

APPENDIX 1

The Result of the Observation in Teacher while Teaching and Learning Process

Observation in T-1

➤ First meeting

- Teacher : Good morning?
- Students : Good morning (the students answer together)
- Teacher : How are you today?
- Students : Fine (All of the student's together replay)
- Teacher : (roll one by one of his students by calling their name according the Order absent). All present?
- Students : Yes, sir
- Teacher : Our material for today is descriptive paragraph, by using picture media.
- Students : Ok, Sir
- Teacher : Do you know, what is paragraph descriptive?
- Students : Descriptive paragraph is a paragraph which focuses on the Characteristic features of particular thing.
- Teacher : Ok good. So, descriptive paragraph is one of paragraph that to entertain the reader, so that the readers can easily imagine or visualize about what is being written or they may feel that are involved in the experience. And do you know what the generic structure in descriptive paragraph?
- Student : Yes, sir. The generic structure in descriptive paragraph is: Identification, Description, and Conclusion.
- Teacher : Ok, good

(An atmosphere of classrooms crowded before teachers give a picture to the students)

Teacher : Ok guys, here there are picture. Do you know what this picture?

Students : It is classroom, Sir

Teacher : Good. Now, I will gave you example about descriptive paragraph based this picture. Ok, can you describe this picture?

Student (Gita) : How the manner, sir?

Teacher : Can you look this picture, what your opinion about this classroom? Dirty or clean?

Student (Gita) : Oo, I see. This classroom is clean.

Teacher : And how about you, Dita?

Student (Dita) : This classroom put in order is orderly, Sir.

Teacher : Ok, now you can look, there are many things in this classroom. Write in your paper, mention it, and described in detail.

Students : Some students said, write in groups or alone Sir?

Teacher : Write in groups and discuss it. Once you've understood, you will be working on individual tasks.

Students : HUUUUU

Teacher : Ok guys, I think the time is up, but you have to understand the content of the material today, for that you have to learn.

Students : Ok, Sir

Teacher : No, but you have to learn and understand the paraphrase method at home, and tomorrow I will give assignments with other text.

Students : Ok, I see...

➤ **Second meeting**

Teacher : Good morning?

Students : Good morning (the students shout out lout together)

Teacher : How are you today?

Students : Fine (student's answer together)

Teacher : (roll one by one of his students by calling their name according

the Order absent). All present?

Students : Yes, sir

Teacher : Okay kids. I have a calendar here, with a big picture on it. Can you mention it one by one, what kinds of picture do I have?

Student1 : Scenery sir.

Student 2 : River sir.

Teacher : You're right. This is scenery's picture. Can you describe more about this picture?

Student 3 : there are white cloud, fresh water, and a lot of stone.

Teacher : Good. You can describe more about this picture. Actually, describing something can started from outside appearance. It refers to our material today is about Descriptive paragraph. From that picture you can explore more what appearance that you get. Our material for today is descriptive paragraph, by using picture media.

Students : Ok, Sir

Teacher : Do you know, what is paragraph descriptive?

Students : Descriptive paragraph is a paragraph which focuses on the Characteristic features of particular thing.

Teacher : Ok good. So, descriptive paragraph is one of paragraph that to entertain the reader, so that the readers can easily imagine or visualize about what is being written or they may feel that are involved in the experience. And do you know what the generic structure in descriptive paragraph?

Student : Yes, sir. The generic structure in descriptive paragraph is: Identification, Description, and Conclusion.

Teacher : Ok, good now you can look, there are many things in this classroom. Write in your paper, mention it, and described in detail.

Students : Some students said, write in groups or alone Sir?

Teacher : Write in groups and discuss it. Once you've understood, you will be working on

individual tasks.

Students : HUUUUU

➤ **Third meeting**

Teacher : Good morning? (T-2 greets her students)

Students : Good morning (the students answer together)

Teacher : How are you today?

Students : Fine (All of the Student's together replay)

Teacher : (roll one by one of his students by calling their name according the order absent). All present?

