of vocabulary in pre test only 1 student (3,33%) got very good score, most of the students got good and fair score in pre-test, While the data of post-test shows that 10 students (33.33%) got very good score and most of them got good score. In the component of grammar, none of the students got good and very good score, most of them got fair score, while the data of post-test shows that 5 students (16.66%) got very good score. In the component of mechanics none of the students got very good score. While the data of post-test showed that 5 students (16,66%) got very good score.

The comparison of the students' pre-test and post-test shows that in each component of writing, the writer can conclude that there was improvement of the students' writing ability for each component of writing after giving treatments. Seeing all of the component of writing, in the pre-

test, 2 students (6.66%) got good score, 15 students (50 %) got fair score, 13 students (43,33%) got less score, none of the students got very good and poor score.

In the post-test, the writer found that 4 students (13,33%) got very good score, 23 students (76.66%) got good score, 3 students (10 %) got fair score, and none of the students got less and poor score. The mean score of students' pre-test is 58 classified as fair score and post-test is 77 classified into good score. It shows that the mean score of the students' post-test is greater than pre-test. The standard deviation of the students' pre-test is 8,03 and post-test is 6,11.

The value of t-test is greater than t-table ($5,57 > 2,045$). Based on the t-test, the writer found that there is a significant difference between the result of pretest and post-test and the implementation of environmental media at SMPN 25 Makassar is effective enough because students faces real condition of their environment to get the truth.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter deals with the conclusions of findings on the research, and suggestions for English learners and teachers.

A. Conclusions

After conducted the research, the writer comes to their conclusions:

1. Students in SMPN 25 Makassar class VIII.G have good achievement in descriptive writing by using the environmental media where the mean score of the students was 58 (fair) in pre-test and increase in post-test be 77 (Good)
2. The use of environmental media in teaching descriptive text writing could make the students more enthusiastic because they can observe the object directly then arrange it into descriptive text accurately.
3. The use of environmental media method made the learning activity more interesting and enjoyable. It was conducted in informal condition, so the students wrote descriptive text writing easily.
4. The implementation of environmental media made the students have more motivation because the students faced real condition of their environment to get the truth.

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 writer has some suggestions towards 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.
 - c. The creative students are expected to build a positive activity where students can give their ideas, aspirations, and opinions that can improve their English ability.
 - d. Students need a specially stimulus to stimulate of the difficult words they already know before.

For closing, because this thesis serves to the reader, the writer realizes it less far from perfect and hopes any criticisms and suggestions to make better. The writer also hopes this thesis can be useful for all of reader.



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APPENDICES

Appendix 1. Instrument of the Research

THE EFFECT OF ENVIRONMENTAL MEDIA TOWARDS STUDENTS' DESCRIPTIVE TEXT WRITING AT SMPN 25 MAKASSAR

Keterangan :

1. Tes ini bertujuan untuk mengukur kemampuan siswa SMP Negeri 25 Makassar dalam menulis teks deskriptif.
2. Hasil tes akan menjadi data dalam penyusunan skripsi pada strata satu (S1) Jurusan Pendidikan Bahasa Inggris. Fakultas Keguruan dan Ilmu Pendidikan Universitas "45" Makassar.
3. Peneliti mengharapkan agar siswa dapat menulis teks deskriptif dalam inggris dengan baik dan benar.
4. Atas kerja sama dari para siswa. Peneliti mengucapkan terima kasih.

Appendix 3. This Is An Example of Writing About Schools' Environment.

MY SCHOOL ENVIRONMENT

SMPN 25 Makassar is my school. The place where I get many knowledge about language, math, science, social, art and technology.

SMPN 25 Makassar is on Sanrangan Street Number 30, Daya.

My school is not big, but it is very clean and beautiful. The color is light green. My school has two floors. The first floor consist of 14 classrooms. They are for the first grade and the second grade. The second floor consist of 13 classrooms. They are for the second grade and the third grade. The others room are a headmaster room, a staff room, a teacher room, a library, a laboratory, a computer room, a mosque, 4 canteens, a Guidance Counseling room, basketball court and 4 toilets. And so my school has parking area. It is for parking the car and the motorcycle that the teacher have.