Students : Yes, Mom

Teacher : Ok, now we learn about writing descriptive paragraph. So, what is descriptive paragraph? Raise your hand, please!

Students 1 : I'm sir. Descriptive paragraph is a paragraph which focuses on the characteristic features of particular thing.

Teacher : Good, and what the generic structure of descriptive paragraph? Raise your hand please!

Students : The generic structure in descriptive paragraph is: Identification, Description, and Conclusion.

Teacher : Ok, that's right April and Emi. Guys, today I will give you a picture and you can describe in detail in some groups.

Student : (The atmosphere begun crowded)

Students 1 : Mom, what should be described first?

Teacher : Good, so you are easy to write descriptive paragraphs, then I will show you a picture. (Teacher takes a picture and sticks it on the board). What do you see in this picture?

Students : Living room, Mom

Teacher : What is there in the living room?

Students : There's a sofa, table, vase

Teacher : What else?

Students (Fitri): On the sofa there is painting, Mom

Teacher : Good Fitri. Now you arrange these words into a sentence and you explain in detail!

Students : (The atmosphere became crowded)

Teacher : Ok, time is up, but please you learn at home, as next week I will provide the learning task related to teaching reading narrative with a paraphrase, and the results of it will be my duty value. you understand?

Students : Huhhhh.....Yes Sir

Teacher : Ok, thank you for your attention.

Observation in T-2

➤ First meeting

- Teacher : Good morning? (T-2 greets her students)
- Students : Good morning (the students answer together)
- Teacher : How are you today?
- Students : Fine (All of the Student's together replay)
- Teacher : (roll one by one of his students by calling their name according the order absent). All present?
- Students : Yes, Mom
- Teacher : Ok, now we learn about writing descriptive paragraph. So, what is descriptive paragraph? Raise your hand, please!
- Students (April): I'm sir. Descriptive paragraph is a paragraph which focuses on the characteristic features of particular thing.
- Teacher : Good, and what the generic structure of descriptive paragraph? Raise your hand please!
- Students (Emi): The generic structure in descriptive paragraph is: Identification, Description, and Conclusion.
- Teacher : Ok, that's right April and Emi. Guys, today I will give you a picture and you can describe in detail in some groups.
- Student : (The atmosphere begun crowded)
- Students (Nafi): Mom, what should be described first?
- Teacher : Good, so you are easy to write descriptive paragraphs, then I will show you a picture. (Teacher takes a picture and sticks it on the board). What do you see in this picture?
- Students : Living room, Mom
- Teacher : What is there in the living room?
- Students : There's a sofa, table, vase
- Teacher : What else?
- Students (Fitri): On the sofa there is painting, Mom
- Teacher : Good Fitri. Now you arrange these words into a sentence and you

explain in detail!

- Students : (The atmosphere became crowded)
- Teacher : Ok, time is up, but please you learn at home,
- Students : Huhhhh.....Yes Sir
- Teacher : Ok, thank you for your attention

➤ **Second meeting**

- Teacher : Hello guys, how are you today? (By looking evenly at her students)
- Students : Fine, Mom (answer together)
- Teacher : Are you study about this material last night?
- Students : (There are answers already, nobody answered yet)
- Teacher : On this occasion, we will learn about writing descriptive paragraphs
- Teacher : Ok, now we learn about learning descriptive paragraph, do you know descriptive paragraph?
- Students (Nurul): Yes, Mom. Descriptive paragraph is a paragraph which focuses on the characteristic features of particular thing.
- Teacher : Good, Nurul. Ok guys, do you know how to write descriptive paragraphs?
- Students : (There are answers already, nobody answered yet)
- Teacher : Try to come forward Rifki
- Students (Rifki): (silent)
- Teacher : Try to try to write what you can
- Students (Rifki): No, Mom
- Teacher : Ok, I have a picture. (Put the picture on the board) Come try you look at this picture. How your opinion about this people?
- Students (Rifki): Cantik
- Teacher : In English

Students (Rifki): Pretty, Mom (write in the board beside the picture)

Teacher : Good, now described how this people, how the characteristic and the chain into a sentence!

Teacher : Ok, time is up, but please you learn at home, Do you understand?

Students : Huhhhh.....Yes Sir

Teacher : Ok, thank you for your attention.

➤ **Third Meeting**

Teacher : Good morning? (T-2 greets her students)

Students : Good morning (the students answer together)

Teacher : How are you today?

Students : Fine (All of the Student's together replay)

Teacher : Ok, now we learn about writing descriptive paragraph. So, what is descriptive paragraph? Raise your hand, please!

Students (April): I'm sir. Descriptive paragraph is a paragraph which focuses on the characteristic features of particular thing.

Teacher : Good, and what the generic structure of descriptive paragraph? Raise your hand please!

Students (Emi): The generic structure in descriptive paragraph is: Identification, Description, and Conclusion.

Teacher : Ok, that's right April and Emi. Guys, today I will give you a picture and you can describe in detail in some groups.

Student : (The atmosphere begun crowded)

Teacher : Now, look the picture and let's discuss together your work

Students : Yes, Mom

Teacher : Let's describe!

Students : There are mountains, blue skies

Teacher : Good (The student's answer is correct, but there is not complete). Who's complete the description?

Students : I am, Mom. There is large field

Teacher : Ok, Good. And I think times is up, don't forget lesson again at home!

Students : Ok, Mom

Teacher : See you next meeting

Observation in T-3

➤ First meeting

- Teacher : Hallo guys, how are you today?
- Students : Fine, Mom (students answer together)
- Teacher : Are you study last night?
- Students : (There are said yes and no)
- Teacher : Ok, now we learn about descriptive paragraph. Do you know descriptive paragraph?
- Students : Yes, Mom. Descriptive paragraph is a paragraph which focuses on the characteristic features of particular thing.
- Teacher : Good. Ok guys, do you know how to write descriptive paragraph?
- Students : Silent
- Teacher : Ok students, I have a picture. can you see from this picture?
- Students : beautiful, wear veil, pointed nose
- Teacher : Next
- Students : white skin, black eyes
- Teacher : (when the students silent, teacher give a question about the picture to describe it). The woman is tall or short?
- Students : Tall
- Teacher : Ok, now chances make the paragraph
- Teacher : Ok, time is up, but please you learn at home, Do you understand?
- Students : Huhhhh....Yes Sir
- Teacher : Ok, thank you for your attention.

➤ Second meeting

- Teacher : Good morning? (T-2 greets her students)
- Students : Good morning (the students answer together)

Teacher : How are you today?

Students : Fine (All of the Student's together replay)

Teacher : Our material for today is descriptive paragraph, by using picture media.

Students : Ok, Sir

Teacher : Do you know, what is paragraph descriptive?

Students : Descriptive paragraph is a paragraph which focuses on the Characteristic features of particular thing.

Teacher : Ok good. So, descriptive paragraph is one of paragraph that to entertain the reader, so that the readers can easily imagine or visualize about what is being written or they may feel that are involved in the experience. And do you know what the generic structure in descriptive paragraph?

Student : Yes, sir. The generic structure in descriptive paragraph is: Identification, Description, and Conclusion.

Teacher : Ok, good

Teacher : Students, look this picture

Students : Living room, Mom

Teacher : Yes, alright. Try described this picture at your book.

Teacher : So, are you finished students?

Students : Yes, Mom

Teacher : Ok, times are up. Now collect your work and see you next meeting.