SMPN 25 Makassar is green. There are many kinds of plants around the school. So the air is free from pollution. And there are many kinds of flowers, like Jasmine, Rose, and Orchid. It makes my school beautifully. Now, my school has a program about clean environment, that the students do not throw away the rubbish everywhere. All of the students must responsible to throw away the rubbish in a certain place, that school has prepared the removal place at the back of school. Not only the students, but also the teachers and the others must responsible too.

Appendix 4. Transcript of Students' Pre-test

No. _____ Date: _____

Nama : Muh. Atuhar

Kelas : VII.7

NIS : 13140

My school environment Supt of Makassar.

My school is green and amazing.

In the school, there are many trees

in my school. My school is green full

with trees and plants and my teachers

proud

C = 17

O = 12

V = 14

S = 11

M = 2

56

Siswa

Nama : Devora Mirany
 class : VII.7
 NISS : 13225

Date : _____

My school is big, green and colorful
 There are many classroom in my schools
 There are a lot of good teacher there. My
 schools head master is good too. There are
 some plants at every classroom and that
 make my school get "Adiwigata" last
 year, my school have a lot of organizations
 like scout, OSIS, etc my school is clean because
 we have a lot of diligent students in every
 class.

$$C = 21$$

$$O = 13$$

$$V = 17$$

$$S = 13$$

$$M = 4$$

$$\hline 68$$

Nama : Devora Miramy
 class : VII.7
 NIS : 13225

Date :

I am proud to study in SMPN 25 Makassar.
 The facilities of my school can make me comfortable to study here.

My school is not big, but is very clean and beautiful. The color is light green my school has many classroom. There are two floors. The first floor consist of 14 classroom they are for the first grade and the second grade. The second floor consist of 13 classroom. The of here room, a teacher room, a library, a computer room, a ripstave, 4 courts, volley ball field my school has parking area. It is parking the car and the motorcycle that the teacher and the students have

SMPN 25 Makassar has many trees around the school and many kinds of flowers such as rose, melati and many other flowers. It makes SMPN 25 Makassar beautifully and interesting. I am very glad to study here.

$$e = 25$$

$$o = 18$$

$$u = 19$$

$$6 = 17$$

$$n = 5$$

$$84 \dots \dots$$

Appendix 6. The Raw Score of The Students' Writing in Pre-test

No.	Initial	Score of each components of writing in pre- test					Final score pre test
		C	O	V	G	M	
1	AIH	18	12	10	15	3	58
2	RDS	16	9	13	13	3	54
3	MHR	17	12	14	11	2	56
4	RGG	20	13	15	18	4	70
5	ANG	18	11	12	10	3	54
6	APP	15	8	10	12	3	48
7	MAN	21	13	17	18	4	73
8	MYA	20	11	16	16	4	67
9	ADA	18	10	11	10	3	52
10	ATNS	19	12	14	12	2	59
11	MDAI	20	11	16	14	3	64
12	MMY	21	13	18	17	4	73
13	YRAH	18	11	13	9	3	54
14	MRAI	14	12	14	11	2	53
15	NRA	17	9	9	12	4	51
16	ADS	19	10	11	14	2	56
17	TIM	13	8	13	15	3	52
18	ANM	16	9	12	14	3	54
19	NPA	20	13	14	17	4	68
20	FRS	18	12	9	9	2	50
21	FF	15	8	13	13	3	52
22	ANL	18	12	11	14	3	58
23	RA	20	10	9	15	4	58
24	APZ	18	11	14	11	3	57
25	DAS	17	10	12	13	3	55
26	RTA	19	11	10	12	4	56
27	DMN	21	13	17	13	4	68
28	NFA	19	12	15	14	3	63
29	NFT	17	11	16	13	2	59
30	ASA	15	8	14	12	3	52
	Total	537	325	392	397	93	1,740

(Source : SMPN 25 Makassar)