Component of the assessment according to Glass

Aspect	Score	Criteria
Idea or Contents	5	Description: The idea, topic or theme, focus, facts and illustrations of writing. One idea is clear, focused and relevant topics. All concrete and specific details to support the idea. A lot of interesting detail and original to support the idea. All the parts are integrated and appropriate.
	4	One idea is clear, focused and relevant topics. The presence of concrete and specific details. An interesting Detail to support the idea. All the parts are integrated and appropriate
	3	In General according to the topic and develop a theme or message clear Some concrete and a few details, and Some still are supporting some of the details are general predictions and most common There might be less appropriate section
	2	Many texts are repeat and as a collection of unrelated ideas. Special details and much less common. Details are sketchy and predictions.
	1	Unfocused, completely out of ideas, things that are not identified, long and not sufficiently developed. The Detail is inconsistent, unclear, or trivial
Organization	5	Description: The physical structure, or rhetorical structure, chronological order, coherence, conclusion and the layout. The opening is clear and engaging readers. Arrangement of paragraphs, sentences the topic, clear and consistent, relevant, and supporting sentences clear conclusions. The order of the logical and effective. The use of a transition that is consistent, timely, and appropriate.
	4	The opening attracted readers. Each paragraph dienden by consistent. Most of the ideas are logically related. An effective end. The use of appropriate transitions.
	3	An effective opening but did not create a strong sense. All parts of a paragraph is usually true, except one or two who are not appropriate. Try using a logical relationship. Try to use an effective end. Some of the transition there was still less appropriate.

	2	<p>A weak opening. The paragraph structure tend to be less fit as indensi. A less logical connectedness. End of the weak. Just a little bit of transition.</p>
	1	<p>Beginning of which is unclear. The lack of organizing in General. The order and detail irregular. The end is not appropriate. Do not use the transition.</p>
Kosa kata	5	<p>Description: Variations and types of sentences, efficiency and effectiveness of the sentence. All complete sentences are written with no run-on. Use a variety of sentence consistently (complex, compound, and simple). Use a consistent initial sentence varaisi, aims and creative. Using a consistent, appropriate, and shopisticated transition between sentences.</p>
	4	<p>There may be one fragment and run-on. Typically variations of types of sentences. Most sentences have a varied early. Use appropriate transitions.</p>
	3	<p>There may be two fragment and run on. Sometimes using sentence varies. Some variations on the various early sentences. Some use the correct transition.</p>
	2	<p>The writing has a lot of fragments and run-on. Just use simple and compound sentences. Slight variations in the beginning of the sentence. A bit using an appropriate transition.</p>
	1	<p>The writing has a lot of fragments and run-on. Just use simple and compound sentences. Slight variations in the beginning of the sentence. A bit using an appropriate transition.</p>
Sentence Fluency	4	<p>There may be one fragment and run-on Usually variations of the types of sentences Most of the sentences have a varied early Using the appropriate transition</p>

	3	There may be two fragment and run on Sometimes use varied sentence some variation On the beginning of the sentence to the various multiple Uses the correct transition
	2	The writing has a lot of fragments and run-on Sentences using only simple and compound Sentences at the beginning of slight variations Slightly using the appropriate transition
	1	There is no sense the use of punctuation and sentence Just the simple sentence and the fragments All of the sentences have the same initial Transisis almost nothing
Convention	5	Description: Spelling, punctuation, quote reference if applicable, the convention and the cleanliness and tidiness. The correct spelling of the word though it is difficult. Punctuation are accurate, creative and guiding the reader. The complete understanding and consistent application of grammar and capitalization usagebenar about and contribute to clarity and style. All clean and legible.
	4	The spelling generally is correct. The punctuation generally is correct. Capitalization generally is correct. Grammar and usage are correct. Generally clean and legible.
	3	A few misspelled words. Usually punctuation is correct. Normally capitalization is correct. Grammar and usage is usually correct. The writing is rather clean and legible paper bit.
	2	Often errors in spelling. Lot of punctuation wrong. A lot of the wrong capitalization. Grammar and usage are often wrong. Writing that makes the reader stumble illegible and messy
	1	The writing is too difficult to read, understood and interpreted as many spelling errors. There is no punctuation. The use of repeated capitalization. Grammar and usage is almost all wrong. Illegible, beyond messy, readers won't be able to decipher the text.