Appendix 7. The Raw Score of The Students' Writing in Post-test

No.	Initial	Score of each components of writing in prost- test					Final score prost- test
		C	O	V	G	M	
1	AIH	22	18	15	22	4	81
2	RDS	19	15	16	17	4	71
3	MHR	24	16	18	16	3	77
4	RGG	25	18	17	22	4	86
5	ANG	24	16	16	16	4	76
6	APP	20	13	14	17	3	67
7	MAN	24	15	20	22	5	86
8	MYA	26	17	20	20	5	88
9	ADA	22	16	15	16	4	73
10	ATNS	21	15	16	17	3	72
11	MDAI	24	17	19	19	4	83
12	MMY	26	18	20	23	4	91
13	YRAH	20	19	17	18	3	77
14	MRAI	19	18	18	16	3	74
15	NRA	21	15	16	18	4	74
16	ADS	24	16	15	19	5	79
17	TIM	20	15	17	22	4	78
18	ANM	21	16	16	19	4	76
19	NPA	24	17	18	20	5	84
20	FRS	23	16	12	15	3	69
21	FF	19	15	16	16	3	69
22	ANL	20	16	13	18	4	71
23	RA	24	15	14	17	4	74
24	APZ	21	16	17	15	3	72
25	DAS	22	15	15	17	3	72
26	RTA	21	18	14	16	4	73
27	DMN	25	18	19	17	5	84
28	NFA	24	16	18	17	3	78
29	NFT	21	17	20	18	4	80
30	ASA	19	15	18	19	4	75
	Total	665	487	499	544	115	2.310

(Source : SMPN 25 Makassar)

Appendix 8. The Students' Score and Classification in Pre-test and Post-test.

No	Initial	Raw score			
		Pre-Test	Classification	Post-test	Classification

1	AIH	58	Fair	81	Good
2	RDS	54	Less	71	Good
3	MHR	56	Fair	77	Good
4	RGG	70	Fair	86	Very Good
5	ANG	54	Less	76	Good
6	APP	48	Less	67	Fair
7	MAN	73	Good	86	Very Good
8	MYA	67	Fair	88	Very Good
9	ADA	52	Less	73	Good
10	ATNS	59	Fair	72	Good
11	MDAI	64	Fair	83	Good
12	MMY	73	Good	91	Very Good
13	YRAH	54	Less	77	Good
14	MRAI	53	Less	74	Good
15	NRA	51	Less	74	Good
16	ADS	56	Fair	79	Good
17	TIM	52	Less	78	Good
18	ANM	54	Less	76	Good
19	NPA	68	Fair	84	Good
20	FRS	50	Less	69	Fair
21	FF	52	Less	69	Fair
22	ANL	58	Fair	71	Good
23	RA	58	Fair	74	Good
24	APZ	57	Fair	72	Good
25	DAS	55	Less	72	Good
26	RTA	56	Fair	73	Good
27	DMN	68	Fair	84	Good
28	NFA	63	Fair	78	Good
29	NFT	59	Fair	80	Good
30	ASA	52	Less	75	Good
	Total	1,740		2,310	

(Source : SMPN 25 Makassar)

Appendix 9. The Score of Students' Pre-test and Post-test

NO.	Initial	Pre-test		Post-test		X2-X1 (D1)	D2
		X1	X1 ²	X2	X2 ²		
1	AIH	58	3364	81	6561	23	529
2	RDS	54	2916	71	5041	17	289

3	MHR	56	3136	77	5929	21	441
4	RGG	70	4900	86	7396	16	256
5	ANG	54	2916	76	5776	22	484
6	APP	48	2304	67	4489	19	361
7	MAN	73	5329	86	7396	13	169
8	MYA	67	4489	88	7744	21	441
9	ADA	52	2704	73	5329	21	441
10	ATNS	59	3481	72	5184	13	169
11	MDAI	64	4096	83	6889	19	361
12	MMY	73	5329	91	8281	18	324
13	YRAH	54	2916	77	5929	23	529
14	MRAI	53	2809	74	5476	21	441
15	NRA	51	2601	74	5476	23	529
16	ADS	56	3136	79	6241	23	529
17	TIM	52	2704	78	6084	26	676
18	ANM	54	2916	76	5776	22	484
19	NPA	68	4624	84	7056	16	256
20	FRS	50	2500	69	4761	19	361
21	FF	52	2704	69	4761	17	289
22	ANL	58	3364	71	5041	13	169
23	RA	58	3364	74	5476	16	256
24	APZ	57	3249	72	5184	15	225
25	DAS	55	3025	72	5184	17	289
26	RTA	56	3136	73	5329	17	289
27	DMN	68	4624	84	7056	16	256
28	NFA	63	3969	78	6084	15	225
29	NFT	59	3481	80	6400	21	441
30	ASA	52	2704	75	5625	23	529
	Total	1.740	102790	2.310	178954	566	11038

(Source : SMPN 25 Makassar)