Component of the assessment according to JB Heaton

Aspect	Level	Criteria
Contents	30 – 27	Description : The idea, topic or theme, focus and illustration paper. Category : Perfect to very good Criteria : Mastery knowledge substantially.
	26 – 22	Category : Good to average Criteria : Mastery of some adequate knowledge of substance
	21 – 17	Category : Simply to weak/ less Criteria : Mastery limited knowledge about the topic or content
	16 – 13	Category : Very lacking or weak Criteria : Mastery knowledge of the topic and lacking substance
Organization	20 – 18	Description : The physical structure, or rhetorical structure, chronological order, coherence, inference, and paper layouts. Category : Perfect to very good Criteria : Disclosure ideas clearly and fluently written
	17 – 14	Category : Good to average Criteria : A little less organized but the main idea remains the focus
	13 – 10	Category : Simply to weak/ less Criteria : Not smooth or sometimes confusing ideas and tend to be disconnected
	9 – 7	Category : Very lacking or weak Criteria : The idea is not communicated and not ambiguous and disorganized
Vocabulary	20 – 18	Description : Substance of vocabulary, word choice, and the register Category : Perfect to very good Criteria : The use and selection of words/phrases/idioms proper, appropriate and effective
	17 – 14	Category : Good to average Criteria : Will appear the error form of words/ phrases/idioms, word choice and usage but do not affect the meaning of essential
	13 – 10	Category : Simply to weak/less Criteria : Often pops up an error a form of words/ phrases/idioms, word choice and usage
	9 – 7	Category : Very lacking or weak Criteria : In principle tends to be translating and word choice and usage are less adequate
Grammar		Description : Variations and types of sentences, efficiency

	25 – 22	Category : Perfect to very good Criteria : Use of complex sentence that properly and effectively
	21 – 19	Category : Good to average Criteria : Effective use but its construction is likely to be modest
	18 – 11	Category : Simply to weak/less Criteria : There are many problems in sentence construction
	10 – 5	Category : Very lacking or weak Criteria : Use of sentence construction is completely inappropriate
Mechanical	5	Description : Spelling, punctuation, quote reference if applicable, conventions, cleanliness, and tidiness Category : Perfect to very good Criteria : Mastering the convention of writing, spelling, punctuation, and capitalization
	4	Category : Good to average Criteria : Sometimes an error occurs in the use of the conventions, of writing, spelling, punctuation, and capitalization
	3	Category : Simply to weak/less Criteria : Frequent errors in the use of the conventions of writing, spelling, punctuation, and capitalization
	2	Category : Very lacking or weak Criteria : There is no mastery of the conventions of writing and a lot of errors in spelling, punctuations, and capitalization

Component of the assessment according to JB Heaton

Aspect	Level	Criteria
Contents	30 – 27	Description : The idea, topic or theme, focus and illustration paper. Category : Perfect to very good Criteria : Mastery knowledge substantially.
	26 – 22	Category : Good to average Criteria : Mastery of some adequate knowledge of substance
	21 – 17	Category : Simply to weak/ less Criteria : Mastery limited knowledge about the topic or content
	16 – 13	Category : Very lacking or weak Criteria : Mastery knowledge of the topic and lacking substance
Organization	20 – 18	Description : The physical structure, or rhetorical structure, chronological order, coherence, inference, and paper layouts. Category : Perfect to very good Criteria : Disclosure ideas clearly and fluently written
	17 – 14	Category : Good to average Criteria : A little less organized but the main idea remains the focus
	13 – 10	Category : Simply to weak/ less Criteria : Not smooth or sometimes confusing ideas and tend to be disconnected
	9 – 7	Category : Very lacking or weak Criteria : The idea is not communicated and not ambiguous and disorganized
Vocabulary	20 – 18	Description : Substance of vocabulary, word choice, and the register Category : Perfect to very good Criteria : The use and selection of words/phrases/idioms proper, appropriate and effective
	17 – 14	Category : Good to average Criteria : Will appear the error form of words/ phrases/idioms, word choice and usage but do not affect the meaning of essential
	13 – 10	Category : Simply to weak/less Criteria : Often pops up an error a form of words/ phrases/idioms, word choice and usage
	9 – 7	Category : Very lacking or weak Criteria : In principle tends to be translating and word choice and usage are less adequate
Grammar		Description : Variations and types of sentences, efficiency