Appendix 10. Mean Score Classification of The Students' Pre-test and Post-test :

a. Pre-test:

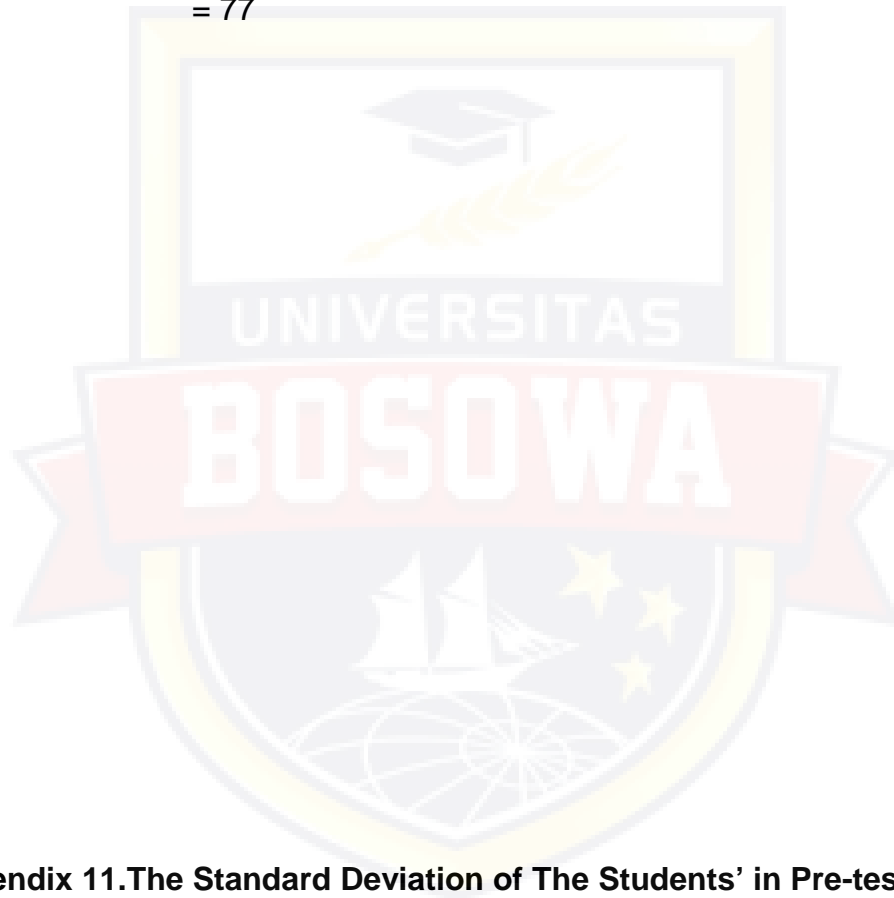
$$\bar{X} = \frac{\Sigma}{n}$$

$$= \frac{11038}{200}$$

$$= 55,19$$

b. Post-test:

$$\begin{aligned}\bar{X} &= \frac{\Sigma}{n} \\ &= \frac{77}{1} \\ &= 77\end{aligned}$$