	25 – 22	and effectiveness Category : Perfect to very good Criteria : Use of complex sentence that properly and effectively
	21 – 19	Category : Good to average Criteria : Effective use but its construction is likely to be modest
	18 – 11	Category : Simply to weak/less Criteria : There are many problems in sentence construction
	10 – 5	Category : Very lacking or weak Criteria : Use of sentence construction is completely inappropriate
Mechanical	5	Description : Spelling, punctuation, quote reference if applicable, conventions, cleanliness, and tidiness Category : Perfect to very good Criteria : Mastering the convention of writing, spelling, punctuation, and capitalization
	4	Category : Good to average Criteria : Sometimes an error occurs in the use of the conventions, of writing, spelling, punctuation, and capitalization
	3	Category : Simply to weak/less Criteria : Frequent errors in the use of the conventions of writing, spelling, punctuation, and capitalization
	2	Category : Very lacking or weak Criteria : There is no mastery of the conventions of writing and a lot of errors in spelling, punctuations, and capitalization

Student's Learning Outcomes Writing Descriptive Paragraph through Picture Media

MTS Al-Mubarak Duduksampeyan

KKM: 75

No	Student's Name	Score					Score Total	The Value	Completeness	
		Contents	Organization	Vocabulary	Sentence Fluency	Convention			C	NC
1	M. Rifqi	4	4	4	3	4	19	76	√	
2	Nurul Masruro Y.	3	4	3	4	4	18	72		√
3	A. Nur Albaihaqi	4	3	4	4	4	19	76	√	
4	Kelvin Dhany S.	4	4	5	4	5	22	88	√	
5	Ihdania Tiara F.	4	4	4	4	4	20	80	√	
6	Adhi Anggara	4	3	3	4	5	19	76	√	
7	M. Kholili	4	4	4	4	4	20	80	√	
8	Sofiyatul Aminah	5	4	4	5	5	23	92	√	
9	Putrid Lailatul F.	3	3	3	3	4	16	64		√
10	M. Thoriqul Ilmi	4	4	4	3	4	49	76	√	
11	M. Farich M.	4	4	4	3	5	20	80	√	
12	Romadianto	3	4	4	3	5	19	76	√	
13	Roziq Prasdoni	4	4	4	4	5	21	84	√	
14	Sappatra Ardianto	4	4	4	4	3	19	76	√	
15	Sella Dewi A. R.	5	5	5	4	5	24	96	√	
16	Siti Rahma	4	4	4	4	4	20	80	√	
17	Teguh Baharudin	4	4	4	4	5	21	84	√	
18	Thoriq Ardita Ibnu Masriq	4	4	4	4	4	20	80	√	
19	Yeni Irawati	4	4	4	3	5	20	80	√	

20	Nurul Khifdiyah	4	3	4	3	5	19	76	√	
Total								1592	18	2
Average								79,6		
Percentage									90	10

Student's Learning Outcomes Writing Descriptive Paragraph through Picture Media

MTS Miftahul Jannah Dukuksampeyan

KKM : 73

No	Student's Name	Score					Score Total	Completeness	
		Contents	Organizations	Vocabulary	Grammar	Mechanics		C	NC
1	Achmad Abdul A.	24	16	17	17	3	77	√	
2	Agus Cahyo P.	24	16	17	19	4	80	√	
3	A. Fachrisi Z. A.	21	14	15	19	3	72		√
4	Ahmad Ferdianto	27	17	17	20	3	84	√	
5	Ahmad Hadi Nur R.	23	17	16	19	3	78	√	
6	Alvi Rahmatul I.	29	19	19	23	4	94	√	
7	Apriliani R.	27	17	17	20	3	84	√	
8	Cahyo Anggun P.	27	19	18	20	3	87	√	
9	Emi Sulistiawati	25	16	17	20	3	81	√	
10	Erik Retranda V. S.	26	17	17	20	3	83	√	
11	Fathul Al Farizi	23	14	15	19	3	74	√	
12	Fitri Ariska	25	17	18	21	4	85	√	
13	Ifwah Nur Hidayah	24	17	17	18	4	80	√	
14	Irfaul Aziz	24	16	15	19	3	77	√	
15	Irma Fariani	24	18	17	17	4	80	√	
16	M Jamaludin Af Ghani	25	18	15	17	3	78	√	
17	M Ridho Asy'ari	22	15	15	20	4	76	√	
18	Mufidatul Hasanah	27	18	18	19	4	86	√	
19	M. Adriyan	26	19	17	20	2	84	√	