Appendix 11. The Standard Deviation of The Students' in Pre-test

$$SD = \frac{\sqrt{\Sigma (x - \bar{x})^2}}{n}$$

$$= \frac{\sum (x_i - \bar{x})^2}{n}$$

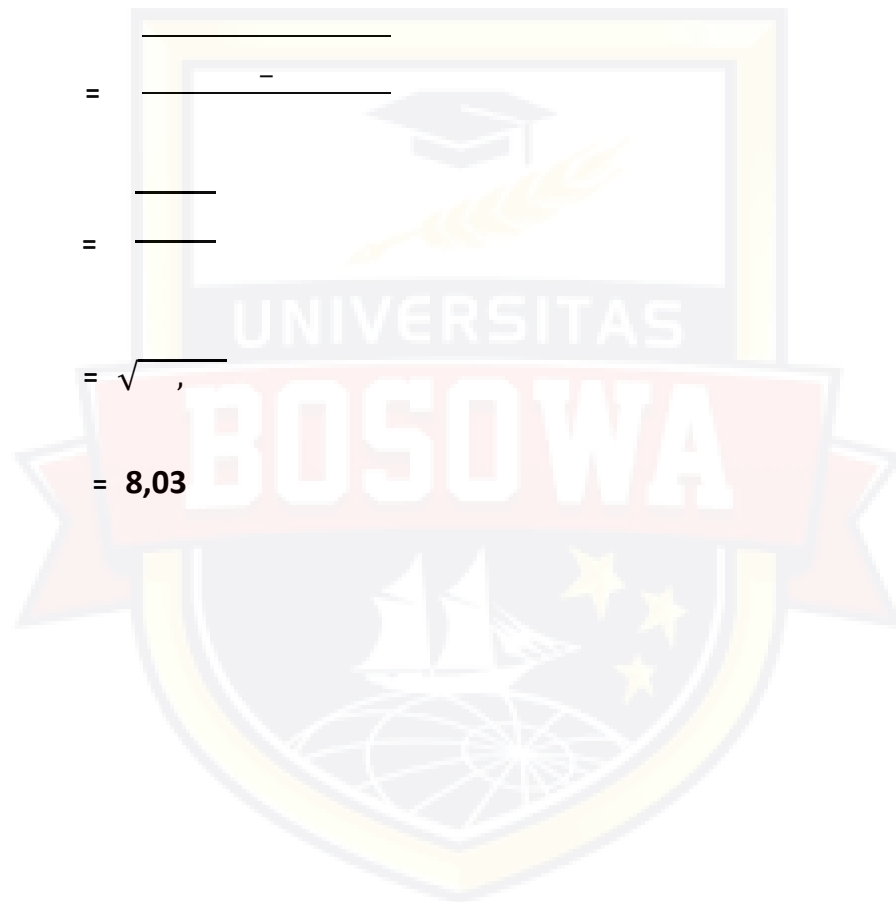
$$= \frac{67,2}{8}$$

$$= 8,4$$

$$= \sqrt{8,4}$$

$$= 2,9$$

$$= 8,03$$



Appendix 12. The Standard Deviation of The Students' in Post-test.

$$SD = \sqrt{\frac{\sum (x_i - \bar{x})^2}{n}}$$

$$= \frac{\frac{\quad}{\quad}}{\quad^2}$$

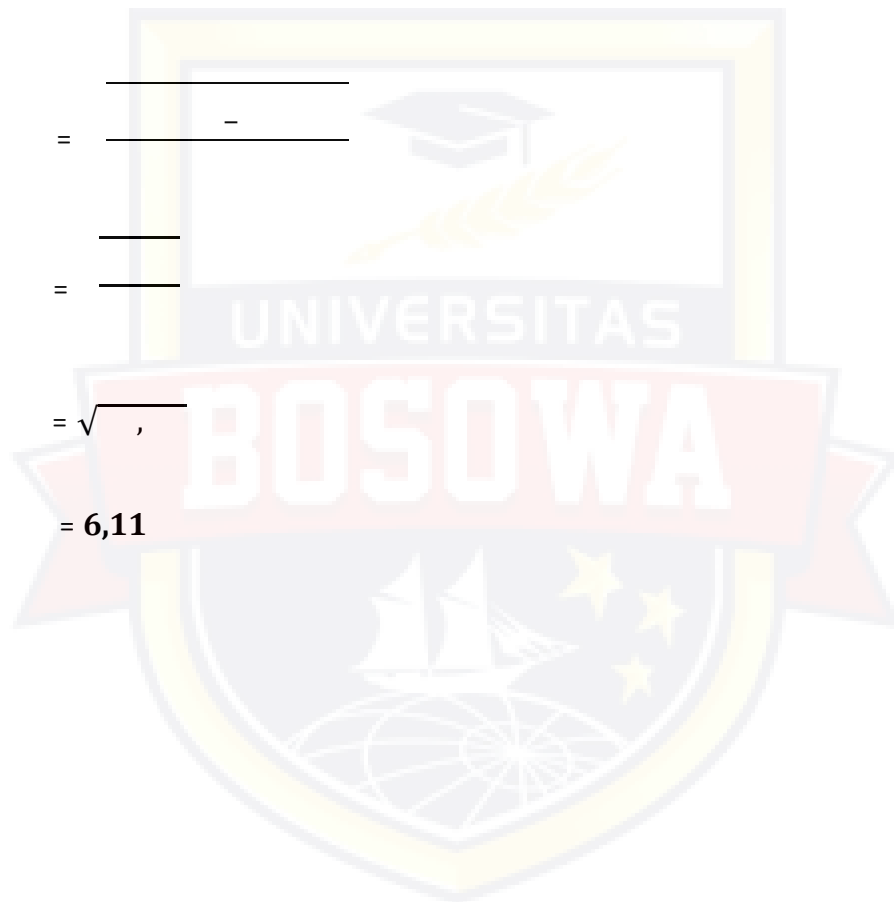
$$= \frac{\quad}{\quad}$$

$$= \frac{\quad}{\quad}$$

$$= \frac{\quad}{\quad}$$

$$= \sqrt{\quad},$$

$$= 6,11$$



Appendix 13. Mean Difference

$$\bar{D} = \frac{\sum}{\quad}$$

$$\bar{D} = \frac{\quad}{\quad}$$

$$\bar{D} = 18,86$$



Appendix 14.t-test

$$t = \frac{\bar{D} - \mu_0}{\frac{s_D}{\sqrt{n}}}$$

$$= \frac{\frac{,}{\frac{-()^2}{(-)}}}{\frac{,}{(-)}}$$

$$= \frac{\frac{,}{\frac{,}{()}}}{\frac{,}{()}}$$

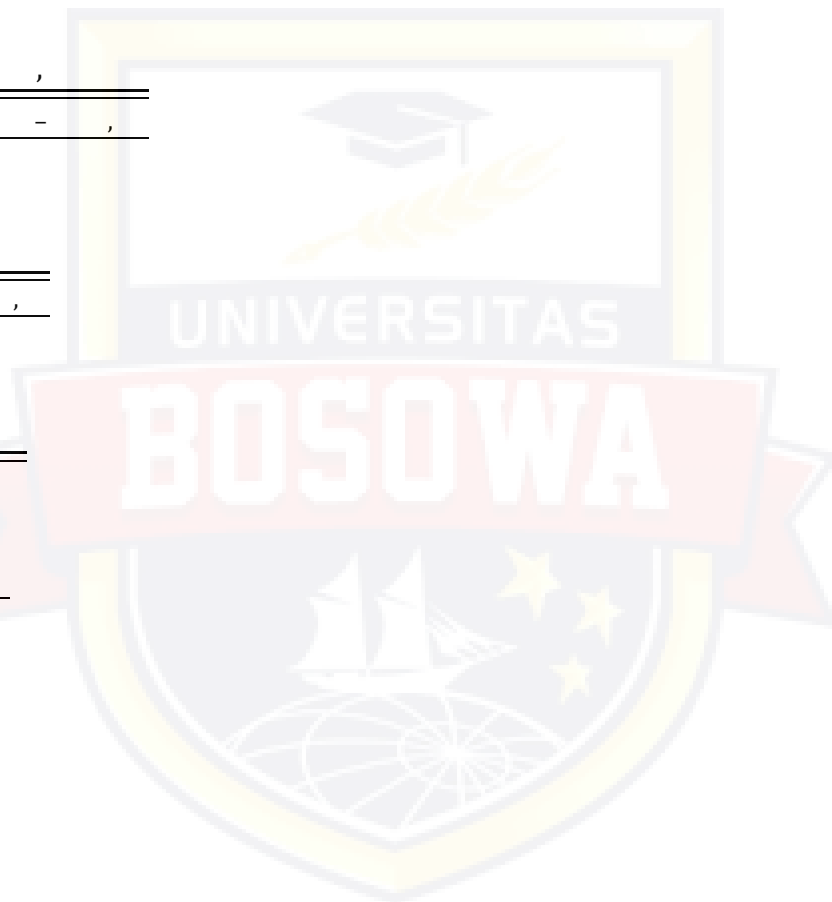
$$= \frac{\frac{,}{\frac{,}{,}}}{\frac{,}{,}}$$