20	M.Izzunah	23	18	16	20	3	80	√		
21	Muhammad Toib	23	17	16	22	4	79	√		
22	M. Sidiq Maulana	21	15	15	20	3	74	√		
23	Nafi Nuril Fadholi	21	17	18	20	4	84	√		
24	Nur Rofita Lusiana	28	19	18	20	4	89	√		
25	Putrid Ayu Lestari	28	19	18	21	4	90	√		
26	Putrid Septya Rini	21	15	14	19	3	72		√	
27	Roma Alhidayah S.	25	18	17	20	2	82	√		
Total								2190	25	2
Average								81,1		
Percentage									92,6	7,4

APPENDIX 2**Student's Learning Outcomes Writing Descriptive Paragraph through Picture Media****SMP Islam Duduksampeyan****KKM 75**

No	Nama Siswa	Score					Score Total	Completeness	
		Contents	Organizations	Vocabulary	Grammar	Mechanics		C	NC
1	A. Dimas Bisri	25	17	15	18	4	79	√	
2	A. Rizki Maulana	25	17	17	21	4	84	√	
3	Agustiani Nur A.	25	16	16	18	3	78	√	
4	A. Shohibul Maqomil M.	25	16	15	21	4	81	√	
5	A. Fahri Andrian	25	18	15	21	4	83	√	
6	Anisa Dwi P. H.	29	19	19	21	4	92	√	
7	Eli Lusian	27	16	15	21	3	82	√	
8	Elma Silfiyah	28	19	18	21	4	90	√	
9	Fransisiko Nocia	25	16	14	21	4	80	√	
10	Kuswatun Nur M.	27	16	15	21	3	82	√	
11	Mar'atus Sholikhah	25	16	14	23	3	81	√	
12	M. Adi Saputra	26	16	15	15	4	76	√	
13	M. Arsyad Faisal	27	16	15	23	3	82	√	
14	Nindita Erminda D.	29	19	19	22	4	93	√	
15	Pratama Aji S.	23	15	15	16	3	72		√
16	Ragil Kurniawan	25	18	15	23	4	85	√	

17	Andi Setiawan	25	16	15	23	4	83	√	
18	Eka Kurnia	27	16	14	22	3	82	√	
19	Sagita Kirani	28	18	18	22	4	90	√	
Total							1572	18	1
Average							82,7		
Percentage								94,7	5,3

Appendix 3

The Result of Interviews for English Teachers

Name of Teacher : T-1

Day/Date : Saturday, February the 8th, 2014

Place of Interview : SMP Islam Duduksampeyan

Author : Assalamu'alaikum

Teacher : Wa'alaikumsalam

Author : Sir, I am Siti Nur Azizah, I want to interview related to use picture media in teaching writing descriptive paragraph.

For the first question to you, do you felt the picture media of it is perfectly applied in teaching of writing?

Teacher : Yes, I find it easily with the use of picture media, because it is so understood by the students and the picture media can bring the students to areal situation so they can be easier to describe it.

Author : Whether using picture media can help the students more easily in describing, Sir?

Teacher : Yes, they easily once described based on the picture.

Author : Whether in the implementing picture media when teaching writing descriptive paragraph there is difficulty?

Teacher : There is no difficulty, since at the time of writing descriptive paragraph the students enthusiastic about the picture media provided.

Author : Whether difficulty in finding picture media used?

Teacher : No, because it's already advanced so I could find from a range of Sources.

Author : Oo I see, then from anywhere the father obtain media image used?

Teacher : as I said earlier, I could take from several sources. For example I get from books, magazines, the internet, and others.

Author : Whether the students in learning to write using picture media there are difficulties?