$$= \frac{\frac{,}{,}}{\frac{,}{,}}$$

$$= \frac{\frac{,}{,}}{\frac{,}{,}}$$

$$= \frac{\frac{,}{,}}{\frac{,}{,}}$$

$$= 5,57$$



Appendix 15. Pictures of The Research



Picture 1. The writer gave explanation about Pre-Test



Picture 2. The students was doing the pre-test



Picture 3. The writer gave explanation about the treatment



Picture 4. The students was doing the test in post-test

Appendix 16. Distribution of t-table

t Distribution						
α						
Degrees of freedom	.005	.01	.025	.05	.10	.25
	(one tail) .01 (two tails)	(one tail) .02 (two tails)	(one tail) .05 (two tails)	(one tail) .10 (two tails)	(one tail) .20 (two tails)	(one tail) .50 (two tails)
1	63.657	31.821	12.706	6.314	3.078	1.000
2	9.925	6.965	4.303	2.920	1.886	.816
3	5.841	4.541	3.182	2.353	1.638	.765
4	4.604	3.747	2.776	2.132	1.533	.741
5	4.032	3.365	2.571	2.015	1.476	.727
6	3.707	3.143	2.447	1.943	1.440	.718
7	3.500	2.998	2.365	1.895	1.415	.711
8	3.355	2.896	2.306	1.860	1.397	.706
9	3.250	2.821	2.262	1.833	1.383	.703
10	3.169	2.764	2.228	1.812	1.372	.700
11	3.106	2.718	2.201	1.796	1.363	.697
12	3.054	2.681	2.179	1.782	1.356	.696
13	3.012	2.650	2.160	1.771	1.350	.694
14	2.977	2.625	2.145	1.761	1.345	.692
15	2.947	2.602	2.132	1.753	1.341	.691
16	2.921	2.584	2.120	1.746	1.337	.690
17	2.898	2.567	2.110	1.740	1.333	.689
18	2.878	2.552	2.101	1.734	1.330	.688
19	2.861	2.540	2.093	1.729	1.328	.688
20	2.845	2.528	2.086	1.725	1.325	.687
21	2.831	2.518	2.080	1.721	1.323	.686
22	2.819	2.508	2.074	1.717	1.321	.686
23	2.807	2.500	2.069	1.714	1.320	.685
24	2.797	2.492	2.064	1.711	1.318	.685
25	2.787	2.485	2.060	1.708	1.316	.684
26	2.779	2.479	2.056	1.706	1.315	.684
27	2.771	2.473	2.052	1.703	1.314	.684
28	2.763	2.467	2.048	1.701	1.313	.683
29	2.756	2.462	2.045	1.699	1.311	.683
Large (z)	2.575	2.327	1.960	1.645	1.282	.675



UNIVERSITAS BOSOWA "45"

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN



Jl. Urip Sumoharjo Km 4 Makassar
Telp (0411) 452901 ext. 117, Fax. 424568, Website: www.univ45.ac.id

Nomor : A. 110 /FKIP/U-45//2015
Lampiran : -
Perihal : Permohonan Izin Penelitian

Makassar, 20 Januari 2015

Kepada
Yth. : SMP Negeri 25 Makassar
di -
Makassar

Dengan hormat disampaikan bahwa mahasiswa yang tersebut namanya di bawah ini akan melaksanakan penelitian dalam rangka penyelesaian studi Program S-1.

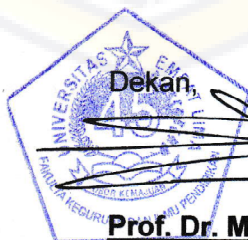
Nama : Arifuddin
NIM : 4512101168
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan Universitas "45" Makassar

Judul Penelitian :

The Effect of Environmental Media Towards Students' Descriptive Text Writing at SMPN 25 Makassar.

Sehubungan dengan hal tersebut di atas, dimohon kiranya yang bersangkutan dapat diberikan izin untuk melaksanakan penelitian.

Atas bantuan dan kerja sama yang baik, kami sampaikan banyak terima kasih.



Prof. Dr. Muhammad Yunus, M.Pd.
NIP. 196212311989031030

Tembusan:

1. Rektor Universitas "45" Makassar.
2. Arsip.

BIOGRAPHY



Arifuddin was born on February, 02nd 1990 in Sumpuo, Muna Regency, Southeast Sulawesi. His father's name La Madu (deceased) and mother is Wa Ingkasa. He is youngest child from eight brothers and sisters. He has five sisters and three brothers.

In 1996 he started his elementary school SD Negeri 1 Tongkuno, Muna Regency and finished in 2002. Then, he continued his study at junior high school at SMP Negeri 1 Tongkuno and graduated in 2005. Then, he entered to senior high school at SMA Negeri 1 Tongkuno and graduated in 2008. After that he continued his study at Universitas Indonesia Timur in 2010, but he moved at fourth semester. Then, he continued his study at Faculty of Teacher Training and Education Department of Bosowa 45 University Makassar.