Teacher : Overall, there are no difficult, there are only few students who has a difficult experience.

Author : what is your practice when picture media in teaching writing descriptive paragraph the students much progress?

Teacher : Yes, overall there are a lot of the progress can be proved by the student's learning outcomes.

Author : OK Sir, thank you for your time and I am pleased to have been interviewed.

Teacher : You are welcome.

Name of Teacher : Mrs. Nur Hayati,S.Pd

Day/Date : Thursday, March the 13th, 2014

Place of Interview : MTS Miftahul Jannah Duduksampeyan

Author : Assalamu'alaikum

Teacher : Wa'alaikumsalam

Author : Mom, I am Siti Nur Azizah, I want to interview related to use picture media in teaching writing descriptive paragraph.

For the first question to you, do you felt the picture media of it is perfectly applied in teaching of writing?

Teacher : Yes, because I believe in the process of teaching and learning by using picture media is an effective way to writing descriptive paragraph.

Author : Whether using picture media can help the students more easily in describing, Mom?

Teacher : Yes, than they should imagine themselves, with the presence of picture media, this can help them to describe according to the given picture.

Author : Whether in the implementing picture media when teaching writing descriptive paragraph there is difficulty?

Teacher : Overall, there is nothing problem in implementing it. It is only the adjustment on the picture media use to the students' ability to write descriptive paragraph

Author : Whether the students in learning to write using picture media there are difficulties?

Teacher : There are some students who are experiencing difficulty in adjust the correct tenses

Author : Whether difficulty in finding picture media used?

Teacher : I think no, because now it was sophisticated so I could find from a range of sources. But sometimes I am a little hard to find the complies with the material. Because not all of the images that correspond to the content/subject.

Author : Oo I see, then from anywhere the father obtain media image used?

Teacher : As I said above, I could take from several sources. But mostly I obtained from the internet as more choice.

Author : what is your practice when picture media in teaching writing descriptive paragraph the students much progress?

Teacher : Yes, there are. I think there are many students who have a positive progress such us value \geq than KKM

Author : OK mom, thank you for your time and I am pleased to have been interviewed.

Teacher : You are welcome

Name of Teacher : Mrs. Titin Insiyah,S.Ag

Day/Date : Tuesday, April 8th, 2014

Place of Interview : MTS Al-Mubarak Samir Duduksampeyan

Author : Assalamu'alaikum

Teacher : Wa'alaikumsalam

Author : Mom, I am Siti Nur Azizah, I want to interview related to use picture media in teaching writing descriptive paragraph.

For the first question to you, do you felt the picture media of it is perfectly applied in teaching of writing?

Teacher: Yes, most of the students usually bored in writing materials. By using picture media, the students can be more interested and active in the classroom.

Author : Whether using picture media can help the students more easily in describing, Mom?

Teacher : Yes, with the presence of picture media, they find it helpful to write a descriptive paragraph

Author : Whether in the implementing picture media when teaching writing descriptive paragraph there is difficulty?

Teacher : There is no problem at all, it is only there are some students who are little difficult to set up, especially on male students.

Author : Whether the students in learning to write using picture media there are difficulties?

Teacher : Overall there is nothing problem, just some students that have lack of vocabulary, so sometimes they still ask the teacher.

Author : Whether difficulty in finding picture media used?

Teacher : Um, I think no, because technology has now advanced so I could find from a range of sources.

Author : Oo I see, then from anywhere the father obtain media image used?

Teacher : As I've said above, I could take from several sources. For example I get from books, magazines, the internet, and others. But mostly I use it from the internet, in addition to the choices a lot more I can also adjust t

he size of the book occasionally because if its size is too small.

Author : Searching through the internet is also faster Yes Ma'am? Then when you are practicing media images in teaching descriptive writing paragraphs students much progress?

Teacher : By using the picture media, the result of the students' learning outcome experience had a lot of progress. It can be seen from the many students who have value \geq than KKM.

Author : OK mom, thank you for your time and I am pleased to have been interviewed.

Teacher : You are welcome.